

## Research Article

# INFLUENCE OF EXAMINATION MALPRACTICE AT THE GENERAL CERTIFICATE OF EDUCATION EXAMINATION BOARD ON CAMEROON DEVELOPMENT

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### ABSTRACT

The aim of this paper was to determine the effect of examination malpractice on Cameroon development. The research design was case study. The target population of the study consisted of all the GCE Board staff that are involved in examination management and the accessible population was made up of all the principal officials while the sample size was made up of two examination officials and one research official. This sample size was purposively selected because they are the people who are usually involved in the trial of those involved in examination malpractice. The instruments for data collection were made up of two questionnaire and a check list. These instruments were validated by giving them to three experts that are involved in examination management in the Faculty of Education, University of Buea. The questionnaires were trial tested and had a reliability coefficient of 0.78 and 0.81 respectively. The data collected using the open ended questionnaire and check list were analysed thematically while the data collected using the closed ended questionnaire were analysed using frequency and presented on frequency distribution tables. The results show that Examination malpractice is carried out by candidates before and during the examination and that there is no examination malpractice after the examination. The study also reviews that it has an influence on Cameroon development in the sense that; Un-achievers become achievers through certificates they have unjustly acquired. When they are employed, they are unable to deliver the goods. The current practices during examination are replicated into their daily operations or activities and this increases corruption and brings down the country's development. Based on the above findings, the following recommendations are proffered: Candidates, parents and other stakeholders should be informed of the rules and regulations that govern the GCE examinations. Training of school authorities especially invigilators should be done. Psychological testing and follow-up counselling to re-orientate students with personalities that are prone to EM should also be done. Section 163-1 of law No.2006/007 of July 2016 relating to the penal code of Cameroon, which says that 'whoever, through corruption facilitates the success or causes the failure of a candidate in an administrative competitive examinations or other examinations, should be punished with imprisonment ranging from 2 to 5 years or a fine ranging from 200,000frs to 2,000,000frs or with both such imprisonment and fine', should be implemented so as to deter would be culprits.

**Keywords:** Influence, examinational practice and development.

### INTRODUCTION

Education is the sum total of a person's learning experiences during his or her lifetime. Education means the process by which an individual acquires knowledge, skills, values, and attitudes for his or her own benefit and to be a useful member of his or her society (Tambo, 2012). There are agents through which this process takes place. These include the family, the school, the church, peers and the media. Education has three types namely; formal, non - formal and informal. Formal education is the type of education that takes place in a specific structured and controlled environment such as the school. According to Page and Thomas (1979) cited in Nkeng (2007), formal education is defined as education in which the roles of teachers and pupils can be defined and in which one party accepts responsibility for educating the other. Informal education is the type of education that occurs in places not specifically made for transmission of knowledge, skills and values per say. For example, informal education takes place in informal settings such as the home, family, peer, group and community. Page and Thomas (1979) define informal education as education in which the teachers and learners cannot be distinguished. In modern society when children are tutored at home or church, they become non – formal agency Non formal education is

well organised but not as much as formal education. It is that type of education that is oriented towards certain career, vocations or services. The church and mass media and ceremonies, are the major agencies of non – formal education. Education, which is the process of providing information to persons to enable them develop in all areas of life, is one of the major routes to success in life (Offorma, 2009). It is the foundation upon which physical and technological developments rest. Thus, examination is required to help determine students' class of certificate and to ascertain the level of competence of students from the elementary school to the highest level of formal education. This in turn influences chances for job placement of people in different organizations across the globe. At a stage in some people's career, examination serves as the gateway to promotion. In the traditional African educational system, teaching and learning were basically practical. The students learned orally and through close observation of their master. In fact, it was through imitation, no issuance of certificate to prove completion of course of study since the society was interested in skill acquisition and practical demonstration of the arts learned. Definitely, there was no need for certification, since education was viewed as a means to an end and not an end in itself (Akaranga&Ongong, 2013). The western knowledge acquisition system or formal education is measured on certificates. Before certificate is awarded, the students have to be examined in the field they have been trained. An examination is a formal test of a person's knowledge or proficiency in a subject or skill. Examinations are usually written tests, although some may be practical or have practical components and vary greatly in structure,

