



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

## **A RELIGIOUS ASSESSMENT OF EXAMINATION MALPRACTICE IN NIGERIA WITH IGALALAND IN FOCUS**

**Akoh, Yunisa Israel, PhD**

Department of Religious Studies  
 Faculty of Arts and Humanities  
 Prince Abubakar Audu University  
 Anyigba - Kogi State

And

**Ademu, Isaac Onu (PhD Student)**

Department of Religious Studies  
 Faculty of Arts and Humanities  
 Prince Abubakar Audu University  
 Anyigba - Kogi State  
[revademuisaac@gmail.com](mailto:revademuisaac@gmail.com)

### **Abstract**

Examination malpractice is an academic dishonesty that is rampant in universities and other educational systems in current times. It is taking place in so alarming rate that it has prompted concerns and research in attempt to find out what has made educational institutions this corrupt. This paper, from the angle of religion examined the effect of examination malpractice on the students and Nigerians with Igalaland in focus. The paper utilized the socio-historical and phenomenological methods. The thrust of this paper is that the effect of examination malpractice has capacity of keeping the nation Nigeria in perpetual underdevelopment. The paper suggests that this ugly trend can only be minimized if all and sundry have decided to shun it. And this assignment is expected to begin from among the ever-religious Nigerians who should take it as a sin or a crime.

***The key words: Examination, Malpractice, Nigeria, Igalaland, Religion.***

### **Introduction**

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at unfair advantage (Okendu, 22). Examination malpractice is described as the massive and unprecedented abuse of rules and regulations pertaining to internal and external examinations, beginning from the setting of such examinations questions through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates (Ogbona 171). *According to Oxford Advanced Learner's dictionary*, malpractice is a wrong or illegal behavior exhibited by a person while discharging professional responsibilities. In the light of this definition, examination malpractice is simply illegally obtaining an answer to an examination question from any other source other than the brain of the examinee. Salami puts



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

it very clear that examination malpractices as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage (15).

### **Genesis of Examination Malpractice in Nigeria**

The very date and place examination malpractice started in the world is not known but it could be said to be one of the fall-outs of the fall of man in the Garden of Eden, when Satan deceived Adam and Eve to Sin. Satan sowed this ugly seed which germinated into various forms of sin and vices including examination malpractice. And as such examination malpractice has been in existence a long time ago. According to some sources, examination malpractice was first reported in Nigeria in 1914 when there was a leakage of senior Cambridge Local Examination. In Nigeria, however, examination malpractice became prominent in the 1970s. This was when the youths who were in the Colleges and Universities before the advent of the Nigerian civil war in 1967, were conscripted into the army during the war. They came back at the end of the war in 1970 and went back to schools to continue with their education. These youths who understood the language of the trigger of the gun more than what the teachers are teaching, were not psycho-emotionally stable and prepared for examinations and so resorted to alternative means of passing the examinations direct cheating in examinations. The alternative means included the idea of bribing the examiner to allow them to indulge in mass cheating and hiring of machineries to write for them. This was clearly manifested in the West African School Certificate Examination of 1970/1971 when all manner of irregularities ranging from examination malpractice to leakage of examination question papers impersonation, copying, etc characterized with the conduct of the examination (Argungy 209, Akaranga & Ongong 118).

### **Examination Malpractice in Igalaland**

It is no longer a news that the formal education system in Africa (Igalaland inclusive) is in a deplorable state in the present time. It is quite observable fact that the system has fall short of its original purpose for its introduction. The formal education system was the greatest impact of the early Christian missionaries in Igalaland which was admired, cherished and well celebrated among the people for its good, sound and adequate moral building and character moulden of the society. It is however regrettable that this well celebrated system has been recently bastardized on the account of the loss of purpose and inadequate knowledge on the reason for its existence. A careful perusal into the system indicates that there existed a high level of confusion and difficulties in tracing the factors responsible for the down fall of education in the present time. Worst of all is that many of the stake holders in Igalaland are yet to agree with the obvious fact that the system has deteriorated. In the consequence, of this fact, the gross activities of this all important system are being politicized and commonised to the detriment of the society. It is obvious that the situation has not only led to the backward state of the land, but has also led to existence of social disorder within the society.

