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Persistence of Examination Misconduct in Tertiary Institutions: Technology, Family, and Educational Institutions

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Abstract

This study examines the persistence of examination misconduct in tertiary institutions, focusing on the roles of technology, family influence, and educational institutions in shaping students' engagement in academic dishonesty. Using Gombe State Polytechnic, Bajoga (GSPB), and Federal Polytechnic Bauchi (FPTB) as case studies, the research employs a mixed-methods approach, including surveys and interviews, to assess the factors contributing to examination malpractice. The study explores how the widespread use of smartphones, smartwatches, and internet-enabled devices has transformed traditional cheating methods, making it easier for students to access unauthorized materials during exams. Findings indicate that technology has not only facilitated cheating but has also made detection more challenging due to the availability of encrypted communication channels and sophisticated cheating devices. In addition to technological factors, the study highlights the influence of family dynamics on students' attitudes toward academic integrity. It was discovered that parental pressure to succeed, financial constraints, and limited parental involvement in students' education contribute significantly to examination misconduct. Some parents, either knowingly or unknowingly,

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encourage academic dishonesty by emphasizing results over ethical learning, sometimes going so far as to hire proxy candidates or pay bribes to ensure their children pass. The research also reveals that students from families that prioritize integrity and moral upbringing are less likely to engage in cheating. Institutional policies and enforcement mechanisms also play a crucial role in either deterring or enabling examination malpractice. The study finds that weak implementation of academic integrity policies, lack of strict invigilation, overcrowded examination halls, and inadequate technological tools for monitoring contribute to the persistence of cheating. While some institutions have adopted anti-cheating technologies such as plagiarism detection software and biometric authentication, their effectiveness is often compromised by infrastructural deficiencies, poor enforcement, and lack of staff training. To address these challenges, the study recommends a multi-pronged approach, including the integration of advanced monitoring systems such as artificial intelligence-based surveillance, biometric verification, and stringent penalties for offenders. It also advocates for reinforcing ethical education in curricula, increased parental engagement in students' academic and moral development, and improved training for invigilators and academic staff on detecting and preventing cheating. Additionally, institutions should strengthen their examination policies, ensure consistent enforcement, and invest in research-driven strategies to curb academic dishonesty.

Keywords: Examination misconduct, Family, Technology, Education, Tertiary institutions

INTRODUCTION

Scholars' brilliant idea of dividing society into multiple institutions allowed each to function independently, making population management easier due to its size (Amalu, 2020). Social institutions are organizations or groups of people that control, liberate, and expand individual actions in society (Amalu, 2020). The expansion of human actions in social institutions like government, economy, family, education, religion, and legal organizations has been a significant way of maintaining society throughout history (Mbagwu & Okeke, 2020).

Family institutions are marriage-based associations, while education involves diverse individuals from various backgrounds for knowledge impartation and skill acquisition. Family institutions provide social, financial, psychological, economic, and emotional support, while educational institutions provide knowledge for societal advancement

(Hayatu & Abubakar, 2019). The family's role in instilling moral values in children is crucial for easy knowledge impartation in educational institutions. However, studies show little or no moral impartation, and some children fail to accept home training (Ajelabi, 2018; Dajwan et al., 2020; Sunday O et al., 2019; Zhebago & Dauda, 2022). Such studies have linked children's waywardness with examination misconduct.

Examination misconduct refers to illegal methods used by students to pass exams they should have failed due to academic inadequacies, poor preparation, illness, or peer influence (Okorodudu & Izakpa, 2023). Despite academic presentations and strategies to address examination misconduct in Nigerian higher education, the issue persists due to apathy among policymakers and law enforcement agents (Ojo et al., 2021). Examination misbehavior has consistently increased as a result of information and communication technology, as some students misuse various tools to obtain unfair advantages during tests (Ahunna et al., 2023). Udosen, (2022) claims that students who use ICT gadgets to engage in exam dishonesty have a habit of abusing technology. Exam misconduct is defined as any act or omission that is repeated to provide a candidate a disproportionate edge over other students to persuade the examiner to award them an unfair grade (Zhebago & Dauda, 2022). It also includes any illegal or unethical means of leveraging someone else's standing within a grading system (Examination Misconduct Act, 2012).

Chikendu (2022) argues that technology cheating is an unethical practice that is causing a decline in the reputation of educational institutions, which are aimed at academic excellence. This suggests that actions that are against the ethics of a particular institution are not acceptable (Umoru et al., 2019). Technology has significantly reduced cheating in Nigerian educational institutions, with methods like impersonation, disorderliness, conspiracy, results fabrication, and sneaking answer sheets into exam rooms no longer being practiced (Chinelo et al., 2021). Students are using various technologies like cell phones, calculators, PDAs, and spy cameras to cheat in exams, utilizing these tools for multifunctional, evaluable, and economically accessible methods (Peter, 2018).

Exam fraud in developing nations is linked to various devices, including pocket organizers, handheld computers, plagiarism, electronic writing pads, calculators, invisible earpieces, and questionable websites (Okorodudu & Izakpa, 2023; Haniel et al., 2023). With the issues being raised above, this study focuses on looking at the relationships of technology, family,

and educational institutions with examination misconduct in tertiary institutions with particular reference to Gombe State Polytechnic Bajoga and Federal Polytechnic Bauchi.

Exam fraud and test malpractice are widespread issues indicating a failing educational system, where candidates or others deceive others to help them pass tests they would not have passed (Ajelabi, 2018; Okorodudu & Izakpa, 2023). Corruption has led to various delinquent behaviors like prostitution, cheating, and fraud, allowing society to accept malaise as a way of life. Many defenders of justice have joined the "If you cannot beat them, join them" slogan. (Ad & Dahiru, 2018; Hayatu & Abubakar, 2019). This practice has rendered our educational system useless, thereby causing underdevelopment.

Investigation into family, technology, and educational institutions' role in student examination misconduct is necessary to determine facts and recommend solutions for better country improvement.

Theoretical Framework

Theory of Planned Behavior (Icek Ajzen, 1985)

Developed by Icek Ajzen in 1985, the Theory of Planned Behavior suggests that individual behavior is influenced by three key factors: attitudes toward the behavior, subjective norms, and perceived behavioral control. In the context of examination misconduct, students' intentions to cheat are influenced by their attitudes (e.g., beliefs about the morality of cheating), social influences (e.g., whether their peers condone or condemn cheating), and their perceived ability to cheat without facing consequences. This theory emphasizes that interventions aimed at altering students' attitudes, strengthening positive social norms, and enhancing students' sense of control over their actions can significantly reduce the likelihood of examination misconduct. Figure 2 illustrates the Theory of Planned Behavior.

