ABSTRACT
Nigeria’s system of education in particular and, to a large extent, national development since independence have been problematic. This is because of the multifaceted problems underpinning them. These problems are: poor infrastructure, poor quality of teachers, inadequate teachers in both private and public schools, poor funding, academic fraud and a host of others. Among these maladies facing the educational system, the most worrying and disturbing is examination malpractice which has persisted despite several calls for the stoppage of this unethical practice. This paper gives an update on the emerging trends in examination malpractices in 21st century Nigeria which are exposure of examination questions and answers to students who have paid for them to some crooks in the examination bodies, copying on body parts and on tuition fee receipts, unnecessary excuses during examinations to move outside the examination hall for ‘urination’, use of cell phones and others. This research work dug into the historical archives to analyse the historical foundation of examination malpractice in Nigeria. It also analysed the importance of History subject in curbing examination malpractice which has eaten very deep into the fabrics of Nigeria’s educational system. This is on the basis that since examination malpractice is a social menace, History as a school subject is needed to change this social problem. The researcher’s position is hinged on literature and personal experiences as an invigilator in many examinations. Some of the recommendations are that History subject should be made compulsory in every strata of the educational system as it will help in moral and attitudinal change. History should be taught to everyone irrespective of his or her field of study at every level of Nigeria’s learning grounds. There should be a workshop for all those that have something to do with examinations on the negative effects of examination malpractice. Proper scrutiny of students before and during examination should be encouraged and lip service should not be paid to punishment that should be meted out on culprits to serve as deterrents to others. The history, names and photographs of those who engage themselves in examination malpractice should be published in a hard cover year book and a host of others.

Keywords: Examination malpractice, Historical analysis, Emerging trends, History education

INTRODUCTION
A lot has been written on examination malpractice, especially in academic spheres. Seminars and counter seminars, conferences, both national and international, have been
organized on this subject. However, this ugly practice has continued its dangerous impact on the standard of education in Nigeria and has also affected national development. Instead of being wiped out, new trends of examination malpractices are unfolding daily in institutions of learning. Until this cankerworm is removed from the fabrics of Nigeria’s educational system, the country will continually witness bad governance, insurgency, accidental discharge of gun bullets by military personnel who got themselves into the service with certificates gotten through this means, numerous avoidable deaths in hospitals, unwanted accidents both on road and air, and human life will continue to depreciate. Also, churches and mosques alike will be filled with ungodly people, crime will be on the increase, family life will continue to be miserable and a host of others. This is to say that keeping silent about this menace would make it more fierce.

It is noteworthy to say that the history of some countries in the world have been plagued with more pathetic problems than Nigeria, but historical consciousness and patriotism being instilled in them at different fora has changed the narrative. This paper is of the opinion that many scholars have given their words as to how this menace should be curbed all to no avail. Ajayi (1960) stated that our cultural heritage is what we carry with us in our bones. Its values that are valid for us are those of which we are conscious. Only History education can deepen and widen that consciousness. It is through History education and increased knowledge of the past that individuals are resolving for themselves to come out of the dilemma of life. There are in fact good Nigerians who do not want to take short cuts in life; they want everything of theirs to be based on merit. They don’t want to cut corners, so we must appreciate them and honour their honest approach to life. Igwe (2012) observes that in advanced economies where History knowledge has been embedded in their blood streams, anyone, irrespective of rank or class, could foil plans of fraud observed irrespective of whether the person involved is the President of the country or not. Igwe further says that in these countries, executives cannot bribe away the legislature much less the judiciary. One would equally buttress here that in some of these developed countries, a public office holder indicted of graft or fraud resigns honourably, but in Nigeria, dubious government officials are accomplices to corrupt administrations. Integrity never counts, and an indicted public office holder would rather die in office than resign. The plethora of issues of cheating can be seen in most places, but since education is the bedrock of enlightenment, any puncture on it affects all other areas of national life. That is why the havoc of examination malpractice is likened to a wild fire that consumes a significant landmass of where people are living. In fact, how can Nigeria build a value system woven on integrity when examination malpractice has become the order of the day and culprits shamelessly go scot free?
As with other known crimes, when the general populace is aware of their tactics they develop new ones immediately. This is also the case with examination malpractices. Students who engage in examination malpractice and their cohorts have developed new methods of examination malpractice.