Noticeable among the reasons for the fallout in the education system in Igalaland is the creeping in of malpractices in the conduct of examination. The early schools in Igalaland were initially built by the early Christian Missionaries of the Christian Missions in Many Lands, the Roman Catholic Mission, Qua-iboe Mission, the Church Missionary Society and Baptists Mission (Akwu, 166, Usman 28). These missions' schools were built and maintained with high moral standard in such



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

a way that examination malpractice was unheard of till the taking over of the schools by native authorities and later the government, following the policy of indigenization in the fall of 1970s by Nigerian government (Bako 65).

And so, it is deducible that examination malpractice is one of the manifestations of corruption which crept into the educational system in Igalaland, leaving the system in perpetual decline till today. As for when the malpractice began in Igalaland, many of our respondents were unanimous that it way in the late 1980s in the West African Examination Council in the early public schools like Government Secondary Schools, Dekina, Ologba, Oguma etc. Since there were very few tertiary institutions in Igalaland at this time, examination malpractice was noticeable only among the secondary schools in igalaland in the said time. Even when the tertiary institutions like Federal Polytechnic Idah and College of Education Ankpa were established, malpractice during examination was not a popular experience (Agbanwu James, oral Interview). From the foregoing, it is understandable that examination malpractice came late to Igalaland since its emergence was in the public schools which came late to Igalaland as compared to other lands (Attah 28). What could be surprising is the state at which examination malpractice has infected in a speedy form both the mission schools and public schools in the land. It is unfortunate that among reasons for fallout of educational system in Igalaland, with its highly disastrous consequences, examination malpractice stands tall among others. And the outcome of it is disastrous devastation on the social life of the people. It is then not out of place to say that the backward state of Igalaland as it is today is as a result of allowance for decay in the educational system in the land, of which examination malpractices is one of them. This is in-line with what Adegbite (33) said when he lamented on the existence of examination malpractice in Nigeria. The author maintained that the allowance of the virus (examination malpractice) is tantamount to handing over permission to children (students), idea of malpractice in all areas of life. The author seems to be right because all most all products of the Nigerian (Igalaland inclusive) tertiary and secondary institution happened to be product of the malpractice and as such, corrupt practices have been allowed to enter them. And this has some repacautions on the society.

### Various Forms of Examination Malpractice

There are dimensions of examination malpractices year-in-year-out. Students come up with so different new dimensions of examination malpractices. Instances of examination malpractice varies. Some of the forms of examination malpractice are as follows:

- i. **Bringing of Foreign Materials into Examination Hall:** This is a situation where students bring into the examination hall notes, textbooks and other prepared materials. This method is nicknamed as *hide and seek*, *microchips*, tattoo and magic desk. Sometimes, students bring into the hall unauthorized materials like sophisticated and scientific calculators to help them solve some questions. Some methods of examination malpractice include grafting, contraband, bullet, super print, escort, pregnant biros and so on (Salami 18).
- ii. **Assistance from Educational Stakeholders:** Examination stakeholders include parents, teachers, lecturers, security agents, printers, and staff of examinational bodies. Some parents go to any length in buying question papers tor their children, while some others even buy certificates for their children skipping the whole process of examination. Supervisors colluding with teachers, school principals or students by allowing teachers to come around to teach the Students during



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

examination period and lecturers or teachers releasing question papers or giving underserved marks or allowing students to illegally re-take examination papers are all parts of this form of malpractice. Security agents, printers and staff of examinational bodies who also sell question papers are also committing this form of malpractice (Ifeakor, & Anekwe, 357 )

iii. **Talking among students during examination:** this method is most common among students across various educational institutions. Many students have cultivated the habit of relying on their brilliant friends to be telling them the answers in the exams hall. This form is the cheapest and commonest among the forms of malpractice.

iv. **Exchanging of examination answers sheet:** this is another form of examination malpractice whereby students have evolved their ability to cheat in the examination hall, that as invigilator are getting one style of cheating among students, they come with another style. Now what most students do is exchanging of examination answers paper in examination hall so as to allow the brilliant one write for his or her friends. This style is next in common to collusion style among students (Onuka & Durowoju 348).

v. **Impersonation:** this one is a serious crime and offense that can lead to a jail term. Research has proven that people paid some persons to sit for them in their examination such as WAEC, NECO, JAMB etc. (Shonekan, 342). Recently in Lagos state university, a 400 level student was caught writing exam for his girlfriend. He was arrested and his fate is yet to be decided by the Court of law and the University (Jimoh 15). These and many others are the form of examination malpractice in Nigeria.