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content and difficulty depending on the subject, the age group of the testees and the profession. Ojerinde (2000) view examination in the contexts of teaching profession as “a set of questions exercise designed to determine the knowledge or skills the examinee have acquired.” Similarly, Alutu (2005) cited by Ivor (2008) defined examination as a process of measuring how much knowledge a student in an institution of learning has acquired after exposing him/her to definite course of instruction. Historically, examination originated from the ancient china. At that time, they implemented the examination system nationwide for the selection of candidates for government appointment (Wikipedia, 2010). England adopted and modified the China's system of evaluation. Here series of questions or tasks geared towards ascertaining the individual acquisition of skills and knowledge are designed and assessed accordingly. This technique later on spread to other parts of the world including Cameroon as a standard way of assessment. Thus, examination either school based or external are designed and administered at different stages of education and the result can be used for various purposes like reporting achievement in each subject to students and parents at the end of the term or semester or end of a programme. A second and very important purpose of examination is to provide teachers with diagnostic feedback on how they performed on each assessment task (curriculum council, 2010). In other words, school-based assessment help teachers to analyze what their students have learnt, how well they have learnt it, and helps them decide how to adjust their teaching programs if needed. Other purposes for administering examination according to Snehlat (2007) include grading, classification and certification. NnamandInah (2015) notes that examination is a yardstick against which students or candidates' competence and progress are formally measured and appraised in the education sector. According to Emaikwu (2012), examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. George &Ukpong (2013) opines that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next academic level. Malik and Shah (1998) cited in AkarangaandOngong (2013) observed that examination is not only a process of assessing the progress of students but, it also motivates and helps them to know their academic strengths and weaknesses apart from providing teachers with opportunities to try new methods of teaching. But when examination is not properly conducted, the expected feedback may not result. Hence, the result of such evaluation leads to wrong decision and judgment which affect the teacher, the learner, the entire education industry, as well as the society (Ojonemi *et al.*, 2013). Whenever there is examination irregularity or malpractice, the validity and resulting outcome is questionable. The nation continuous development is threatened by the disturbing rate of continuous abuse of the widely believed to be most convenient, cheap, reliable and consistent means of measuring the level of intelligence of students i.e., examination in various institutions of learning in Cameroon. This examination malpractice is perpetrated by parents or guardians who buy papers or bribe examiners/invigilators, educators who collect money and turn a blind eye, lazy students who do not take their studies serious and still desire to get the best score, the examiners who set and mark the papers, typist of the questions papers, printer who supervise printing arrangements or transport printed questions, supervisors who supervise the conduct of the examinations, invigilator at the centers/halls, proprietors of schools, are all guilty of various examination malpractice. Societal misfits, low standard of education, unsustainable education and community, unproductive societies, are the results. More effort is required to combat Examination misconducts for the realization of vision 2035 and sustainable national growth.

Examination is an essential component of the educational process because of its role in assessing learners' educational achievement, future or career path. This overwhelming significance of examination lends a need to ensure that every examination gives a near true measure of students' performances and abilities. The task of ensuring that examination is conducted devoid of anomalies leaves the examining bodies with a daunting task in the face of prevailing cases of examination malpractice (GCE Board,2021). According to the GCE Board, 2021, examination malpractice presents one of the most serious challenges to examination bodies the world over. Prevalence of examination malpractice impact negatively on examinations and reduces the value of such examinations. In fact, an examination that is excellent in its educational and technical qualities would ultimately be of very little value if its administration is flawed with widespread malpractice (GCE Board,2021).Assessment institutions have the primordial task of ensuring that the examination they administer is valid, reliable, fair and devoid of all forms of misconduct. Onuka and Duwoju(2010) asserted that the examination system has degenerated to such an extent that its validity and reliability are being called to question because of the increasing incidence of examination malpractice.