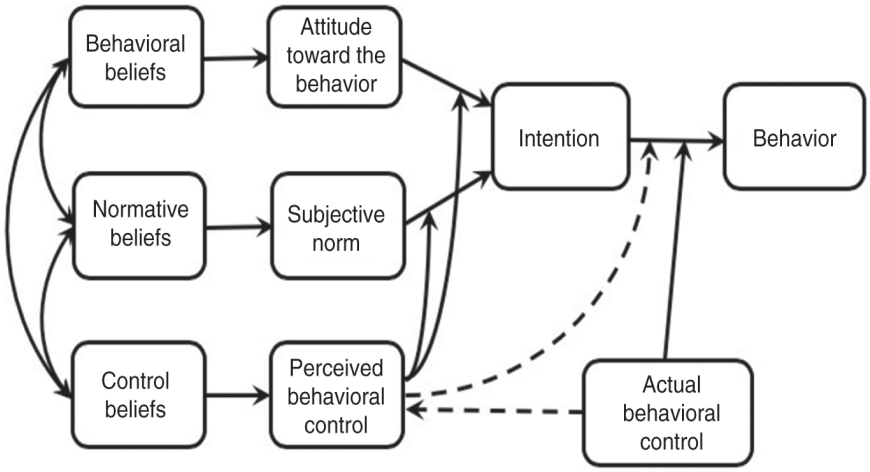


Figure 1: Theory of Planned Behavior (Ajzen, 1985)

Concept of Examination Misconduct

Examination misconduct remains a significant challenge in tertiary institutions, particularly in Nigeria, where it is often linked to various socio-cultural and technological factors (Ad & Dahiru, 2018; Hayatu & Abubakar, 2019). This issue is exacerbated by the degradation of family structures and educational institutions, which play crucial roles in shaping students' values and behaviors (Joy, 2024). Understanding the interplay between these elements is essential for addressing the persistence of examination malpractice (Patrick et al., 2024; Abayomi & Samuel, 2024).

Examination misconduct encompasses a range of dishonest behaviors, including cheating, plagiarism, and collusion (Waziri, 2023). In Nigeria, the prevalence of such practices has been attributed to a combination of factors, including societal pressures and inadequate institutional measures to uphold academic integrity (Nwadike & Adimonyemma, 2021). The historical context of examination malpractice reveals a troubling trend where the normalization of cheating undermines the credibility of educational qualifications and institutions (Okunlola, 2024).

Remote Causes of Examination Malpractice

Exam malpractice can be attributed to several reasons, including those related to students, teachers, institutions and administration, society, and the government.

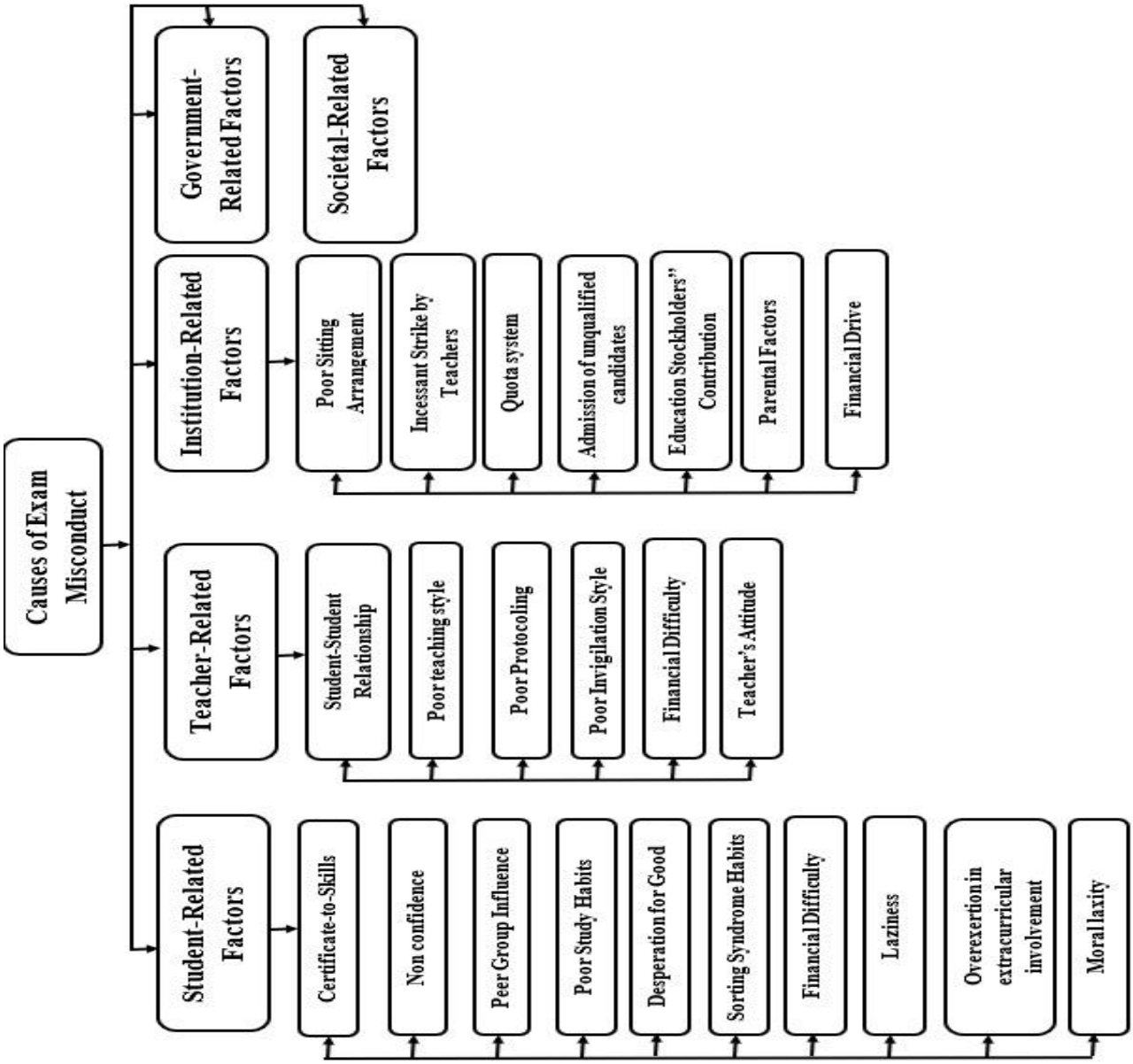


Figure 2: Remote Causes of Examination Malpractice (Ladan, 2019)

Types of Examination Malpractice

Asuru (2010) categorized examination malpractice into three main parts viz: Pre-examination malpractice, During examination malpractice, and Post examination malpractice.