## Reasons for Examination Malpractice

There are several factors responsible for examination misconduct, while some reasons are beyond the students and seems to be justifiable, other reasons are unjustifiable. The researcher will be discussing few reasons why student go into examination malpractice.

### A. The Dire Quest for Certificate

It is very obvious that some students are not in school for acquisition of knowledge. And so, they engage in examination malpractice only to get the certificate. This attitude has become so prominent among Nigeria students. Many students don't have the intention of coming to school but they do only because their parents forced them to come, therefore they do not see education as an important aspect of their lives. And so do not attend classes or take notes. These kind of student only appear during examination period: look for Someone's note, snap it on their phones and plans on how to cheat in examination hall so that they can just graduate and have a certificate to present (Akaranga & Ongong 118).

### B. Peer influence

This is another reason students engage in examination malpractice. In most cases, you see a student that has decided to be serious in his or her academic pursuit at the beginning of a term or semester, but as soon as he or she resumes and starts mixing with unserious students, he or she will be carried away and be distracted. He may remain odd among his or her unserious peers, if he or she decides to become Serious. And for the fear of losing out of the association, he or she might become unserious and thereby engage in examination malpractice because that may be the only way out (Aderogba & Olatoye 209).

### C. Inefficiency and insufficiency of invigilators



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

this is another reason why it might be easy for students to engage in examination malpractice. For instance, if a class of over 200 students is having only one or two invigilator(s), the population will be too much for them to handle and scrutinize properly. And because of this, the invigilators may become tired and may decide to take some rest thus, people at the back may take the opportunity to begin to indulge in examination malpractice.

#### **D. Hostility and extreme toughness of a teacher or lecturer in awarding marks**

this is a very important reason majority of students go into cheating even sometimes including the said brilliant ones among the students, because of the fear of failing the teacher or lecturer's course. This keeps scaring them as it leads many to cheat in order to aid or boost their chances of passing that course (Argungy 209).

### **Effects of Examination Malpractice on the Nigeria Society**

It is an undeniable fact that examination malpractice has a very backlash on the mental development, psychological development, and morality of students in the Nigerian society. Examination malpractice is not just an act of cheating in the examination hall, but it is a test of morals of the students (Jimoh 10). Thus, few effects examination malpractice has had on students over the years shall be discuss briefly.

a. The value of certificate awarded among the Nigerian institutions kept on reducing, since examination is not just to be written and pass but the ability to examine the state of a person's mind and mental prowess. It is seen among Nigerians that examination seems to be nothing to them order than a mere exercise needed to acquire certificate. But beyond writing exam is the test of the mental capacity and efficiency of the students. But engaging in examination malpractice has diminished the value attached to certificate acquired as many in the society cannot even defend their results. You see a good number of students graduating with good results they cannot defend. According to (Aina, 78), examination malpractice will lead incompetent individuals who do not possess the skills required for the development of a country, to occupy leadership positions and enviable offices meant for responsible graduates to occupy.

b. It produces mediocrity among labour force of the nation. And when these mediocre among the labour force are forced out of the labour, they succumb to armed robbery, drug abuse, prostitution etc: if a student has become morally bankrupt to the point of cheating in examination hall, such a person can go ahead to involve in social vices in the society. Research has shown that 80 percent of people in the society that engage in one or two social vices have the tendency to have cheated while in school because it takes a big courage to cheat in examination hall where there are invigilators (Aina, 78).

c. Like any other criminal acts, examination malpractice can also destroy the image of a student. For instance in Kogi State University now known as Prince Abubakar Audu University, there's are several cases of students caught with examination malpractice in current time. Many that were caught in examination malpractice may for all their life time live with inferiority complex or continuous low esteem. This happens also in most of the Nigerian Tertiary institutions.

c. Abdulkareem and Alabi, (18) lament on examination malpractice as being responsible for production of poor labor force, as the value of certificates obtained through this practice becomes worthless. Examination malpractice is not just a corrupt and unhealthy attitudes, but has brought away for more corruption within the society. Idahosa, (19) believes that examination malpractice





Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

are reflections of a lack of moral integrity in the educational system. Invariably, the continuous practice of examination malpractices might have been informed by the influence of moral and ethical decadence that has developed over the time in the society.