**CONCEPTUALISATION OF EXAMINATION MALPRACTICE**

Macmillan English Dictionary of Advanced Learners (2002) describes examination as an important test of one’s knowledge. Oduwaiye (2014) also sees examination as an organized assessment technique which presents individuals with series of questions or tasks geared towards ascertaining that the individual acquired knowledge and skills. It is a way of assessing how well an individual has mastered the subject matter. So then, if examination is regarded as an important test of one’s knowledge, it also goes to show how well a learner has mastered what has been taught him over a period of time. Malpractice, on the other hand, refers to any act or inaction that does not conform with the normal way of doing things or a misnomer of a practice which does not adhere to the standard procedure. Examination malpractice refers to any act of cheating or dishonesty in or outside examination halls aimed at gaining unmerited advantage. Examination malpractice according to Fowoyo (2012) is a deliberate wrong doing contrary to the laid-down examination rules mapped out to place a candidate at an unfair advantage or disadvantage.

**HISTORY OF EXAMINATION MALPRACTICE IN NIGERIA**

Examination malpractice is quite old in Nigeria. According to historical records, the menace is traceable to the year 1914, the year that in Nigeria’s history the Southern and Northern protectorates were amalgamated (Opara, 2012). It was acknowledged that there was a leakage of question papers in the Senior Cambridge Local Examination. It has also been captured that in 1970 Nigerians witnessed an unprecedented position in the historical pedestal of examination malpractice. The examination malpractice was tagged “Expo 1970” as in this year there was a massive scale of the exposition of the West African Examination Council (WAEC) question papers in Nigeria. The leakage of the question papers was so much that virtually all the schools and examination centres in the country could lay hands on almost all questions in all the subjects. The negative effect of that act was the total cancellation of all the papers and all culprits and non-culprits as well were compelled to re-write the examination the following year. Hounvenou and Hounvenou (2015) also alleged that it was after that incidence that the attention of the general public was formally drawn to the issue of examination malpractice in the country.
In 1977, there was a general outcry by the international examination body for the West African region WAEC after the leakage of her question papers. This led to the setting up of a tribunal by the Federal Government of Nigeria with the term of reference to investigate the mass leakage and suggest possible measures to forestall future occurrence. The recommendations of the tribunal led to the promulgation of Decree 20 by the Nigerian military junta in 1984 to deal with this menace. Oredein (2006) affirms that the decree promulgated that any person found guilty of the offence of examination malpractice and is convicted shall be sentenced to 21 years imprisonment.

Fowoyo (2012) however, noted that examination malpractice in Nigeria started even during the era of the white men, and is not peculiar to Nigeria alone. This can be accepted as a fact, but one must also agree that this cankerworm has gotten to a devastating state that Nigerian certificates presented outside the country or in the diaspora are being questioned and regarded as below standard. This scourge started becoming the order of the day in the early 1980s and late 1990s during the military regimes when the educational sector at both the federal and state levels fell to sorry states. An example is the massive cancellation of Nigerian candidates’ papers during Matriculation Examination to the then Yaba Technical College, Nigeria in 1984 (Hounvenou & Hounvenou, 2015). At this period in time, schools at all levels were starved of necessary funds and allowed to dilapidate. Public schools degenerated to a miserable stage and teachers at all levels were owed several months’ salaries. These teachers then lived at the mercy of collecting foodstuff and soup ingredients from their pupils or students in place of arts and craft materials.