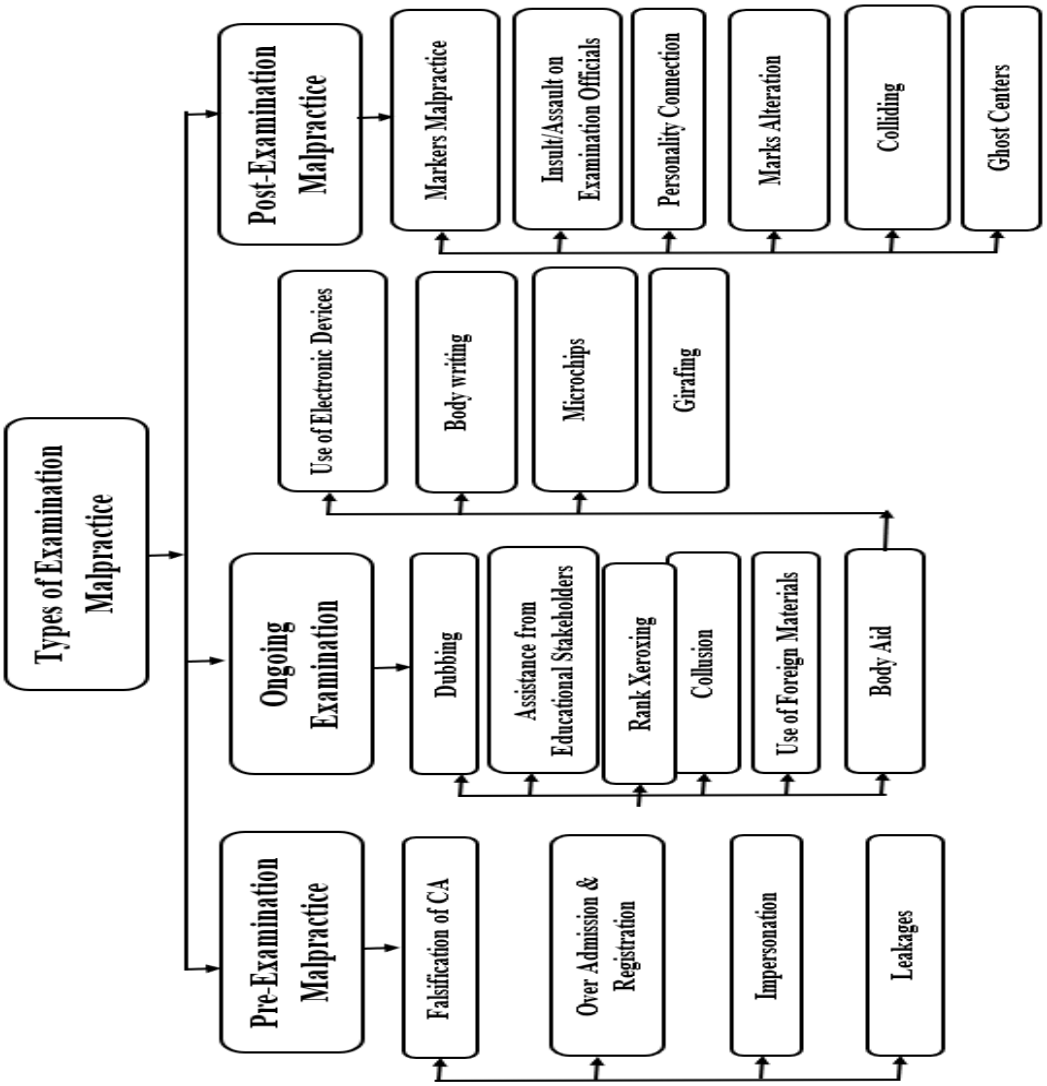


Figure 3: Types of Examination Malpractice (Ladan, 2019)

Technology and Examination Misconduct

Digital tools have facilitated examination malpractice in Nigerian tertiary institutions, with students using smartphones, smartwatches, and wireless earpieces to access unauthorized materials, enabling real-time cheating through WhatsApp groups and other social media channels (Arubayi, 2021; Dajwan et al., 2020). Institutions are struggling with e-proctoring systems, biometric verification, encrypted apps like Signal, and contract cheating via essay mills due to poor internet connectivity, power outages, technical glitches, and insufficient staff training, highlighting the challenges of technological advancements and infrastructural deficits (Arubayi, 2021; Dajwan et al., 2020).

Family Dynamics and Examination Misconduct

Familial pressures, particularly from low-income households, significantly influence students' involvement in exam fraud, potentially exacerbating their financial burdens (Abiodun et al., 2022; Osisiogu & Mamman, 2017). Cultural norms prioritizing academic success and parental disengagement from academic activities contribute to higher misconduct rates. Previous cheating siblings often model dishonesty, and limited awareness of institutional penalties weakens deterrence, indirectly institutionalizing exam fraud through tacit approval or neglect (Abiodun et al., 2022; Osisiogu & Mamman, 2017).

Educational Institutional Frameworks

Higher education institutions face systemic weaknesses that allow malpractice to thrive. Despite anti-cheating policies, enforcement is inconsistent, and overcrowded exam halls and insufficient invigilators hinder monitoring. Academic workloads also contribute to cheating (Samuel, 2024). Deterrents like blacklisting are underfunded, highlighting a failure to prioritize academic integrity (Abiodun et al., 2022; Osisiogu & Mamman, 2017).

Review of Related Literature

In the 21st century, extensive literature exists on examination misconduct among tertiary students, with recent discussions focusing on various issues.

Ojo et al., (2021) examined the relationship between the degradation of the family and educational institutions and the persistence of examination malpractice in Nigeria's higher education systems. The study identifies factors contributing to exam misconduct, such as inadequate parenting, unsuitable family upbringing, and institutional corruption, suggesting that fulfilling sociological responsibilities can significantly reduce malpractice.

Chikendu, (2022) examined the various components of examination misconduct and the impact they have on students and the community. This study highlights the detrimental effects of dishonest examination techniques on international credibility, highlighting the need for improved teaching and learning environments, as well as addressing student vices like drug use and absenteeism. It suggests creating suitable spaces for proper screening and control of applicants to ensure a positive teaching and learning environment.

Adanikin, (2022) examined the prevalence of exam malpractice among students in postsecondary educational institutions as well as the variations in exam malpractice according to parents' socioeconomic status, gender, and type of institution. The study

found moderate examination misconduct among 2,137 students in Southwest Nigerian public higher education institutions, with no significant impact of socioeconomic status, gender, or institution type. It recommended that tertiary institutions take drastic measures to reduce malpractices without fear or favor.

Nwadike & Adimonyemma (2021) examined the malpractice investigation in Nigerian universities. The study, involving 200 randomly selected students, found that examination malpractice was caused by fear of failing, incompetence of lecturers, societal preference for paper qualification, students' lack of seriousness, high carryovers, and parents' desire for their children's chosen careers. Misconduct included impersonation, collusion, and rewriting questions.

This research examines the link between examination misconduct and dysfunctionality in Nigeria's family, technology, and education institutions, focusing on students of Gombe State Polytechnic Bajoga and Federal Polytechnic Bauchi.

METHODOLOGY

Study Area

Gombe State Polytechnic, Bajoga in Nigeria, offers quality technical and vocational education in engineering, technology, applied sciences, and management. Established to meet local community needs, it provides practical skills and knowledge in areas like engineering, technology, and management. The institution is committed to academic excellence and student development, contributing to the socio-economic growth of the region.