## **Examination Malpractice and the Current State of Igalaland**

Education is the bed-rock of development in every society, its decline is tantamount to gross underdevelopment in any given society. Education is conceived as the main tool through which objectives of any society are achieved, and its decline is severe and dangerous to survival of any society. Although education has so many prospects for developing societies, Igalaland has continued to be crawling with it (Audu 30). There seems to be total neglect of education in Igalaland and through allowance of malpractices in the system especially in the conduct of examination. Policies and programmes of education are expected to touch every facet of societal needs and aspirations in terms of human and material development. The development of the human resources cannot be devoid of education and in all its ramifications. Since an enlightened mind is likely to conceive positive thoughts, human resources development is *sinequa non* to human and societal development (Crowther 215, Duker 18).

It is in the light of this that decline in education like it is in Igalaland constitute a great damage to the society. In his place, the researcher takes a look at the effects of examination malpractices in Igalaland. The following could be some of them:

### **1. Poor Educational Production**

The first damage of examination malpractice to the society is poor production of candidates of schools at all levels. It also mean decrease in quality of education. According to Onwuka (23), education quality has indeed dropped and continue to drop drastically. In his explanation on how education has dropped in terms of quality in Nigeria, this author explains that “In those days a standard three (3) pupil was already a teacher. A pupil of Primary two (2) then could read and write. That is, pupil who had just spent two years in pre-nursery and nursery of between three and five years in present time.

The question here is, why was it possible for such a pupil to read and write, but their contemporaries of present day Nigeria and even their seniors in Primary 4 – 6 and Junior Secondary School (JSS) 1 – 3 and beyond can seldom read and write well, not to talk of speaking good English? Then, pupils in standard three (3) then used to teach their juniors in Primary 1 – 2. Pupils of these classes then could write a letter to or for their parents, guardians, relatives, friends, age grades, organizations like religious and traditional groups/unions, and so on. It is obvious that the school products in Igalaland are really very poor or bad products as a result of examination malpractice in educational system. The First School Leaving Certificate holders were employable competent graduates, mostly teachers, artisans, technicians, artists, bureaucrats, craftsmen/women and learned youth leaders. Erstwhile, Nigeria had specified school age and other requisitions for in takes. Then, when one’s hand must cross and touch the other side of the ear.

Then secondary school applicant must not be below age 12 years and tertiary institution applicant must not be below 16 years. Because students were advanced, at least at average level, before getting into post-primary and post-secondary schools, students were less vulnerable to the uncontrolled social vices that currently engulfed most of them now in our schools and campuses. We now have a good number of adolescent and teenage graduates, who lack the maturity in



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

handling the practical and technical aspects of their professions, all just for such parents to boast about having graduates of this or that number(s) or profession(s). In this way, it is obvious that the current tertiary institutions in Igalaland are producing incompetent, poor in standard students, and unemployable students (Ekwulono John, Akeji Gabriel, Daniel Jonah, Mike Noah, Negedu Abel Abuh, (Oral interview). All these respondents are unanimous that one thing that encourages poor performance in our schools is the possibility of examination malpractice to thrive in the system. This availed the perpetrators the opportunity to obtain a certificate they do not work for.

## **2. Under development in Igalaland**

Gross underdevelopment in almost every social sector is obvious in Igalaland. It is certainly one thing the decline of education has caused the people (Nathaniel Negedu). A good look into the terrain of Igalaland shows absolute underdevelopment, so much connected with ill-informed, decrease and lack or decline of education. Salami (28) in practical terms analyses how poor, backward and uncivilized the people are in one of his titles. He added that Igala people have not developed beyond where the white missionaries left them. This he analyzed in terms of infrastructural developments, and other social developments. And this could be true because most of the road networks in Igalaland are bad and not motorable anymore.

Except the private owned schools and hospitals, there are no public institutions that are working (Akeji Gabriel). In Igalaland, there are no economic or industrial developments and agricultural development. The people are buffeted concomitantly with abject poverty with very bad living condition. All these and many more are the effects of decline of education. And the greatest motivation for decline of educational standard in Igalaland is tolerance for malpractices in the conduct of examinations.