## STATEMENT OF THE PROBLEM

National development is a serious concern to both government and individuals. Education is an instrument par excellence for effecting national development. It has also been seriously contended that no nation can rise beyond her educational system. This means that the level and quality of education in any society determines the level and quality of development of that society. Formal education is measured on certificates. But before certificate is awarded, the candidates have to be assessed or examined in the field they have been trained because examination is a yardstick against which candidates 'competence and progress are formally measured and appraised in the education sector. Examination is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. In Cameroon, candidates write GCE examination at the end of secondary and high schools so that they can be ensured certificates. To prevent the candidates from cheating before, during and after the examination, the government of Cameroon came up with law No.2006/007 of July 2016 relating to the penal code of Cameroon, which says that 'whoever, through corruption facilitates the success or causes the failure of a candidate in an administrative competitive exams or other examinations, shall be punished with imprisonment ranging from 2 to 5 years or a fine ranging from 200,000frs to 2,000,000frs or with both such imprisonment and fine'to deter would be culprits. Unfortunately, because of the desperate quest for certificate experienced in Cameroon, many candidates would want to pass examinations by all means and many school authorities and parents would want to explore means of getting good grades for their students and children. For the above reason, they all resort to different forms of malpractice before, during and after examination. Examination malpractice puts our youth, future leaders and professionals in a situation that leads to a future of social, political and economic insanity and bankruptcy. Engaging in examination malpractice leads to cancellation of results which means great waste of resources to society and parents, and provides sources of great agony and injustice to innocent students.

It's against this backdrop that this study intends to find out the influence of examination malpractice on Cameroon development.

## THEORETICAL REVIEW

Theories underpinning this study are Albert Bandura's social cognitive theory (1991) and True score theory by Novick (1966).

Albert Bandura's social cognitive theory states that an individual's thought, environment and behaviour are shaped by his or her interactions. According to Bandura (1991) moral behaviour for example, honesty or dishonesty is shaped by cognitive and environmental factors. Cognitive aspects according to him include intellectual and moral developmental levels, thought processes, beliefs, reaction to situation and social norms while environmental aspects include commitment to social norms, codes of conduct and modeling others. This means that through counselling on social norms and code of conduct examination malpractice can be reduced. The True score theory states that any score of a respondent on an item or a test can be expressed as;  $X = T \pm E$ , where  $x$  is the observed score (one that is given to the testee based on his or her responses to the test items),  $T$  is the true score (actual or true performance of the individual, all things being equal) and  $E$  is the error score (that error that occurs as a result of our being human and reliable to marking mistakes). The above equation implies that an individual observed score in a test contains some errors which may be working to his or her advantage or disadvantage. When it works to his advantage the test score is inflated by that error score (signifying a (+) in the formula), this is usually the case when the candidate involves him/her self in examination malpractice. If it works to his or her disadvantage the test score is depleted by the error score (signifying (-) in the formula). This may be due to rubrics or other effects. Measurement experts are always interested in looking for ways by which the error component of test scores can be reduced to the barest minimum (Novick, 1966 cited in Joshua (2005)). It therefore goes without saying that through the fight against examination malpractice this error score can be reduced.

## REVIEW OF RELATED LITERATURE

Examination malpractice is a global phenomenon which is growing faster in magnitude and forms, as it feeds on the desperate quest for certificates experienced especially in developing countries. Many candidates would want to pass examination by all means and many school authorities and parents would want to explore means of getting good grades for their students and children. Therefore, they all resort to different forms of malpractices before, during and after examination, (Fasasi, 2006). Chileshe, (2010) indicates that an education system which favours an academic approach to learning at the expense of hands-on approach contributes to examination malpractices. This is because such an education system emphasizes passing examinations while those who fail to score the required marks to enable them pass are labeled as failures and are abandoned on the way. According to Alimako Bitrus (2013), examination misconducts ruin the credibility, validity and reliability of examinations, which are necessities of examinations. The current trend of examination misconducts has diminished the standard of education, leading to the award of certificate to people who are not found worthy in learning and/or character, such occurrences discourage good students from studying hard as they see others get away with their corrupt acts. Best brains that could help in research and development via generation of data useful for promotion, certification, selection and prediction, instructional and motivational aid, etc., are frustrated or thrown out in admission/job seeking process by the corrupt ones. The following definitions quickly bring to fore the essence of examination malpractice. The World Bank Group (2001), defines examination malpractice as a deliberate act of wrong doing contrary to official examination rules and is designed to place a candidate at an unfair advantage or disadvantage. Examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Obidigbo, 2011). Igwe (2002) defines examination malpractice as: "any act intended to benefit or give undue advantage to oneself or