The Federal Polytechnic, Bauchi (FPTB) is a Nigerian institution located in Gwallameji village, serving the youth aged 25-35. Established in 1979, it covers 750 hectares and offers National Diplomas, Higher National Diploma Postgraduate studies, and undergraduate studies in affiliation with other universities. The majority of students reside outside the campus.

Population

The population includes students from six schools, including Science, Environmental, Engineering, Agricultural Technology, General Studies, and Business Studies, as well as

staff, totaling over 10,000, including National Diploma, Higher National Diploma, and Postgraduate Diploma programs.

Sample and Sampling Techniques:

The sample comprises 5% of the entire population, which is 500 respondents which will be selected using simple random sampling from the different departments in both institutions.

Instrument of Data Collection

The data collection instrument is a structured questionnaire with two sections: A and B. A ask about respondents' background and perceptions of strategies used by institutions for sustainable development revenue generation. B contains items based on respondents' opinions, with a four-point Likert scale for each statement.

Method of Data Collection

Primary Data

The researcher utilized questionnaires, interviews, experiments, and observations for data collection for the study, which was the first time and for a specific purpose.

Secondary Data

Secondary data, including magazines, newspapers, journals, dictionaries, and the internet, was utilized to gather comprehensive information for the research.

3.6 Data Analysis Technique

The data from questionnaires was analyzed manually and using software like SPSS and Microsoft Excel for calculations, scientific research, and accuracy checks. Results were presented in tables and charts for easy understanding and demonstration.

RESULTS AND DISCUSSION

Results Presentation

The presentation of results was done using charts, tables, and bars in the following sections.

Demographic response

The socio-demographic data of the respondents include age, gender, religion, ethnicity, and employment status. These are shown in Figure 4 to Figure 11.

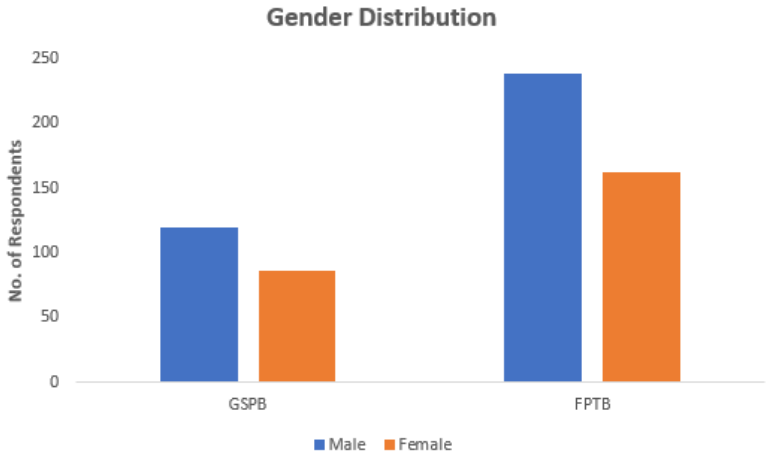


Figure 4: Gender Distribution

In terms of gender (Figure 4), the GSPB group shows a higher representation of males (58.05%) compared to females (41.95%). Similarly, the FPTB group has 59.50% males and 40.50% females. This trend indicates a potential gender bias in the sample, which may influence the overall findings and perspectives shared by the respondents.

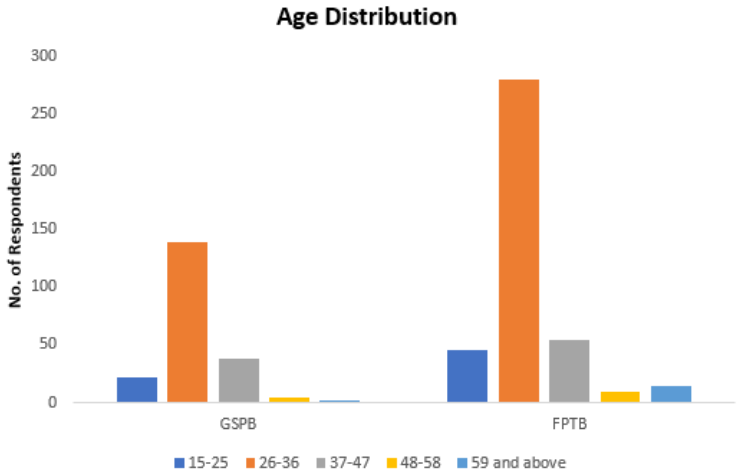


Figure 5: Age Distribution

Figure 5 shows the age distribution. The majority of respondents in both groups fall within the 26-36 age range, with 67.80% in GSPB and 70.00% in FPTB. This suggests that the sample is predominantly composed of young adults, which could significantly impact their viewpoints and the relevance of the study's themes to this age demographic.

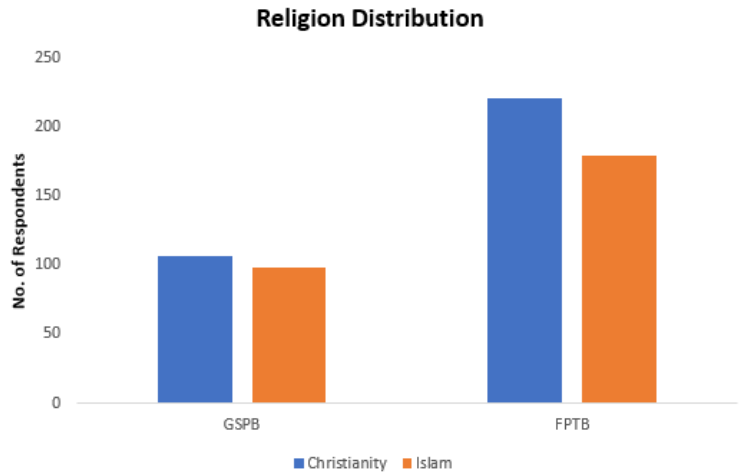


Figure 6: Religion Distribution

The religious affiliations of the respondents show that 52.19% of GSPB respondents identify as Christians, while 47.80% identify as Muslims. In the FPTB group, 55.25% are Christians, and 44.75% are Muslims. This relatively balanced representation of major religions in both groups indicates a diverse population, which is important for the generalizability of the study's findings. Ethnic distribution varies across the groups.

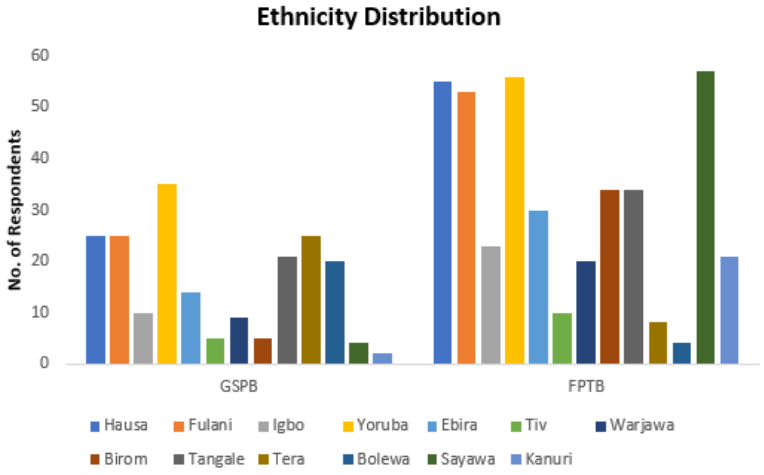


Figure 7: Ethnicity Distribution

In GSPB, significant representation comes from the Hausa (12.19%), Fulani (12.19%), and Yoruba (17.07%). In FPTB, the Hausa (13.75%) and Fulani (13.25%) also make up substantial portions. This diversity in ethnicity suggests a broad representation of the population, which is crucial for understanding the cultural contexts that may influence responses.

