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EXAMINATION MALPRACTICE IN NIGERIA: THE ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGY

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Introduction

According to Onuka and Amusan (2008), examination malpractices attained such an unpleasant height, that it became a source of great concern to the Nigerian society to the extent that at the twilight of the Abdulsalami Abubakar Administration in 1999, it enacted a decree on examination malpractices now known as the Examination Malpractices Act 33 of 1999 to deal with this unyielding and very disgraceful societal menace. To Onuka and Durowoju (2010), examination malpractice has become a 'norm' at all levels of education in Nigeria, to the extent that many stakeholders in the education industry, especially students and their parents as well as teachers believe that the only means of achieving success in an examination is through examination malpractice. Although examination malpractice is seen, by some people, as an act of deliberate dishonesty or an unethical act contravening examination rules and regulations, yet increasing number of people appear to be buying into this unholy act. It has become a booming business that it could be inferred that there are examination fraud cabals who make brisk business by engaging in this unholy act.

Onuka (2009) argues that in an attempt to curb examination malpractices in Nigeria Act 33 of 1999 outlines the following among the offences that constitute examination malpractices:

- Cheating during examinations;
- Stealing of question papers;
- Impersonation;
- Conspiracy to cheat;
- Breach of duties during examinations;
- Aiding and abetting during examinations etc.

He noted that examination malpractices are multi-dimensional, which can occur at any stage of public examining process spanning from planning, test designing/construction, administration, scoring/marking, grading and dissemination of results. As stated by Ojerinde (2011), Nigeria is well-known and adjudged with the slogan "A country where anything goes". The implication therefore is that examination malpractice is not

exempted because those involved at every stage of the examining system are Nigerians who believe that only the end justifies the means, rather the means justifying the end, since the means should normally come before the end. This sequence, calls for measures to be evolved to curtail examination malpractices at all stages of the public examining process. Onuka (2009) thus suggested that measures aimed at curtailing examination fraud must take cognizance of the multifarious nature of the examination menace. This observation is in consonance with the views earlier held by scholars such as Ojerinde (2005), Onuka and Amusan (2008) that examination malpractices take various forms and in spite of varying forms of measures to assure the security of the public and indeed all forms of examining processes in Nigeria, test security had continued to be elusive. Consequently Onuka (2009) proposes three variants of test security measures:

- ❖ Proactive test security measures, which implies that the system takes cognizance of the fact that threat to the examination begins with the planning as this stage is undertaken by more than one persons at a time and as such, it is impossible to vouch for the integrity of the system, as a person who lacks integrity is not known by mere looking at his face. Especially in view of the fact that those engaged for the planning and construction of test items may not have been thoroughly taken through the integrity test, as such exercise is costly and cumbersome. There should be pre-examination proper examination fraud preventive measures to nip any attempt to perpetuate fraud at that stage in the bud.
- ❖ Concurrent/developmental test security measures: these are examination security measures put in place during the planning of the administration of the examination papers to ensure the sanctity and integrity of this stage of the examining process. The measures so taken here are meant to curtail all sorts of examination malpractices that could occur at this stage, by putting both the examining officials and the examinees or testees in check, in order to avoid the perpetration of any form of malpractices.
- ❖ Retrospective or restorative test security measures: these are post-examination administration security measures to investigate any reported cases of malpractices: their causes, effects and proposes further possible preventive and punitive security measures to respectively check mate future recurrence of malpractices and sanction detected perpetrators of the reported and proven cases.

Having come to terms with the fact that we may have to live with examination malpractice like electoral fraud, we must thus put subsisting measures or mechanism in motion to check the cankerworm called examination fraud or malpractice, in order to curtail it very substantially, if not to totally eradicate it.

Nature of examination malpractice

According to Onuka and Durowoju (2010), the under-mentioned constitute what we may refer to as the nature of examination fraud/malpractice:

- ❖ Leakage of question papers in the process of setting, printing, packaging, storing and distribution: there cannot be examination leakage if someone involved in the preparation like examining body officials [permanent or ad hoc] and sometimes with the connivance of parents, principals and teachers and in some cases

security personnel, are not in the know. Thus, malpractice is often a product of networking.