**HISTORICAL ANALYSIS OF THE FORMS OF EXAMINATION MALPRACTICE IN NIGERIA**

Findings from Anakwe (2008), Fowoyo (2012) and Anzene (2014) have revealed that parents, students, teachers, proprietors of private schools and the government have contributed substantially to the growth of examination malpractice in Nigeria. Parents help to pay people to impersonate their children or wards, tip supervisors/invigilators to write and (or) solve problems in on-going examinations for their wards or children, finance/encourage special/magic or choice centres for their wards, encourage/buy leaked examination questions, contribute money to influence examiners in favour of their children. Students on their part smuggle foreign materials into the examination halls, intimidate supervisors or invigilators in the examination halls, they exchange notes, they copy from others’ work, exchange or enter into examination halls with already answered booklets, engage in unauthorized passing of information between candidates (collusion), engage in substitution of scripts and a host of others.
The teachers who are the custodians of knowledge contribute through improper assignment of students, that is, through deliberate placing of candidates in centres under the supervision of lax or corrupt officials, creation of ghost centres which are fictitious examination centres from which scripts are submitted during examinations, they arbitrate effortless marks to candidates for reasons best known to them, inflating marks while compiling terminal results (this is done to impress parents, thereby creating false impression about the child’s ability/capability), and a host of others.

School owners too contribute in various forms to examination malpractice through appointment of choice invigilators, leaking information about question papers, using subject teachers to assist in solving questions, bribing and tipping external supervisors in order to have their ways, changing/replacing roll members, issuing of fake certificates to un-deservers and a host of others.

Government on its part contributes in examination malpractice through paying lip service to education, playing politics with education, acceptance of illegal schools in every nook and cranny of cities and villages, poor teacher motivation, allocation of only 26% of the annual national budget to the education sector and a little mapped out for education, allowing examinations in certain areas to be handled by examination mafias, craze for certificates instead of quality education during employment and a host of others.

Examination bodies also contribute immensely in enhancing the scourge of examination malpractice through recruitment of supervisors or invigilators who have moral rectitude (no discipline and no honesty), leaking of the examination questions, answers and sometimes even the marking scheme through their officials; for example, typists and through the internet, giving of fake certificates and a host of others.

**UPDATE ON THE 21ST CENTURY EXAMINATION MALPRACTICE TRENDS IN NIGERIA**

Several forms of examination malpractices have been identified by many researchers and scholars; these include: impersonation, leakage, external assistance, copying, exchange of notes, collusions, intimidation, smuggling of foreign materials, giraffing, inscription, scientific malpractice, that is, the use of mobile phones during examinations, bribery, assault of examination officials, use of coded sign languages by some candidates, exchanging of answer booklets, leakage of question papers, writing of perceived answers on the walls of examination halls and desks, and a host of others. All these identified forms have been modernized or have metamorphosed into other sophisticated ones. This is because as the society changes, the intellectual capacity of cheating by these merit murderers also changes.
It is worthy of mention that the researcher’s personal experience on the new trends of examination malpractice in Nigeria’s educational system comes to bear in this paper. Some of the novel forms of examination malpractice that teachers and other stakeholders in the education industry need to be aware of are: impromptu excuses by candidates to go outside in the name of easing themselves to go and have a look at their notes after they have the knowledge of the questions, use of their body parts as writing pad or use of babies body parts for those that are nursing mothers as they will always have the sympathy of their supervisors, copied materials stored away in micro- and macro-sheets tucked away in unmentionable parts of the body, writing perceived answers on their photocopied tuition fee receipts, writing of perceived answers by them on their course forms as they will be allowed to enter with them, use of computerised wrist watches, use of recorded phones with answers mostly found with the physically challenged students, they write on their handkerchiefs, exchange of written answers on questions papers, smuggling of answers on papers in the holes of their biros, use of caps, shoes, socks, belts, cardigans to smuggle answers and a host of others. It should be mentioned here that examination malpractice can be before, during or after examination. This is as concurred by Anakwe (2008) who postulated that examination malpractice can be within an examination hall or room or outside the examination hall or room.

**EFFECTS OF EXAMINATION MALPRACTICE**

The effects of examination malpractices are enormous but emphasis will be laid on a few. The prevalent rate of examination malpractice leads to the long term effect of dysfunction in economic policies, collapse of buildings and bridges, wrong prescription of medicines and wrong diagnosis in health institutions, economic sabotage, vandalism, kidnapping, hostage taking for ransom, drug trafficking, fake drug manufacturing and sales, corruption, loss of credibility, discouragement of honest students from hard work, bribery, certificate racketeering and other practical effects of moral decadence.