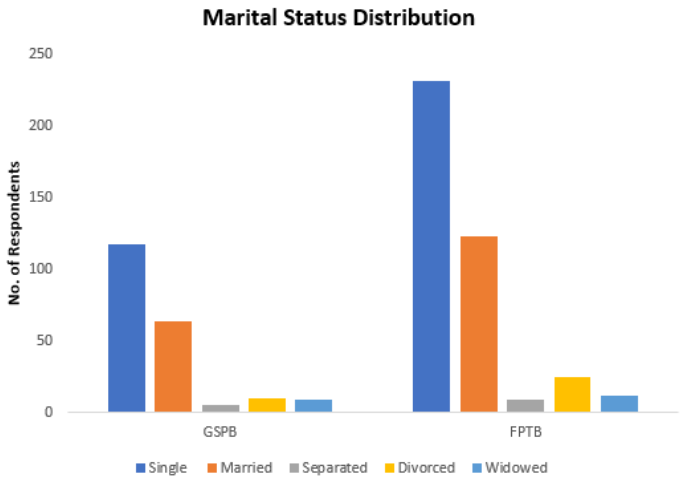


Figure 8: Marital Status Distribution

Looking at marital status, a majority of respondents in both groups are single, with 57.07% in GSPB and 57.75% in FPTB. Married individuals comprise 31.22% in GSPB and 30.75% in FPTB. The prevalence of single respondents aligns with the younger demographic, as younger individuals are often more likely to be unmarried.

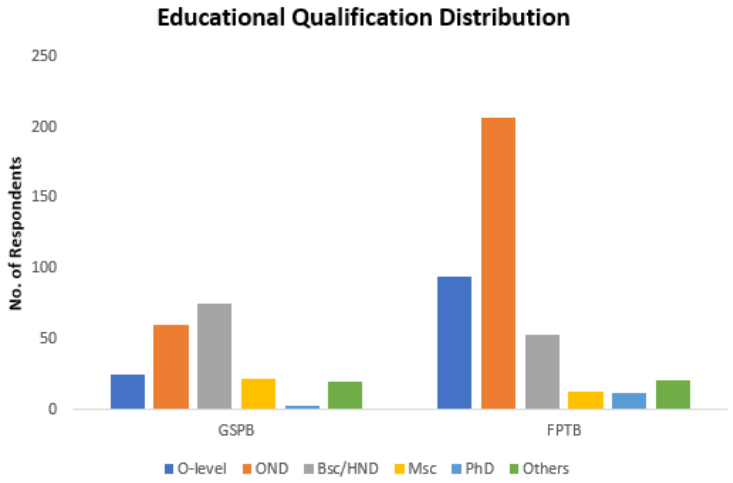


Figure 9: Education Qualification Distribution

In terms of educational qualifications, the GSPB group has a notable proportion with an OND (29.27%) and BSc/HND (36.59%). The FPTB group shows a higher percentage of OND holders (51.75%) and O-level holders (23.50%). This indicates that the respondents are generally well-educated, which may influence their perspectives and insights within the study.

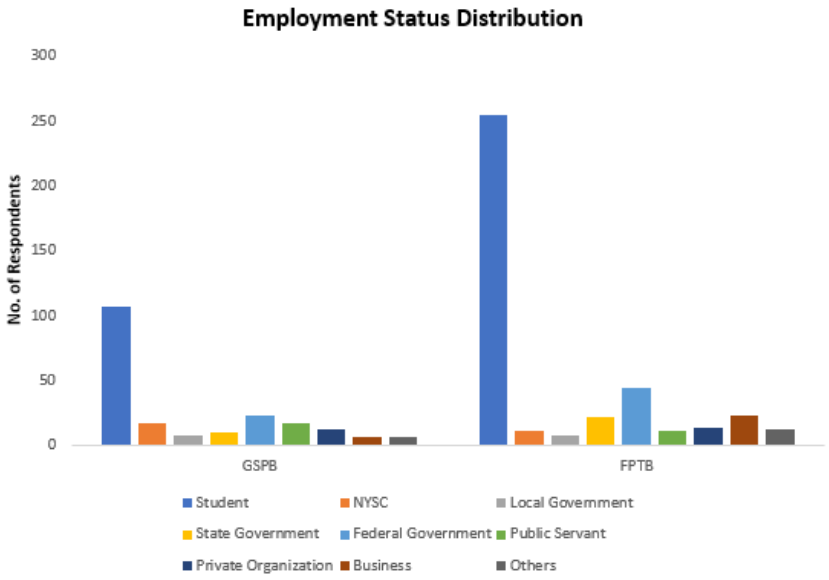


Figure 10: Employment Status Distribution

The employment status reveals that a significant portion of the GSPB group (52.19%) are students, and 8.29% are involved in the NYSC. In the FPTB group, the student population is even higher at 63.75%. This reflects the youthfulness of the sample, suggesting that many respondents are still in education or early in their careers.

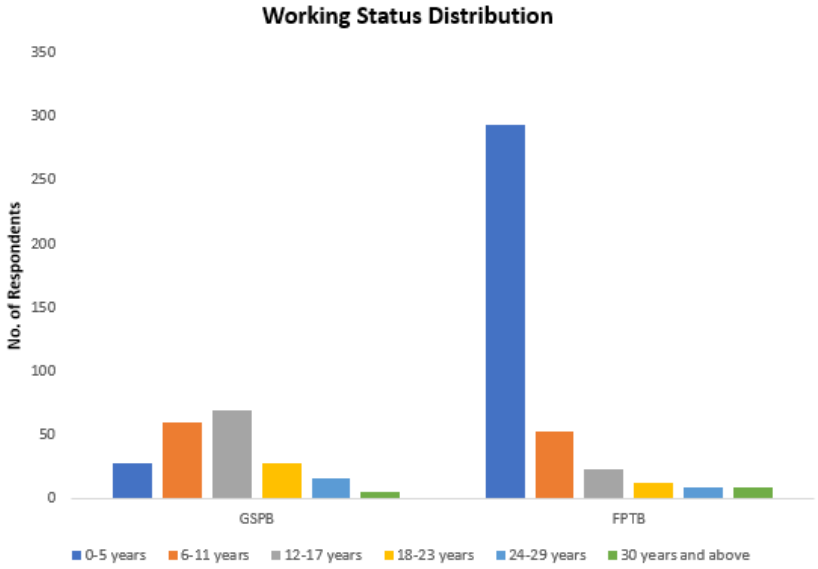
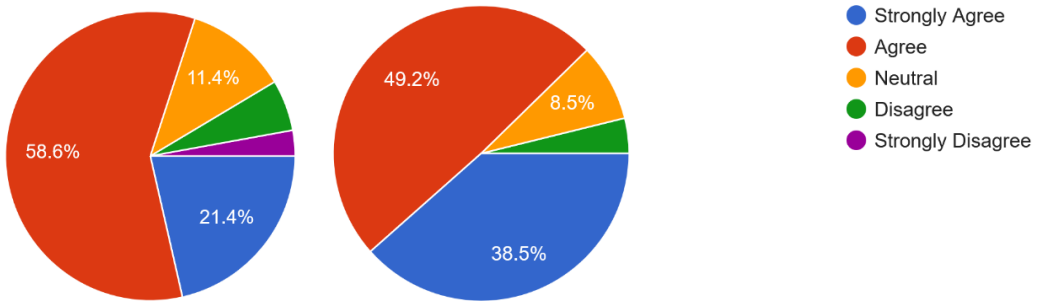