- ❖ Impersonation: this is done by someone who is not a candidate in on-going examinations or a person that should not be present in the examination hall, who undertakes to write the paper for the candidate in a mercenary fashion. In fact, despite the fact that photographs are now embossed on certificates, it seems people still do this. The examining bodies cannot take blame for this, because there is no way they can detect such. However, other persons responsible for recruitment and admissions therefore should scrutinize certificates so thoroughly so that any mutilation of the embossed photograph can be reported to the police for proper investigation. This presupposes that all hands must be deck on to checkmate the activities of examination fraudsters.
- ❖ Lateness to examination centres by invigilators and supervisors: lateness of the supervisors and invigilators to the centres can provide opportunity for the occurrence of leakages of papers which may have begun in other centres. The examination fraud syndicate members may have laid their hands on an on-going question paper elsewhere and then do a brisk business with it in those centres where the supervisors arrive late.
- ❖ Lateness to examination hall: some of the candidates may deliberately come late to Examination Centres in order to ensure that they have the opportunity to possibly preview the questions elsewhere before coming to their own centres with the previewed knowledge to tackle the paper headlong.
- ❖ Cheating: this can be by conspiracy [a group of examinees having agreed to cheat or a group of examinees and an examining body official whether ad hoc or staff] or singly done by one party copying from another without the knowledge of the latter.
- ❖ Fake certificates: buying/forging fake certificates is in fact an advanced form of examination fraud as culprits in this category do not bother to take an examination and would yet want to have the benefit of such examination that requires many years of hard work at great cost to both parents and their wards. Of course, it is more criminal than other characteristics of examination fraud.
- ❖ Corruption seems to be not only unofficially but almost an officially acceptable way of carrying all sorts of government and private business in Nigeria. Thus, since those engaged in the conduct of public examinations are humans and Nigerians, some stakeholders especially but not limited to the ad hoc staff, parents and students use this menace called corruption to perpetuate examination fraud at any stage of the examining process.
- ❖ The mode of appointing ad hoc staff may partly be contributory to the persistence of this cankerworm in our examining system as some people of unproven integrity could be inadvertently used for the conduct of public examinations.

- ❖ Smuggling answer books into or out of the examination centres. This process enables mercenaries to write examinations for lazy and willing examinees, sometimes with the connivance of other stakeholders like teachers, parents, officials and even security, hence, all of us are to blame as several people who are Nigerians across the length and breadth of the country are involved in the examining process in one way or the other.

Causes of examination malpractices:

Onuka and Durowoju (2010) outline the following as the possible causes of the menace of examination malpractice:

- Ø Greed/ avarice: Nigerians have become so perverse that whenever money is involved in a process, they become blind folded so much so that only a few persons can resist participation in corrupt practices and thus perversion of justice and fairness/fairplay, which examination malpractice is.
- Ø Corruption: we have become so permissive that it has almost become an acceptable norm in doing things in the country, to the extent, that those who openly denounced corruption are the ones directly or indirectly promoting corruption as well. Therefore, until someone at the top displays the rare courage, publicly declaring his assets and adding nothing more both while in office and afterwards, corruption will continue to thrive.
- Ø Dishonesty: Many a Nigerian is dishonest in all areas of human endeavour as long as that will enable them earn a living irrespective of whether it is by hook or crook. Actually, although many a Nigerian is religious yet we are very hypocritical and dishonest in our undertakings and therefore, are also engaged in examination malpractices.
- Ø Indolence/Lethargy: a substantial number of both teachers and students are indolent or lethargic, culminating in their ultimate resort to examination fraud. In addition, the study habits of most students are poor and expectedly the resultant effect is engagement in examination fraud. Often times ill-preparedness leading to examination phobia, the students are less self efficacious. Students are so much engrossed in pleasure drive that they hardly have time for other important things and thereby make deliberate effort to do effective study by managing their time well (Onuka, 2011).
- Ø Lack of political will to deal with culprits: those charged with the responsibility of dealing with examination malpractices lack the political will to do so either because they are afraid due to the attendant threat to life or some of their people are involved and cannot take any reasonably requisite action to deal with such matter decisively.
- Ø Conspiracy to carry out the act among examining body officials, parents, teachers, teachers and school authorities as well as examinees not only cause but also very

much promote the menace in both the education and examining systems in Nigeria. It is also obvious that some parents aid and abet their wards to undertake examination malpractices not just in Nigeria alone and also in the Gambia (Onuka and Durowoju, 2010; Conteh, 2008).