## **3. Moral Decadence**

One of the effects of the decline of Formal Education is moral decadence in the society. There is every indication that Igalaland in the recent times is one of the societies where morality has declined (Agbawn James). This is given to the fact that the land has been known in the past for high standard of morality. There was love for one another as communality was preferred to individualistic engagement in the people's interpersonal relationships. Bad behaviour was repelled by all and good behaviour was well cherished and celebrated. In the words of Ikwuji (29), ... Igala people were known for morality, not that which came through religions, but natural instincts. And as such, it was hard to hear of murder, stealing, adultery, fornication, incest, robbery, and all manner of terrorist activities among the people. One could wonder if all these were abhorred, why is there now tolerance for malpractice?

Anyone found in any of these acts in those days was severely punished corporately, in order to deter others from such behaviour. The sense of morality among the people apart from natural love for one another was informed by teachings from both formal and informal education training (Abuh, Adukwu, Oral Interview). In the early formal educational training among the people, religion and moral education/lessons were taught at all the levels of education (Utaji 30). This has helped in child upbringing. This form of education was evident among the Igala people in helping to uphold the moral status of the people until recently, where formal education began to dwindle. Until recently, the land was not known for bloodletting, kidnapping, prostitution, disrespect for elders, thuggery and political violence. It is very pathetic in recent times that in Kogi State, where Igala is situated, there were many moral atrocities resulting in violence among the people than any



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

other tribe (Salami 28). Good example of violence in Igalaland could be what happened in 2019, during the Gubernatorial election of the State, where a PDP Woman leader Mrs. Abuh was burnt alive in Ochadamu in Ofu Local Government Area. A day old baby is said to have been stolen from the hospital to be used for ritual in Anyigba in 2018. Several of such cases of moral depravity have continued to linger given to the fact that formal education has decline because the perpetrators seemed to be ignorant and uneducated (Egbunu, 117). All these are now happening only for the failure of educational system which was responsible for moral up-bringing. But the system now embraces immoral acts like examination malpractice what then will be the hope of the people.

#### **4. Bad Leadership**

Another side effect of the decline of formal education is existence of inept leaders in the society. The underdeveloped Igala Society as a result of poor educational system has produced incompetent leaders in both political terrain and traditional rulership. Even though there is educational standard required for a political candidate or traditional tool aspirants, many who have been elected or appointed among the Igala people in the recent times seems to have fallen below the expectation interms of education (Abraham Tijani Onye, Oral Interview). Since the law has made educational qualification as a requirement, many of them are just looking for certificate around from the schools they have never attended. And since they have not gone through the required discipline for such a certificate, they remain incompetent. And due to this fact, they are prone to all manner of malpractices such as prejudice, bribery, misjudgment, and falsehood. This is the particular case with the traditional rulers in Igalaland, as good number of them are school dropouts with half-baked education. A good number of the leaders in Igalaland are not well informed, as some are ill-informed and as such they lack the intellectual capacity needed for the contemporary leadership (Akwu 17).

Bad leadership in Igalaland has reduced the development speed of the land. There are many uncontrollable events going on like killing, stealing, kidnapping activities and the likes, that are indications of the fact that the leaders are not in control of their domains. The reason for this, is that the leaders lacked intellectual power to take charge, and all these are the results of lack of quality education in Igalaland as these could be the best that our educational sustain has produced.

#### **Religious Appeal**

It is not out of place to state that the underdevelopment, backward and the corrupt state of the nation Nigeria is in one way or the other connected to a lot of malpractices existing in its system. This includes examination malpractice. If not, how do you explain that a nation blessed with about 37 different types of solid minerals in commercial quantities and has 200 million population (rich human) resources can be this poor! Going by this mineral endowment, Nigeria is expected by all and sundry to top-list in terms of good and quality living among the nations on earth (Adamu 25). The nation has the sixth largest reserves of gas and world's eightieth largest reserves for crude oil. It is indeed a nation that has all it needs but don't know what to do with its rich blessing, making poverty endemic in Nigeria. The nation has fallen from a buoyant and developing economy to rank among the world's first 20 countries in poverty (Ngbea & Achunike 20). The Nigeria socio-economic situations, therefore, present a startling paradox: despite a rich endowments of natural and human resources, most parts of the country are poor and underdeveloped. It has declined despite increase in revenue from crude oil. Consequently, the road networks are bad, just as





Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

electricity is almost non-existent. Educational system is in shamble, so also is the health system. The youth remain helpless, while the aged are miserable. The pathetic state of the nation in current times cannot in anyway be overemphasized. The situation is that there is malpractice in almost all sectors of Nigerian establishment. The unfortunate case is that, amidst all of these malpractices, Nigeria is one of the most religious countries in the world (Onimhawo 11, Ekwunite 19, Enwerem 95). Both Christianity and Islam in Nigeria have mighty presence in so many forms and are celebrated all over the world as they both thrive to make a name globally. Infact, in Nigeria, there are churches everywhere as well as mosques everywhere, with their adherents thronging to enter in during worship services. It is very true that in Nigeria everyone is religious, belonging to Christianity or Islam. Since morality remains one of the hallmarks of religion, it is expected that anywhere religion thrives there should be minimal malpractice in operation.

But in Nigeria, the opposite is the case as there is much perversion of religion. A good number of students in higher institutions where examination malpractice has become the order of the day are either Christians or Muslims, who are much aware that such acts are sinful and criminal offences. These students who are very committed to their religious tasks and obligations, who could be seen as “born again” tend to trivialize the act of examination malpractice. Even among the Christian and Muslim teachers, lecturers, school administrators, examiners, the issue of examination malpractice has become less severe and commonized. Even examination centres used for perpetration of examination malpractice are called, “miracle centres”. Some of these centres helping students to indulge in examination malpractice shelve under the moral disguise of trying to help out the less competent students to be able to meet up with examination standard. Even some religious based or faith based institutions are not spared on this issue. The same schools that are faith based establishment meant to help mould good character and sound moral behavior in Nigeria, are now abberating on their conviction aiding and abating examination malpractice.

Examination malpractice in Nigeria is rampant in a way that it is becoming abnormal for one not to participate. Since everyone is either involved direct or indirectly, there are only very few people who are kicking against it. Even among the Nigerian preachers of Christianity and Islam, preaching against examination malpractice is not common.

It seems that among the religions in Nigeria, little is known and accepted on the danger of examination malpractice in the school. Religious leaders should wake up from their complacency on the matter of examination malpractice as this, if not minimized may increase further chances or grounds for nurturing of corruption. The first step in nurturing the whole corruption in Nigeria is the initiation of the “future leaders” (the youths) into a form of malpractice at tender age level in school and this needed to be stopped. The researcher believed that the state of corruption in Nigeria will drastically minimized if examination malpractice is halted. Since almost all in Nigeria have respect for religion, it is expected within these faiths that examination malpractice should be highlighted as a moral decadence in the Nigerian society. God hates it, and the Holy books condemns it, therefore, all with conscience should hate it. In this way the practice will be minimized.

## Recommendations

In order to curb the rate of examination malpractice in Nigeria, it will be advisable for some necessary measures to be taken into consideration:



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

---

1. Symposium should be created in School to teach students on damaging effects that examination malpractice has on both the moral and mental health of the students (Onuka, & Durowoju 342).
2. During examination, the security level and the number of invigilators should be increased.
3. The use of CCTV camera installation in Nigerian schools should be upgraded in order to monitor students.
4. Proper and thorough search should be conducted on students before they enter into exam hall.



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

## Conclusion

Every pre-meditated act either good or bad is both ethical and moral issue and it is evidenced that examination malpractices are not accidental, but premeditated for obvious reasons of passing examination at all cost not minding the consequences to the integrity of individuals involved and educational system of the nation. However, this paper has explored an approach, which is transformational in nature, built on the integrity of the leadership to bring about a change through idealized influence on the staff, students, parents and other examination agents to curb examination malpractices. Transformational approach directs students toward effectiveness and productivity; motivating students toward extra effort, increasing students inspiration to success, improving their performance beyond expectation and cultivating creativity and innovation among students.