another by deceit or fraud, before, during and after examinations." Examination malpractice has been defined as a deliberate act contrary to official rules, and is designed to place a candidate at an unfair advantage or disadvantage; it is a careless, illegal or unacceptable behaviour by a candidate in a formal test of his knowledge or ability in a particular subject (Philemon, 2007). It has also been said to be an act of omission or commission, which compromises the validity and integrity of any examination (Okwu, 2006). Onuka and Amusan (2008), have given a more comprehensive definition by defining examination malpractice as any dishonest or unauthorized action or deed committed by a student/candidate on his own or in collaboration with others like fellow students/candidates, guardians, parents, teachers, head teachers, examination officials, supervisors, invigilators, printers, security officers and anybody or group of people before, during or after an examination in order to obtain undeserved marks or grades. Examination malpractice takes various forms and is perpetrated by various agents. Different authorities have identified agents of examination malpractice to include students, parents, teachers, school authorities, supervisors and invigilators, security men (Oredein, 2006; Wilayat, 2009). On the other hand, Essien (2018) identified forms of examination malpractice to include examination paper leakage, impersonation, mass cheating, copying, bringing foreign material into examination halls, collusion among candidates. Ojo and Akintunde (2010) added the following EM, 'giraffing', exchange of scripts, dictation of answers by invigilators, deliberate deviation from marking schemes, alteration of results by computer operators, forging of results (racketeering), use of hi-tech coded language or symbols, absconding with answer scripts, swapping exam documents, lateness to exam hall, use of programmable calculators, leaving examination hall without permission, widespread cheating, etc. Similarly, the Annual Report of WAEC (2009) states that other prominent forms of examination malpractice and irregularity are collusion/assisted cheating involving teachers, invigilators, supervisors and even proprietors of schools. It is worthy of note that these practices increased astronomically with the emergence of technology. Information and communication technology does not only aid examination malpractice activities but also makes it even harder for the examining bodies and other authorities to fight this ugly phenomenon.

Examination malpractice can be summarized into the various types;

- Student-related malpractice
- Teacher/Invigilators/Supervisors-related malpractice
- Institution-related malpractice
- Parent/Guardians-related malpractice
- Touts/Community -related malpractice

There are many reasons why people indulge in Examination Malpractice. According to Onakawakpor (2005) people engage in examination malpractice for the following reasons:

- Laziness to study
- Demand for higher grades
- Undue emphasis on certificate possession
- Lack of self confidence
- Poor teaching methods
- Inadequate facilities
- Disregard for spiritual /moral values.

The World Bank Education website (2001) enumerates the following reasons for EM:

- High stakes of the examination
- Teacher and school status
- Personal factors

- Quota factors
- Lack of Teachers
- Inadequacy in public examinations
- Inadequacies in Government policies
- Location of examination centre
- Low salary of teachers