- Ø Complacency on the part of the judiciary and the law enforcement agents to enforce the law and prosecute as well as decisively and appropriately sanction the culprits. Thus, perpetrators take the liberty to continue doing the business and others joining the evil act by the day. Furthermore, interference in the investigation and prosecution of examination fraudsters by powerful individuals in our society also promote the continued occurrence of the menace.
- Ø Another obvious cause of examination malpractice in Nigeria is the tall orders governments at some levels often issue to principals and head-teachers to ensure that their students/candidates all pass the various examinations, otherwise they will be dismissed. Such directives usually put the school leadership on edge. This is more so that such threat is not often matched by provision of the enabling environment (Onuka and Amusan, 2008).
- Ø The mode of recruiting ad hoc personnel for the conduct of examinations: as pointed out earlier, the mode of recruiting ad hoc staff for the conduct of public examinations needs to be reviewed. Even if the present system of depending on the school system for the recruitment is allowed to remain, such ad hoc staff should be shuffled around even though it might be cost intensive, yet anything that can be done to ensure the integrity and indeed accountability of our school system would be an appropriate remedial measure.
- Ø Dwindling value system: it is a known fact that our value system has dwindled so mercilessly, that people no longer place any premium on accountability, probity and integrity, so anything goes (Ojerinde, 2011).
- Ø As noted by Onuka and Durowoju (2010), the craze for wealth and unmerited possession has led people to do all sorts of things including examination malpractices. Unfortunately the religious groups in the country have joined the craze for wealth and material possessions by hook or crook train that they can no longer act as watchdogs. The resultant effect is heavy toll on moral rectitude and deficiency.
- Ø Broken homes are equally a major contributing factor to examination malpractice as children of broken homes are often maltreated and not provided for such that they easily join groups that are anything but well-behaved and good.
- Ø Lack of monitoring: teaching and learning activities are no longer seriously monitored and evaluated in order to improve the learning and teaching process for effective and all-round education of the child. The development, therefore, has its toll on the polity. Unless uncorrupted inspection is returned to the school at all levels of education and teaching, the process will continue to be ineffective and as

such, examination fraud will refuse to abate.

- ∅ The undue emphasis placed on certificate rather than acquisition of skills and competence is also a major cause of the cankerworm under discourse.
- ∅ The insufficiency of the available teaching-learning materials and their substandard nature contribute immensely to the malaise called examination malpractice. To ameliorate the anomaly, there is the need to ensure that sufficient quantum of standard teaching and learning materials are provided to make learning practical and skills acquisition oriented. The government rather than solve these anomalies would want to harass and blackmail or intimidate the examining bodies to lower standard. This attitude, of course, is not the proper way of solving the problem of mass failure; it can only aggravate the already complex case of EP.
- ∅ Overcrowded classrooms and congested examination halls cannot but be principal reasons why [EP] is so rampant year in year out. This ugly situation leads to inadequate spacing of candidates during the actual conduct of public examinations. Until and unless adequate number of classrooms and large halls are provided for teaching and learning as well as examinations, there will continue to be substandard system which will in turn produce substandard products, which are not good for use by the labour market.
In addition, a good number of students attend classes irregularly. Monitoring of wards by parents and teachers and cooperation between them could improve attendance at schools by students and subsequently students' performance in examinations.

Methods employed to carry out examination malpractices

Quite a number of methods are employed to perpetuate EP. Some of them are listed below:

- ✦ Desktop publishing: this is a system of writing on the desk probably before the examination starts. It does not necessarily result from leakage, but the students would have suspected what would likely come out in the examinations and so may have copied something they think could be the answers. This also happens at internally administered examination in schools.
- ✦ Laptop publishing writing on the examinee's lap suspected answers to permuted questions which may and may not eventually appear as envisaged by the candidate[s]. However, if they do appear on the questions, it would give them undue advantage over their peers. Nevertheless, whether or not they appear, since the intent to commit examination fraud was behind the original idea or motive of doing so, examination malpractice had already been committed.
- ✦ Palmtop publishing i.e. writing suspected answers to leaked or permuted (expected) questions on their palms prior to the commencement of the conduct of examinations. with the intent to have undue advantage or obtain unmerited marks.

this is pictorially depicted below.