Figure 11: Working Status Distribution

Finally, regarding working experience, a notable 73.5% of GSPB respondents have 0-5 years of experience, indicating a predominance of less experienced individuals. The FPTB group reflects a similar trend. This suggests that the findings may represent the views of early-career individuals, which could impact the overall conclusions drawn from the data.

Impact of Technology on Examination Misconduct in Tertiary Institutions

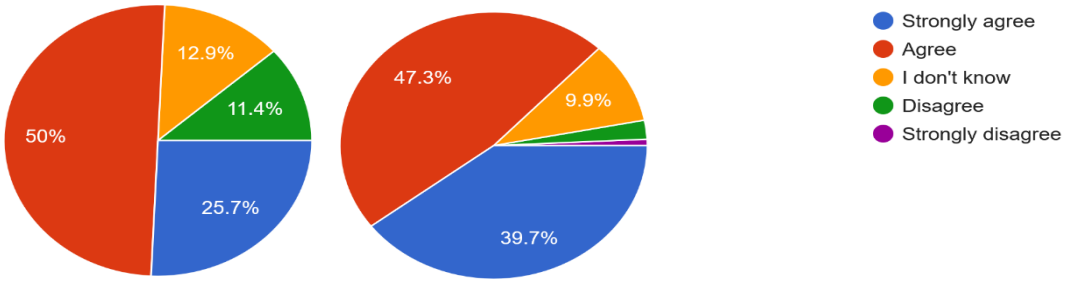
Figures 13 to 22 show the results for the effect of technology on examination misconduct in institutions.



(a) GSPB (b) FPTB

Figure 13: Technology Devices and Examination Misconduct

Figure 13(a) shows that the majority of respondents (58.6%) strongly agree that technology contributes to increased examination misconduct in institutions, with 21.4% agreeing and 11.4% remaining neutral. The overwhelming sentiment suggests that technology negatively impacts academic integrity, with few respondents expressing disagreement. Figure 13(b) indicates that 87.7% of respondents believe technology has increased the likelihood of examination misconduct in their institutions. This suggests that devices like smartphones and smartwatches facilitate cheating. However, 8.5% remain neutral, suggesting uncertainty. Only a small percentage disagree, highlighting the growing challenge institutions face in maintaining academic integrity in the digital age.

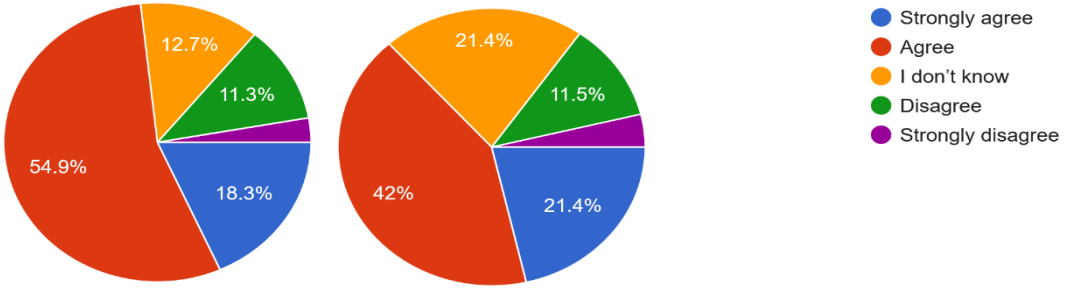


(a) GSPB (b) FPTB

Figure 14: Online Resources and Examination Misconduct

Figure 14(a) shows that 50% of respondents strongly agree with the statement that using online resources during exams is a major form of cheating, while 25.7% agree, 12.9% remain neutral, and 11.4% disagree. Figure 14(b) shows that a majority of respondents view

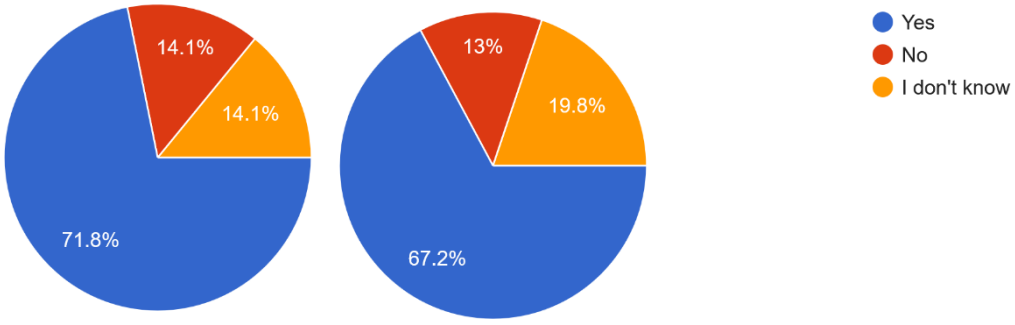
online resources during exams as a form of cheating, with 87% agreeing or strongly agreeing. However, a small fraction disagrees, indicating ambiguity in perception. This highlights the growing concern about digital tools in academic settings and the challenge of ensuring fair assessments in a technology-driven environment.



(a) GSPB (b) FPTB

Figure 15: Online Exams and Examination Misconduct

Figure 15(a) shows that 54.9% of respondents strongly agree that online exams facilitate misconduct, while 18.3% support the idea that online formats contribute to cheating. The remaining 12.7% are neutral, and 11.3% disagree, with none strongly disagreeing. In Figure 15(b), the majority of respondents believe online exams increase the likelihood of misconduct compared to in-person assessments, with 63.4% agreeing or strongly agreeing. This highlights the need for robust online proctoring measures and academic policies to ensure fairness and integrity in digital assessments. However, a smaller percentage disagrees, suggesting that online exams may not necessarily increase misconduct.