Examination malpractice is widespread and no examination body appears to be safe from it and its effects. Maheshwari (2011) noted that what started off as a simple misdemeanor has not only assumed a frightening dimension, it seems to have become a permanent feature of India Education system. Shakubanza and Kaya (2013) acknowledged the problem of EM in Zambia. In Uganda, the results of 1,812 out of 289,012 candidates who sat for the UCE were entirely cancelled after confirming the involvement of the said candidates in EM. Aderipekun(2004) stated that each year, the five major Examination Bodies in Nigeria, (JAMB, WAEC, NECO, NABTEB and NTI) cancel an average of 740,000 results on account of EM. Similarly, during SSCE examinations (WASSCE, NECO, & NABTEB), some candidates used pencil to write their telephone numbers, urging the marker (examiner) to contact them for price negotiation. Some female candidates also attach their semi-nude photographs in the answer booklets praying for a sexual promiscuous male to mark their answer booklets. Such photographs bear telephone numbers for contact (Onyibe, Uma & Ibina,2015).More (2014) reported that 800 candidates sitting their university entrance examination erupted into siege warfare after invigilators tried to stop them from cheating in China. Staats *et al.*, (2009) reported from their study of over 2000 students in the USA that 70% admitted to cheating. Cameroon is not left out. The BAC Board and the GCE Board meted out punishment to candidates caught in EM yearly, by cancellation of results, barring candidates from sitting in for future examinations, banning invigilators and school administrators from participating in the organization of the examinations. According to Areghan (2022), the results of 365 564 candidates have been withheld in connection with various reported cases of examination malpractice for the West African Senior Secondary Certificate Examination (WASSCE). Examination malpractice is indeed a worldwide scourge affecting not just Africa and 3rd world countries, but also Europe, Asia, America and Australia. All Assessment institutions are concerned about its impact on their assessment and certification process. As new and better methods of running examinations are developed, new ways of cheating are also developed. The revolution in communication and technology has come to further compound the problem. Researchers in Educational Assessment, working on personality and attitude, have shown that individuals with an artificial (outer) personality, Type A, are more prone to indulge in examination malpractice, than those with a natural(inner) personality, Type B. The explanations given for this tendency is that Type A personality is materially oriented, gross, external and temporal. The individuals in this group are aggressive, out-going, boisterous and adventurous. Since they are more socially active, they spend less time on their studies. Type B personality is quality oriented, subtle, internal and permanent. The individuals of this personality type are introverted, conscious, soft-spoken and careful. They therefore tend to spend more time in their studies and are less prone to EM. Moses (2010), Crites, Farbrigar & Petty (1994) and Okorududu (1999).

These findings beg for proactive ways of preventing EM through psychological testing and follow-up counseling to help re-orientate students who are prone to EM. The West African Examination Council, WAEC, at her proceeding of the 56<sup>th</sup> Nigeria National Committee, 2018, listed technological effort put up by the organization towards tacking cases of examination malpractices. These include:

- Introduction of online registration to ease the capture of biometric and check impersonation,
- Deployment of computer based test (CBT) to address the case of copying,
- Use of attendance record and time management device (CIVAMPEM and CREDENCE ONE) to take attendance of candidates during examinations and thereby check against impersonation,
- Use of self-seal/tamper-proof cellophane security envelope conveying optical mark reader (OMR) to and fro examination centres and for parceling of worked scripts,
- Production of customized (Variable Data Printing) items booklets in some subjects.
- Commencement of electronic marking of essay scripts in some subjects.
- And the use of item differential profile to detect cases of collusion and mass cheating in multiple choice tests.

Ojo and Akintunde (2010) suggest the following methods to fight EM using technology:

Use of security (also known as electronic control) methods: hand held security scanner to detect metal objects found on culprits, cell phone jammer to prevent cell phones from receiving signals Biometrics which automatically confirm the identity candidates by comparing physical or behavioral characteristics, CCTVs in examination halls, that act as silent invigilators use of computer based tests (CBTs) and Computer Adaptive Tests (CATs), among others. The General Certification of education (GCE) Board on its part, has put in place several measures to curb examination malpractice. At the registration, examination (test) development and question printing stage (Before Stage). Candidates are registered using electronic software which captures bio data of candidates. This has greatly reduced falsification of candidature. Moderators (Subject experts working on raw test item) are no longer allowed into the moderation halls with their cell phones and computers. Moderators also confined at the GCE Board premises during working hours, to safeguard the test development process. Printing is very strictly controlled. At the examination administration stage (During Stage), the question papers are no longer under the direct custody of Chiefs of Centres. Question papers are kept in Catchment Centres manned by GCE Board Staff, and given to Chief of Centres just before (one to one and a half hours) before the examinations every day. Worked scripts are stored in the Catchment Centres daily to pre-empt script substitution and planned vandalism of the centre(s).At the correction and processing stages, (After stage) marking is done in conference, in Marking Centres, strictly supervised by Chiefs of Marking Centres, who are GCE Board Staff. The processing of results is done at the GCE Board premises, under very strict supervision. These measures help to reduce the margin of examination malpractice, and maintain the integrity of the examination. However, the GCE Board still faces the trouble caused by attempted examination malpractice during the test administration phase. This is because the real administration of examinations is supervised by other actors and is therefore out of direct control of the Board. Some candidates still get into examination halls with cell phones and other electronic gadgets, with the complicity of sloppy invigilators and Centre authorities. Some candidates even take in pre-prepared materials or collude with other candidates or centre authorities; and some hire persons to write the examinations on their behalf (impersonation). The social media are used increasingly, to brandish "leaked questions" and answers. But probably the worst part of this examination malpractice is caused by superintendents who connive with centre