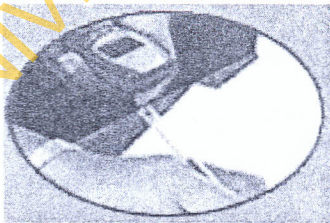
Microchips refer to writing on very tiny pieces of papers with equally very tiny writing that only a very painstaking invigilator or supervisor with very good eyes would be able to read them. It is only an extra vigilant supervisor or invigilator and security person that can discover them. An example of this is the pictorial below:



Candidate brings out copied material from his thigh

Source: <http://mypennypaper.wordpress.com>
Culled from Onuka and Durowoju (2011)

- ✚ Cell phone publishing - this is using the mobile phones to save envisaged or true answers where leakage occurs or to send answers to questions on SMS to candidates. Where candidates succeed in smuggling cell phones into the examination halls undetected and where the invigilators and supervisor are not extra vigilant, the candidates could then use the saved suspected answers or read and copy answers sent to them through SMS. This is pictorially illustrated below:



Student copying from handset

Source: <http://caemi.org/>

Culled from Onuka and Durowoju (2011)

- ✚ Impersonation/mercenary engagement-in fact, the point just be made above can result from mercenary activities as well, where conspiracy had been hatched and employed.
- ✚ Cooperative cheating where stakeholders had previously planned and execute the plan to allow mass cheating, we have a cooperative cheating.

The figures below illustrates a form of cooperative cheating



Candidates passing copied material to each other

Source: feathersproject.wordpress.com

- ✚ Culled from Onuka and Durowoju (2011)



Students caught cheating

Source: 234next.com

Culled from Onuka and Durowoju (2011)

Effects of examination malpractice

Every action and / or inaction has one form of consequence or another, which can either be positive or negative. We can thus infer than examination malpractice could have not been otherwise. Thus, Onuka and Durowoju (2010) identify the following effects of the cankerworm on the individual and indeed the nation.

- ❖ Some people's certificate are worthless, since they cannot defend such the certificates they claim to have worked for and passed, as they did not in the first instance work hard for it and cannot therefore, prove its worth. This reminds one of a story of two candidates shortlisted for a position: one had a second class upper division certificate, while the other person passed at a second class lower division. The two of them were shortlisted for a job interview, the one with second class upper division could not answer a single question claiming he had headache. The second candidate with second class lower division performed brilliantly and eventually secured the job. This has gone beyond a disgrace to the individuals and has now dove-tailed to becoming a national disgrace as certificates from the Nigerian educational Institutions which used to be highly valuable in the global employment market have now become questionable, due the very low premium placed on our certificates as a result of persistence of examination fraud.
- ❖ The menace has led both teachers and students losses of foci in the teaching and learning, since in their calculation, hard work is no longer rewarding. This portends that some stakeholders do not take teaching and learning seriously, thereby becoming non-challant about the process and consequently have a telling effect on future generations.
- ❖ A careful and critical assessment of the education system reveals that the issue of healthy competition among examinees has been relegated to the background and consequently no serious study takes place again in the system leading to continued erosion of educational values in the country. Consequently the education industry suffers while the quality of human capital output of the system degenerates.
- ❖ Examination malpractice has also increased the culture of violence in the education sector, no serious study is being undertaking by some of the students engaged in the act, believing that they can undertake examination malpractice via violence or threat to life as people are likely to put much value on their lives. Violence will scare them and to such students committing violence is much easier than studying.
- ❖ It also usually leads to cancellation of certain examination papers and innocent students are thereby affected.
- ❖ It can sometimes lead to de-recognition of schools as examination centres, when cases of mass malpractices are proven. The resultant consequence is that some innocent persons suffer for the offence of a minority or the negligence of those charged with responsibility of the instilling and maintaining sanity in the system.

The role of Information and Communication Technology [ICT] in examination malpractice

The role of ICT in examination malpractice can be duo-dimensional namely: it can either be positive or negative as it can both be used to fight and to perpetrate the evil referred to as examination malpractice or fraud. From the methods of perpetuating the act of examination fraud outlined above, we can infer that the use of ICT is equally involved in carrying out the menace in more ways than one. The use of ICT tools such as Bluetooth enables hackers to tap information from computers or handsets by another. The use of close circuit television set enables monitoring of activities of people from a distance, since walls no longer constitute barriers to such monitoring of activities. It must be noted that though ICT plays a double-edged sword role in terms of examination malpractices, the negative is minimal compared to the positive role it can play in curtailing examination malpractices.