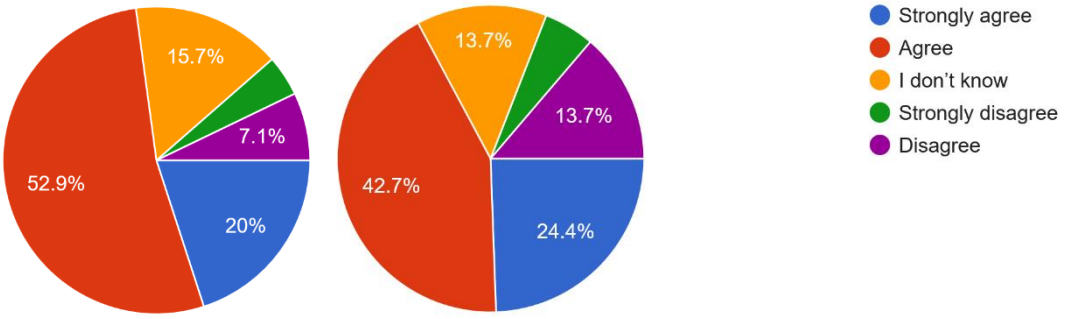


(a) GSPB (b) FPTB

Figure 16: Internet Access and Examination Misconduct

Figure 16(a) illustrates responses to the question, "To what extent do you agree that the internet provides easier access to cheat materials during exams?". A significant majority, 71.8%, answered "Yes," indicating a strong belief that the internet facilitates access to

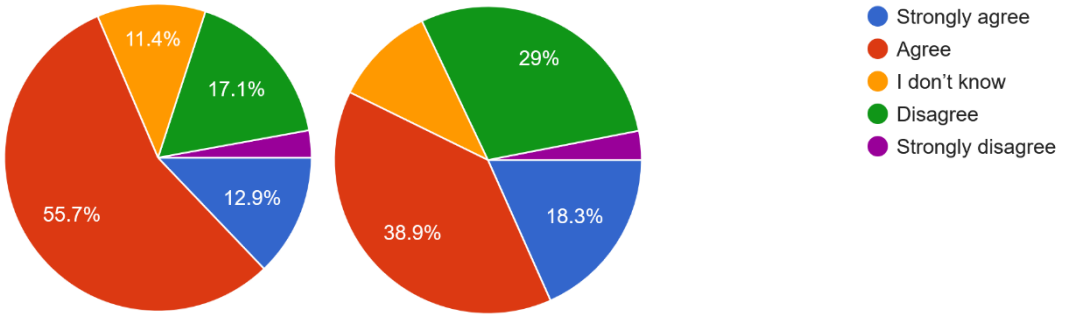
cheating resources. Meanwhile, 14.1% responded "No," and another 14.1% indicated "I don't know." In Figure 16(b), the majority of respondents (67.2%) believe the internet makes it easier to access cheat materials during exams, highlighting the challenges of online resources in maintaining academic integrity. However, 19.8% are uncertain about the extent of online resources contributing to cheating. A small minority (13%) disagree, suggesting the need for effective measures like proctoring software and strict academic policies.



(a) GSPB (b) FPTB

Figure 17: Inadequate Technology Tools to Curb Examination Misconduct

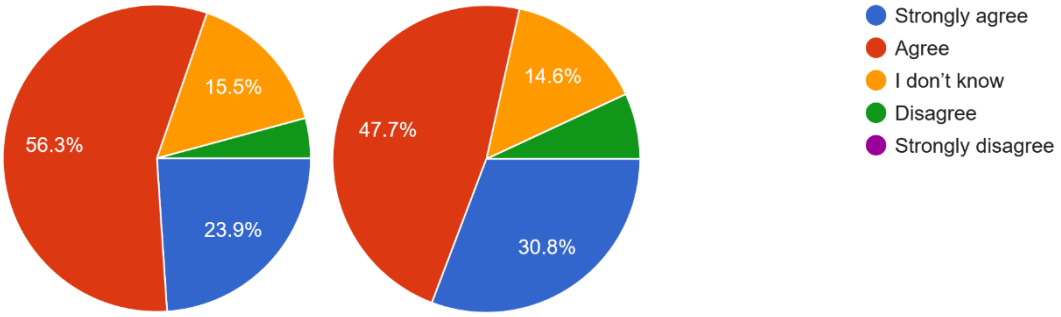
In Figure 17(a), the majority of respondents, 52.9%, strongly agree that institutions lack adequate technological tools to prevent examination misconduct, with 20% expressing concerns about the effectiveness of existing tools, while only 7.1% remain neutral. Figure 17(b) reveals that 42.7% of respondents believe institutions lack adequate technological tools to prevent examination misconduct, while 24.4% strongly agree. However, 13.7% disagree, suggesting that some institutions have the necessary tools. The findings suggest the need for educational institutions to invest in more effective proctoring technologies and anti-cheating strategies to ensure academic integrity.



(a) GSPB (b) FPTB

Figure 18: Online Learning/Assessment Methods and Examination Misconduct

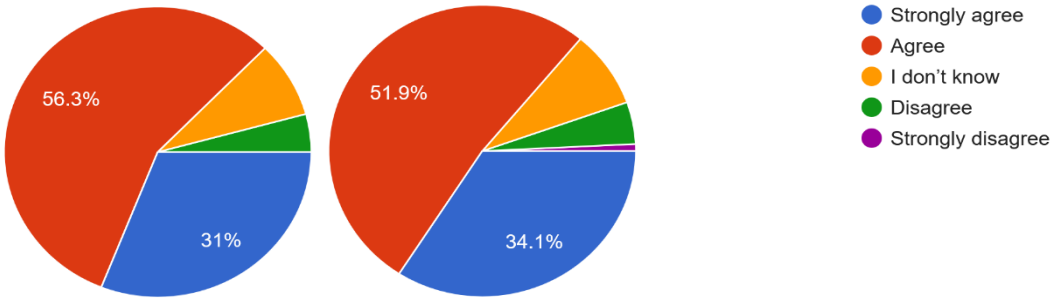
In Figure 18(a), the majority of respondents, 55.7%, strongly agree that online learning and assessment methods have made cheating easier for students, while 17.1% support the idea that these methods contribute to academic dishonesty, and 11.4% remain neutral. Figure 18(b) shows that the majority of respondents (38.9%) believe online learning and assessment methods have made cheating easier for students, while 18.3% strongly agree. However, 29% disagree, indicating that online assessments are not a major factor in cheating. This raises concerns about the integrity of online education and suggests institutions need to strengthen monitoring and proctoring methods.