authorities to cause mass collusion. The GCE Board's Examination Executive Council, (EEC) examines all reported cases of Examination malpractice and metes appropriate sanctions on culprits ranging from cancellation of results and banning from participation in future examinations to cancellation of Accommodation Centres as specified in the Examination Rules and Regulations.

**RESEARCH METHODOLOGY**

The research design for this study was case study. The population of the study was made up of all GCE Board staff. The target population was made up of all GCE Board staff involved in examination management while the accessible population was made up of all the principal officials. The sample size was made up of two examination officials and one research official. This sample was purposively selected because they are usually involved in the trial of those involved. The instruments for data collection were made up of two questionnaire and a check list. These instruments were validated by giving them to three experts that are involved in examination management in the university of Buea. The questionnaire were trial tested and had a reliability coefficient of 0.78 and 0.81 respectively. The data collected using the open ended questionnaire and checklist were analysed thematically while the data collected using the closed ended questionnaire were analysed using frequency and presented on frequency distribution table.

**Analysis and Results**

The data collected from the open-ended questionnaire were analysed thematically as shown:

For question (1) What is meant by examination malpractice?

They all said 'Any unauthorized means of getting the right answers in an exam that will lead to better score against the rules governing the examination.'

In question (2) they were asked to classify the types of examination malpractice in terms of their occurrences by ticking the appropriate box using either High(H), Average(A) or Low(L).

**Table 1**

Table 1 shows the occurrence of the various forms of examination malpractice at the GCE Board in terms of either high(H), average(A) or low(L).

Examination malpractice	Reponses
(1) High(H),	Candidate related malpractice
(2) Average(A)	Teacher/Invigilator/Supervisor/superintendent/Institution related malpractice
(3) Low(L).	Parents/Guardians-related malpractice and Touts/Community related malpractice

In question 3(a), they were asked to state the subject(s) in which examination malpractice is/are common

They all said 'it is common in paper 2, 'French, English language, Economics, History, Religions studies, Biology, Chemistry, Geography and Literature in English.'

In question 3(b). they were asked to give reasons why it is common in this/these subject(s). They gave the following reasons:

- Speculation of possible exam questions by teachers
- Essay type questions with a lot of literature
- Familiarity in some topics by the candidates
- Recurrence of topics and somewhat similar questions with past exam questions
- The existence of pamphlets published mostly by experienced GCE examiners

Question 4 (a). asked them to list the type of punishment which is/are usually given to candidates / schools that engage themselves in examination malpractice by the GCE Board.

They said;

- Subject results are cancelled,
- Ban for 1 to 3 years,
- Withdrawer of Accommodation Centre,
- Suspension of Accommodation Centre and
- Appointment of special chiefs of Centre to manage the examination in the Accommodation Centre

Question 4(b). To which extent does the punishment given to candidates / schools for engaging in examination malpractice discourage other candidates/schools?

They said 'To a minimal extent because there is the tendency for massive collusion and copy work because of the hundred percent pass syndrome by most private schools'.

Question 4(c). said they should state the challenges that the Board is facing in combating examination malpractice.

They all gave the following as challenges:

- Lack of cooperation from some center authorizes and superintendents who rather collude with candidates to facilitate examination malpractice,
- Lack of cooperation from some invigilators who rather invigilate the superintendent and Board officials and allow candidates to cheat,
- The prevalence of phones and other communication gadgets that candidates used to perpetuate examination malpractice and
- Insufficient invigilators in some cases

In question (5), they were asked to state the measures which have been taken by the Board to cured examination malpractice,

All the three participants said the Board has created catchment centres manned by GCE Board staff who are the sole custodians of the questions who give out session after session and collect all worked scripts.