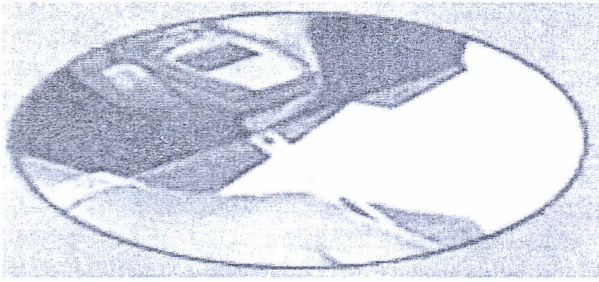
Find below the pictorial illustrations of some of the methods mentioned in this discourse:

Visual capture of Examination malpractices ICT tools:



Use of mobile phone for cheating

Source: <http://teensworldng.wordpress.com>



Culled from Onuka and Durowoju (2011)

ICT is more useful in perpetuating malpractice prior to the conduct of examination, if inadvertently there are corrupt and dubious but smart persons involved in the construction, moderation and printing of examination papers. Those who type examination papers and printers must be put on watch so that they do not use ICT tools save the papers in order to leak the papers for monetary gains later, since there are several ways of saving on the computer. They could also use Bluetooth to hack items from the computer of another. Those who are in the business of examination malpractice could perpetuate it by networking with cliques both within and outside examining bodies to install secretly some monitoring ICT tools like close circuit television [CCTV] to monitor pre-examination management activities with the intent of hacking and storing questions for sale to those who may wish to participate in examination malpractices. However, counter measures by the examining bodies using the same ICT to arrest such situation in the bud would save the situation. The examining bodies only need to study the trend in examination malpractice via ICT and forestall it. The use of scanners and biometric machines by JAMB is a right step in the right direction. It is hoped that other examining bodies in the country will emulate this important step to arresting examination fraud in our body polity.

Efforts made so far to curtail examination malpractice

Examination Malpractice is not a new phenomenon and it is also not limited to Nigeria alone, but it is equally global with varying degrees from one clime to another (Onuka and Obialo, 2004; Conteh, 2008; The Kenya National Examinations Council [KNEC], 2009; Ojerinde, 2011). Thus, it can be inferred that efforts in curtailing or curbing the menace cannot be new as well. In Nigeria, both government, examining bodies, non-governmental organisations such as Orderly Society Trust [OST] through organisation of seminars and the Exam Ethics currently recruiting exam ethics marshals and also concurrently holding national conference on exam ethics 14-16 November, 2011 are involved in finding solution to and/or fighting the menace (Onuka and Durowoju, 2011). However, it is not known that any State in the Federation has actually taken deliberate action in assisting to curb the menace. It also known that the Federal Government enacted a decree on examination malpractices in 1999 now known as Act 33 of 1999. It is, however, yet to be seen as being fully applied in the fight against the fraud (Onuka and Durowoju, 2010), as hardly have culprits/perpetrators of examination malpractices been brought to book. The West African Examinations Council and the

Joint Admissions and Matriculation Board have some mechanisms to curtail the incidence of examination malpractices. Nevertheless can we pointedly state that these have not been as effective as had been envisaged by these bodies? A newspaper reported that WAEC had always endeavour to punish any culprit caught committing any of act bothering on examination fraud (The Nigerian Tribune of 20th August 2010 on page 5). The Nigerian Tribune of 25th August 2008 and The Nigerian Tribune of 20th August 2010 on page 5 respectively reported that JAMB claimed to have conducted an almost exam fraud free examination while WAEC withheld a total of 77, 168 results of candidates out of a total of 1, 351, 567 that sat for the 2010 MAY/ JUNE (WASCE) for alleged involvement in various types of examination malpractices. Furthermore, Aworanti, Adewuni and Arakpogun (2010) listed the following as the measures adopted by National Business and Technical Examinations Board (NABTEB) to curtail examination malpractices: Tripartite monitoring; introduction of station work; sanctioning the affected schools and candidates; appointment/training of credible persons as supervisors; commendation where malpractice was not committed during the exercise; enlightenment campaign and progressive distribution of question papers etc.

The implication of the points made above is that the examining bodies in Nigeria are seriously fighting the menace with all the resources within their power for the purpose. It must be noted that the tripartite monitoring adopted by the Nigerian national examining bodies is the brain child of Professor Dibu Ojerinde, who is taking the lead in the use of ICT to curtail exam malpractice. In furthering its leadership role in the fight against the menace of examination malpractices, JAMB led by Professor Dibu Ojerinde, blaze the trail again by introducing scanners and biometric machines to curb the menace and also firing Board staff that were found to have encouraged or been involved in malpractice [www.allafrica.com; www.quicknews.africa.net]. He also led the examining body to develop a comprehensive checklist for monitoring the activities of the unified tertiary matriculation examination [UMTE], which is meant to improve JAMB's performance (JAMB, 2011). It is noteworthy to state that examining bodies alone cannot successfully curb examination fraud except all hands are on deck as it is as bad as electoral fraud to which we have devoted much attention while passing is paid to the cankerworm call examination malpractice that can itself give birth to electoral malpractice because 'success' in committing examination fraud is a precursor to electoral fraud.