## Works Cited

- Aderogba, A. A., & Olatoye, R. A. Do Religiously Committed Students Engage in Less Examination Malpractice Behaviours?. *International Journal of Social Sciences & Education*. (2012). p209.
- Abdulkareem S. & Alabi E. *Formal Education and its challenge in Nigeria*. Zaria: Bantex (2013).
- Aina M. *Exceptional Children and Youths: an Introduction to Special Education*. Calabar: Jamson Printing Press (1989).
- Adamu, O. Challenges S L. Sanusi, The pillars of sustaining Nigerian Economic growth prospects: Being Text of Convocation Lecture Delivered by the Governor of Central Bank of Nigeria (CBN) at the Igbinedion University Eighth Convocation Ceremony Okada, Edo State on November 26, 2010", *The guardian*, December 5, 2010, p. 72.
- Akaranga, S. I., & Ongong, J. J. The Phenomenon of Examination Malpractice: An Example of Nairobi and Kenya Atta Universities. *Journal of Education and Practice*, (2013). p118
- Argungy, A. Examination Malpractices in Tertiary Institutions. *Bichi Journal of Education*, 1(1). (1997). p209.
- Egbunu F.E. "Igala Culture and Christian Faith: Challenges and Prospects" *Nigeria Journal of Christian Studies*. 6/7(2010 & 2011): 39.
- Jimoh, B. O. Examination Malpractice in Secondary School in Nigeria: What Sustains It. *European Journal of Educational Studies*, (2009). 10-108.
- Ifeakor, A. C, & Anekwe, J. U. Achieving Standard in Secondary Education through the Eradication of Examination Malpractices: The Nigerian Experience. *African Research Review*, (2010). p357-377.
- Idahosa N.B. Investing in the Future: Setting Educational Priorities in Developing World. Paris: *UNESCO* (1990).
- Ogbona J. *History of Education in Nigeria*. London: George Allen & Unwin (1974).
- Onuka, A. O. U., & Durowoju, E. O. Stakeholders' Role in Curbing Examination Malpractice in Nigeria. *International Journal of Economy, Management and Social Science*, (2013) 342-348.
- Okendu, J. N. Strategic Program Development and Examination Malpractices. *Developing Country Studies*, (2012). p22-29



Publication Date: September 20, 2025  
<http://ujres.org.ng/index.php/ujres/index>

- Shonekan, M. Promoting the Ethics and Integrity of WAEC in Promoting. Examination Ethics: The Challenge of a Collective Responsibility, *Exam Ethics Project Publication*, (1996). p342.
- Ekwunife A.N.O. *Politics and Religious Intolerance: The Nigerian Experience*. Enugu: Spiritan Publications (1992).
- Enwerem I. M. *A Dangerous Awakening: the Policization of Religion in Nigeria*. Ibadan: IFRA (1995).
- Ngbea T.G. & Achunike, H.C. Poverty in Northern Nigerian. *Asian Journal of Humanities and Social Studies* vol. 2/2, (2014).
- Onimhawo, J.A. "Religion Leadership Challenges in Nigeria: The Way Forward." in ed Onimhawo, J.A. *Human and Religious Development in Nigeria*, (2011).
- Salami B.M. Igalaland and Educational Development. *Unpublished M.A Thesis in the Department of Religious Studies*, UNN, (2006).
- Bako S.A. Brief History of Christian Missions in Many Lands. Anyigba: *CEFN Publications*. (1988).
- Akwu S.E. Sacrifices and the Plight of the Early Missionaries in Igalaland 1904 – 1941. A Challenge to Contemporary Mission. *UMA Journal of Religious Studies*. Vol 1. No 1. August, (2022).
- Atta A. *Igala History and Culture: Igala Language Studies*. London: Lap Lambet Academic Publishing (2011).
- Usman D.B. *An Introduction to Church History*. Lokoja: Yusuf Printing (1999).
- Adegbite J.O. The Education Reform Agenda: Challenges in Tertiary Education in Nigeria. *Paper Presented at the Sixth Annual Seminar of the Conference of Registrars of Colleges of Education in Nigeria (South –Westzone)* (2007).
- Crowther, S.A. An Expedition up to Niger and Ishadda Rivers, *Journal of Expedition*, Church Missionary Society, 1855. 45-60.
- Duker, N.J. *About Philosophy of Education*. Ankpa: Roma Printing and Publishing, 2013.
- Nwfor, N. Philosophy of Education and National Development: A Philosophical Appraisal. *Journal of Information and Knowledge Management*, 4(6), 92-97. (2024).
- Audu F. Issues at stake in the Igala Formal Education Systems. *Foray, Journal of Wisdom*. Vol. 12, No. 6, 2019, 75 – 92.
- Onwuka, J.A & Chinatu, E. *An Introduction to History of Education*. Nsukka: University Trust Publisher 1994.
- Ikwuji M. B. *The Impact of the Missionaries activities on the African moral life: A Case Study of Ogugu People*. Lokoja: Yusuf Printing, 2002