**Instrument two: Examination Misconduct Check List**

These are the various forms of examination misconduct that are threatening the Cameroon educational system that is required to produce sound, vibrant and dynamic workforce that will make her Vision 2035 a reality. Which of the forms is done before, during and after the examination?

They all said that examination malpractice is practice before and during the examination and it is not done after the examination

**Table 2**

Table 2 shows the classification of examination malpractice in terms of before, during and after the examination.

Examination malpractice	Reponses
a) Before examination	<ul style="list-style-type: none"> <li>Buying/selling of question papers</li> <li>School systems encouraging cheating</li> <li>Parents/guardians supporting/assisting in cheating</li> <li>Writing answer on part(s) of the body for the purpose of copying during examination</li> <li>Sexually transmitted marks or questions items</li> </ul>
b) During examination	<ul style="list-style-type: none"> <li>Offering money to superintendents as inducements</li> <li>Offering money to invigilator/practical supervisors as inducement</li> <li>Impersonations (mercenaries)</li> <li>Harassing/assaulting teacher/ superintendents or Supervisors/Invigilators</li> <li>Sneaking answer booklets, maps, chart, drawings, etc to examination Hall</li> <li>Distorting and Creating Violence</li> <li>Money extortion and requesting for gratification to allow cheating</li> <li>Requesting for gratification to give marks</li> <li>Awarding marks to candidates without writing Exams</li> <li>Reducing/deducting candidates' score for unjust reasons</li> <li>Assisting candidates with answers</li> <li>Changing scored marks in favour of candidates</li> <li>Altering grades obtained by candidates (on result Sheets)</li> <li>Copying others works</li> <li>Taking notes/texts books into the Examination Hall (micro/macro chips)</li> <li>Candidates seeking the assistance of examiner/invigilator</li> <li>Conniving with medical personals to obtain an excused medical certificate on grounds of illness.</li> <li>Failure to submit answer scripts/booklets</li> <li>Coming-in-and-out with ulterior motives</li> <li>Examiners willingly giving marks to favorites</li> <li>Use of mobile phones/calculators to take notes/formulas into Exam Hall; and/or receive illegal information about examinations</li> <li>Tearing of question paper or answer booklet</li> <li>Distraction of superintendents by chief of centre</li> <li>Sloppy(carless) invigilation</li> </ul>
After	None

**Instrument Three**

**Instruction:** The following are some forms of examination malpractices. Tick the ones that are frequent during GCE examination under the headings; highly frequent (HF), moderately frequent (MF), less frequent (LF).

**Table 3:**

Table 3 classifies examination malpractice in terms of Highly frequent (HF), Moderately frequent (MF) and Less frequent (LF).

Examination malpractice	Reponses
Highly frequent (HF),	<ul style="list-style-type: none"> <li>Copying</li> <li>Bringing foreign material into examination hall</li> <li>'Giraffing'</li> <li>Widespread cheating</li> <li>Sloppy invigilation</li> <li>Distracting superintendent by chief of center</li> </ul>
Moderately frequent (MF)	<ul style="list-style-type: none"> <li>Mass cheating (Collusion)</li> <li>Use of high hi-tech coded language or symbols</li> </ul>
Less frequent (LF)	<ul style="list-style-type: none"> <li>Examination paper leakage</li> <li>Impersonation</li> <li>Exchange of scripts</li> <li>Dictation of answers by invigilators</li> <li>Deliberate deviation from marking schemes</li> <li>Forging of results</li> <li>Abscending with answer scripts</li> <li>Swapping of exam document</li> <li>Use of programmable calculators</li> <li>Leaving the exam hall without permission</li> </ul>

**The last question was on the influence of Examination Malpractice on Cameroon Development.**

The following points were given as the influence of examination malpractice on Cameroon development:

1. Educational system strives to inculcate high level of discipline, diligence, moral and love for others. However, in a society that examination malpractice is predominant, its impact is visibly seen in the type of human resources the education system has produced.
2. A country that is notorious in examination malpractice loses international credibility. The implication is that documents or certificates emanating from such country will be treated with suspicion as is the case of Cameroon today.
3. Examination malpractice has grave consequences on the individuals and institutions of learning, communities and the country at large. Dismissal, termination, loss of position, and lack of self-confidence have caused a lot of embarrassment and suffering to individuals, families and the nation. The guilty ones who were not caught and punished cannot defend the certificates procured nor perform well at their duty posts.
4. The prevalent rate of bank failures, collapse of buildings, economic sabotage, vandalism, kidnapping/hostage taking for ransom, drug trafficking, fake goods manufacturing and sales are practical effects of moral decadence, emanating from examination malpractice. Effects of examination fraud are displayed in churches, hospitals, markets and in entrance examinations into professional schools.
5. The fight against corruption cannot be realized if examination malpractice continues to be rampant in our educational system. As future leaders who have been equipped through a school system characterized by academic fraud and dishonesty, will certainly manifest this fraudulent behaviour in any organization they may found themselves. Those that cheated to pass examination will cheat to get employed, and even to win election through electoral violence or reigning of the elections.
6. Examination malpractice with all the above disadvantages is affecting all the facets of the Cameroon society negatively. The potentials of Cameroon will be difficult to be realized socially, economically, and technologically until the individuals,

governments, and other stakeholders in the education sector collaborate to eradicate this scourge.

## CONCLUSION

Education is the cornerstone of every society, any malaise or vice that tarnishes the outcome of the learning process must be fought by all stakeholders. Examination malpractice which has remained a germ in the education sector requires a multidimensional approach for total annihilation because examination malpractices have a paralyzing effect on the developing nation. It puts our youth, future leaders and professionals in a situation that leads to a future of social, political and economic insanity and bankruptcy. Engaging in examination malpractice leads to cancellation of results which means great waste of resources by the society and parents, and provides sources of great agony and injustice to innocent candidates. Evidence abounds of increasing incidents of examination malpractices by students at schools and colleges, which conflict with the core purpose of education, the training of the mind and character for the acquisition of practical and theoretical skills, knowledge and functional ideas for development; and the search for truth and knowledge and the creation and communication of ideas are discouraged. Development of any nation relies solely on its human resources, and human resources are refined to be productive through education, hence, eradicating examination malpractice which destroys human resources development should be taken seriously by all a sundry. The penal code of Cameroon sanctions various exam malpractices ranging from fraud at examinations under section 163 and corruption in administrative and competitive exams or other exams under section 163. Section 163-1 of law No.2006/007 of July 2016 relating to the penal code of Cameroon provides that 'whoever, through corruption facilitates the success or causes the failure of a candidate in an administrative competitive exams or other examinations, shall be punished with imprisonment ranging from 2 to 5 years or a fine ranging from 200,000frs to 2,000,000frs or with both such imprisonment and fine'. So, implementing this section of the law will be a right step in the right direction in fighting this scourge. The negative impact of examination malpractice especially its negation of the path to sustainable national development and the undermining of the nation's educational objectives cannot be left unresolved. It therefore, incumbent on all citizens of good will to aggressively put a common front to tackle this social malaise so as to restore the hope of Cameroon in the educational system as a vehicle for engendering sustainable national development.

## RECOMMENDATIONS

Based on the findings of the study the following recommendations are proffered; All education stakeholders need to have a conversation about this scourge. They should be encouraged to name and shame those involved in it. Candidates, parents and other stakeholders should be informed of the rules and regulations that govern the examinations. Too many candidates fall into EM because they are not informed. There should be training of school authorities especially invigilators. Psychological testing and follow-up counseling to re-orientate students with personalities that are prone to EM should be done. The stringent law enacted to mete out maximum punishment on all caught in the act of EM should be implemented by the Board. Scouts should be used for effective supervision. Customized item booklets should be used for candidates in subjects froth with EM. Invigilators who do not teach the candidates should be used to limit familiarity that breeds all kinds of cheating. There should be an increase payment for invigilation and supervision of examinations. There should be

sensitisation of staff and partners on the nature and cost of EM on the reputation of the Board and our Education system.

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