Using ICT to solve examination malpractices

The original intention for developing Information and Communication Technologies is for the development of the globe and not for its destruction. Nevertheless, as God has rightly described the human as having a heart being desperately wicked and it can only be decipher by God Himself [Jeremiah 17:9], human beings often turn good intention upside down for selfish reasons and thereby become tools in the hands of the devil for destruction rather than construction, thereby using ICT negatively for evil devices such as examination malpractice.

Ouma (2007) sees ICT as 'a range of innovative technologies for gathering, processing, retrieving and transmitting information, information communication technology [ICT] supports a wide range of activities in many ways'. [p.3]. Ssempebwa, Canene and Mugabe (2007) believe that in the last forty years of its development, ICT has been beneficial to many nations of the world. In fact, there is no gainsaying in this statement as it is true. It has indeed made life very easy and reduces the world to a global village and thus made life much easier as information that used to take months to get transmitted can now be done in a split second. These and many more are the benefits of ICT in the modern world. It can, therefore, be inferred from the foregoing that ICT can be used to curtail examination malpractices. Below are examples of ways in which ICT can be of use in the curtailment of examination fraud.

- a. ICT can be used in the three-dimensional security approach to curbing examination malpractice as suggested by Onuka (2009), namely: proactive, concurrent and retrospective approaches to the security of examination materials at all the three major stages of the examination process [developmental, examination administration and post-examination administration {marking and grading/dissemination} stages] by promoting positive use while at the same putting mechanism in place to nip in the bud any attempt to utilize ICT for sharp practices in any of the stages outlined above. ICT monitoring equipment should be acquired, install and utilize to monitor ICT processes in the public examining process.
- b. Close Circuit Television [CCTV] sets should be deliberately but discretely installed in strategic locations where examining stages take place to monitor the examination process, in order to nip any attempted malpractice in bud, because examination malpractice can occur at any of the stages, not only during the administration of the examinations, but also before and after the conduct of examination [during the preparatory and marking/grading process].
- c. Stakeholders should cooperatively install ICT gadgets such as biometric capture machine, direct data capture machines, scanners and close circuit TV sets at strategic places throughout the examining process to nip malpractices headlong, as examining bodies alone cannot single handedly fight the menace to stand still. However, when all hands are on deck, the fight might soon become a thing of the past. JAMB under Professor Dibu Ojerinde should be commended for blazing the trail of using ICT to curb examination malpractices during the conduct of the examinations. However, this should be extended to other stages of the examining process to further strengthen this mechanism for the fight against continuing examination malpractices in our polity, as prevention is not only better than cure, but less costly as well.
- d. ICT equipment should be utilized to counter and detect unholy act. This action would definitely avert unnecessary and evil use of ICT in examination malpractices, because such precautionary measures will help detect any untoward use of ICT in the examining process.

- e. Less emphasis should be placed on certificate, rather emphasis should be on the totality of learning outcomes namely, each examinee should be able to prove their competence cognitively, affectively and psychomotor wise.
- f. All stakeholders must cooperate in the fight against this vice also utilizing ICT to fight against those using ICT to commit the act of examination malpractice, while culprits should be apprehended, investigated and possibly prosecuted with appropriately applied sanction where found guilty of forgery using ICT, which of course is criminal in our law.
- g. Examination malpractices when properly viewed from all ramifications qualify to be termed: *forgery and examination rigging*, and should be seen as such as well and also treated as such by establishing examination malpractices tribunal to deal with all examination fraud cases decisively, just as the cases election malpractices are dealt with.

CONCLUSION

The discourse so far reveals that there are several dimensions to examination malpractices and that the menace is as criminal as forgery and electoral fraud/malpractices and they must both be seen and treated as such, if it were to be effectively and decisively dealt with in order to curb the menace to minimize its negative telling effect on our education sector. In the area of using ICT tools to curb examination malpractices, Joint Matriculation and Admissions Board is a trail blazer by using the biometric equipment to curtail examination malpractices in 2011. It is thus appropriate that not only should other examining bodies join in using the equipment to reduce the incidence of examination fraud, but that all stakeholders in the industry must contribute meaningfully to making the system work by joining in purchasing more of such equipment to accelerate their use to curb both ICT and non-ICT methods of committing this crime. The process will help to promote the sanctity of the certificates issued by these examining bodies and by extension our education system. We will then be able to restore the lost glory of our education system and proudly take our place in the education sector among the comity of nations.

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