**THE ROLE OF HISTORY SUBJECT IN CURTAILING EXAMINATION MALPRATICE**

Examination malpractice as has been pointed out is a social menace which also needs social means to solve it. Anzene (2014) opined that examination malpractice has become a serious social problem, one that has posed a great threat to the credibility and integrity of the entire educational efforts in Nigeria. Though Joint Admission and Matriculation Board (JAMB) and post JAMB examinations have served as checks and balances to a certain extent, we should be quickly reminded that these are manned by the same human beings. This is where moral uprightness which History as a subject instils comes in as the panacea to this menace. Ukpanupong (2011) said that History as a field of study and a body of knowledge remains very
important in every community and in every educational system. History inculcates the spirit of patriotism, enables us to understand what is good and evil, quickens our imagination, encourages tolerance, sets children on the path towards awareness of human solidarity and of the great truth that no man lives unto himself alone, trains the mind, serves as a source of pleasure and a gateway to university education. History teaches its students to have respect for the past and to know what they can do to protect and promote their own cultures and histories. It teaches them to be proud to tell the world who they are, where they come from and what they have achieved (Ikime, 2006). Ochefu and Ogbogbo (2006) opine that History develops students’ intellectual capabilities as it helps them to use their intellect and reasoning to get the best out of life by solving complex issues through historically prompted solutions. It further increases memory power, broadens their imagination and inspires and stimulates.

Many ways have been advocated by different scholars as to how examination malpractice can be removed from Nigeria’s educational system, but the equanimity of their effects are negligible. Historical knowledge has in the recent past and even today helped to solve societal problems like war and counter wars among communities, disputes as a result of land boundaries, political disagreements, gender and right issues, banditry, religious conflicts, insurrections and a host of others. So it is hopeful that such an effort by historical studies at these critical levels can be applied to examination malpractice. Most of the reasons given for examination malpractices and their recommended solutions are social and moral in nature, so History subject which central objective is to teach societal reengineering and reorientation to revamp moral values will help in no small measure. History raises the conscience of the people, reignites their spirit of patriotism and moral standard. If Nigerians want to nib the ugly trend at the bud, the moral aspect of their lives needs to be revisited and strengthened. This is so because all other efforts to curb this menace have failed. If the moral part of the problem of examination malpractice is solved, then all others will automatically take shape. So rather than chasing a wild goose aimlessly, History studies should be propagated at all levels and quarters to eradicate examination malpractice.

According to Itedjere (2006), examination malpractice is the moral tone of the society. The school, like any other social institution, does not exist in a vacuum, rather it exists within a geopolitical and socio-cultural milieu. He stated that examination malpractice is a product of a society that nurtures cheats and mediocres and turns them into celebrities. Examination malpractice is therefore, a reflection of the moral decadence of the country where there are pen robbers, armed robbers, smugglers and drug barons who are glorified by virtue of their ill-gotten wealth. Hence, behaviours are expected to conform and reflect the acceptable societal
norms and ethos as regards various functional roles and the executions of duties and services. Agreeing with Itedjere, Okafor (1990) blamed the society for examination malpractice. He said that in a country where dishonesty has been enshrined by the adult sector, children have learnt to steal with impunity. Examination malpractice (in all shades and forms) has become the order of the day among students at all levels of the educational setup. The slogan “the end justifies the means” is the most admirable on the lips of those who revere examination malpractice.

Everybody who engages in examination malpractice comes from a family and if the family has a good foundation of morality, the outcome will show in the children and better the society. Gotom, Badung, and Longkat (2019) state that it is not what an individual thinks is right that is right but rather, what the society advocates as being right. Nations learn certain values from their heroes and heroines and replicate same to their generations as historical artefacts. What moral values therefore can Nigerian youths not learn from past Nigerian historical icons like Nnamdi Azikiwe, Herbert Macaulay, Ahmadu Bello, Abubakar Tawafa Balewa, Yakubu Gowon, Solomon Lar, Joseph Gomwalk and others too numerous to mention? Schools and some major streets have been named after these icons for the society to remember them and emulate their lifestyles. History subject teaches those aspects of life that are cherished by all and sundry in the society and also those seen as not good for the society. These good attitudes are passed from one generation to the other in a chain of growth.

This degree of moral decay, however, is a measure of the ignorance of the actual history and culture of the past which only an increased knowledge of History can remedy. Cultural heritage is what individuals carry with them. Its values that are valid are those of which the carriers are conscious. Only History education can deepen and widen consciousness of the ill effect of examination malpractice on an individual or society. That the Nigerian and African past must play an important part in the process of nation building through the dismantling of the pillars of examination malpractice in every sphere (Igwe, 2012) is the interest of this study.

Paul (2012) opines that teachers are like parents to children while they are in schools, but they ought to engage the students in dynamic learning that is active, interactive, and creative on sound moral and academic foundations. Teachers are also regarded as moulders of lives as well as embodiments of wisdom and knowledge. This can be transmitted to the typists, examination bodies officials, invigilators, supervisors, custodians of examination question papers, the students themselves and a host of those that have been enumerated as examination malpractice frontiers. Likewise, parents in the historical past were seen by children as demigods on earth. They instil morality, honesty, truthfulness, respect for elders, respect for societal values, hard work and a host of others and also frown at cheating, stealing, laziness, dishonesty,
lying, mediocrity, smuggling and so on. A child who is well groomed will therefore abhor these vices. Why should a teacher be called upon to solve questions he stood in front of the class to teach? Where is the worth and respect then of that teacher? Why waste the time teaching when questions will be solved for students at the end? Parents should be reminded of the theory of cause and effect and echo for it is what you plant that will exactly come back to you; train your child to cheat and you will surely reap cheating. Teachers and parents should teach principles that help to lay and set standards. They should stand out and serve as the conscience of the society through the teaching of History as a subject. Let the students know the history of how their teachers and parents laboured for their certificates and let that inspire them too to get theirs’ honestly through diligence and hard work. That is what History subject advocates in practice. It is in this light that Fafunwa (1974) outlined seven cardinal objectives of African Traditional Education as: develop the child’s latent physical skills, develop character, inculcate respect for elders, develop intellectual skills, develop vocational skills and healthy attitude towards honest labour and promote cultural heritage of the community.

Another factor which has greatly contributed to examination malpractice is the Nigerian value system and the rush to get rich quickly and earn everything with ease. Today, the value system in Nigeria is that of wealth acquisition; this is so bad that money has become the most important factor for status symbol. History discipline is seen not just in terms of knowledge for its own sake but principally for its utilitarian value of providing general understanding and enlightenment of the citizenry. Problems are identified and their solutions attempted through what might be called applied history. Since History largely deals with past events, those who study it often strive to use whatever knowledge they gain from it as guidelines for their current as well as future activities. They also try as much as possible to emulate the good and avoid the bad regarding them as pitfalls for those who had lived before them (Ugwukah & Adeniran, 2016). Bozimo (2001) noted that only with good morals and values will History bring about a country’s development, sustain and retain that development for the future generations.

RECOMMENDATIONS

The following recommendations are hereby made for the ultimate eradication of examination malpractice in Nigeria:

1. History teaching should be made compulsory and be included among the core courses in Nigeria’s national education curriculum.

2. There should be a blacklisting of those who engage themselves in examination malpractice and punishment meted to them should be published in all dailies to serve a deterrent to others.
3. Value of a responsible citizenship should be advocated through the maintenance of cultural heritage.

4. The knowledge of inter group relation should be propagated.

5. Moral values should be properly inculcated into youths, and parents counselled to stop aiding their children to cheat in examinations.

6. Teachers and parents alike should be made aware of the “echo theory” which says what goes around comes around.

CONCLUSION

Examination malpractice has been with Nigeria’s educational system for long and has remained unabated. Different reasons have been advanced for the push of students and their likes to indulge in the menace despite clarion calls from different quarters for its eradication. Most of the recommendations given seem not to have gained any tangible attention. It is based on this premise that this paper advocates the use of History subject for the teaching of historical facts to inculcate morality, honesty, consciousness, patriotism and a host of other virtues that serve as a buffer for society growth. This is because examination malpractice is a social problem that can be solved possibly with disciplines that propagate social and moral standards.

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