(a) GSPB (b) FPTB

Figure 19: Use of Surveillance Systems and Examination Misconduct

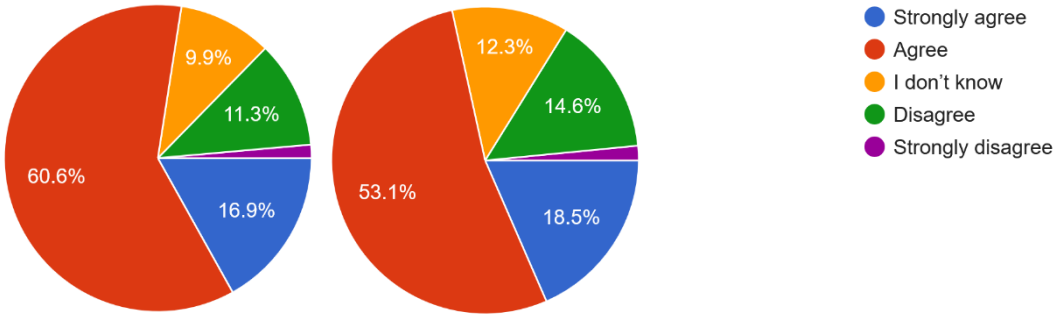
Figure 19(a) reveals that the majority of respondents (56.3%) strongly agree that surveillance software during online exams effectively reduces cheating, while 23.9% support it, with only 15.5% expressing uncertainty, and none strongly disagreed. Figure 19(b) shows a divide in opinions on the effectiveness of surveillance software in reducing online exam misconduct. While 30.8% strongly agree, 47.7% disagree, indicating skepticism. 14.6% remain uncertain, suggesting concerns over privacy issues, loopholes, and student adaptability. Institutions may need to explore alternative strategies to ensure academic integrity.



(a) GSPB (b) FPTB

Figure 20: Implementation of Technological Monitoring Systems

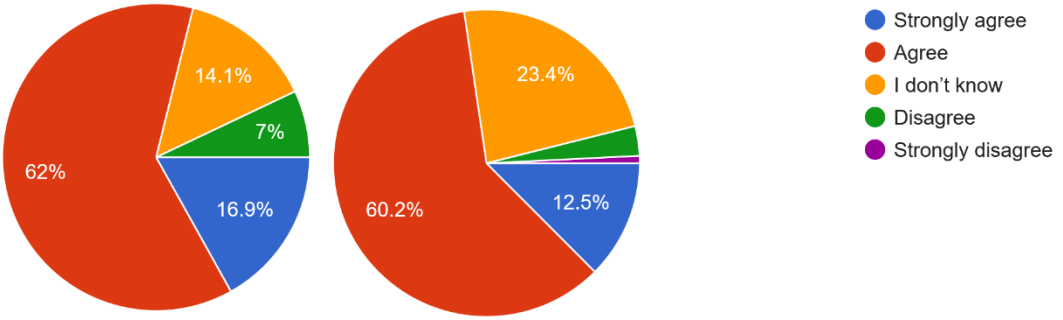
Figure 20(a) indicates that the majority of respondents (56.3%) strongly agree that institutions should implement stricter technological monitoring during exams to prevent cheating, with 31% supporting the call for improved oversight. No participants disagreed or strongly disagreed, indicating a strong consensus. Figure 20(b) reveals that the majority of respondents (51.9%) support stricter technological monitoring during exams to prevent cheating, with 34.1% strongly agreeing. A small percentage remain uncertain, suggesting minimal opposition to stricter monitoring. Institutions should take proactive steps to uphold academic integrity.



(a) GSPB (b) FPTB

Figure 21: Advance Technology and Examination Misconduct

In Figure 21(a), the majority of respondents, 60.6%, strongly agree that advanced technology facilitates answer-sharing during exams, while 16.9% express concerns about its impact on academic integrity. The remaining 11.3% are neutral, and 9.9% disagree. In Figure 21(b), the majority of respondents (53.1%) agree that advanced technology has made it easier for students to share answers during exams, with concerns about its role in academic dishonesty. However, 12.3% remain uncertain, 14.6% disagree, and a minimal percentage strongly disagree.



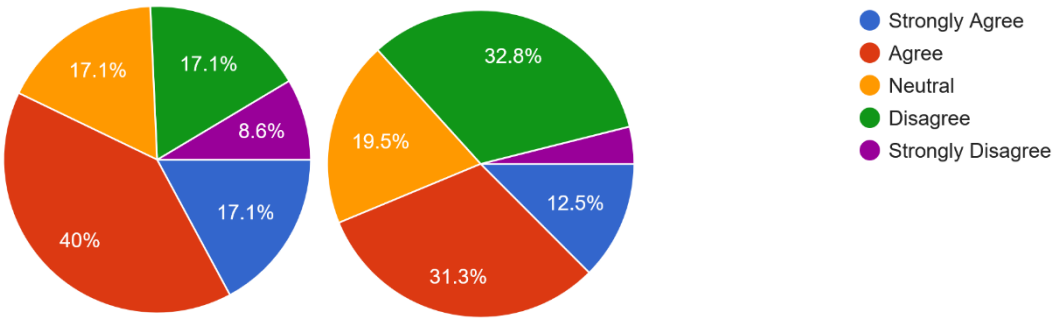
(a) GSPB (b) FPTB

Figure 22: Use of Technology Tools in Curbing Misconduct

Figure 22(a) shows that the majority of respondents, 62%, strongly agree that technological solutions like plagiarism detection tools are effective in preventing misconduct in written assessments, with 16.9% supporting their effectiveness. The remaining respondents are neutral, 14.1% disagree, and none strongly disagree. Figure 22(b) reveals that the majority of respondents believe plagiarism detection tools are effective in preventing misconduct in written assessments, with 60.2% agreeing and 12.5% strongly agreeing. However, 23.4% remain uncertain due to lack of experience or reliability concerns. A small percentage disagree, suggesting there's room for improvement in awareness and effectiveness.

Impact of Educational Institutions on Examination Misconduct in Tertiary Institutions

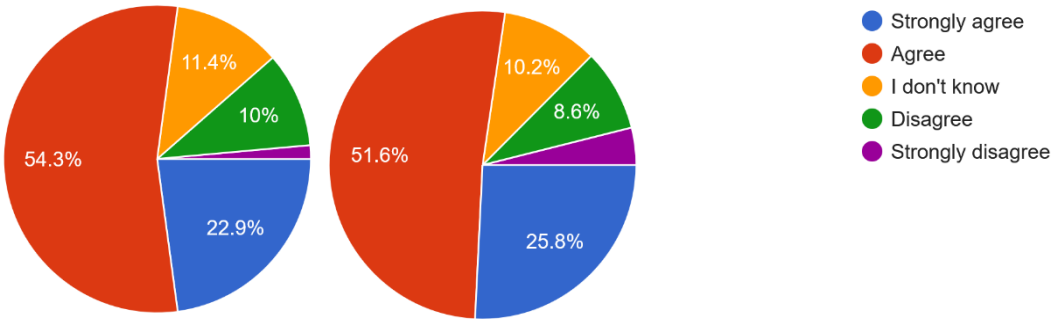
Figures 23 to 32 show the results for the impact of Educational Institutions on examination misconduct in institutions.



(a) GSPB (b) FPTB

Figure 23: Examination Policies not strictly Enforced

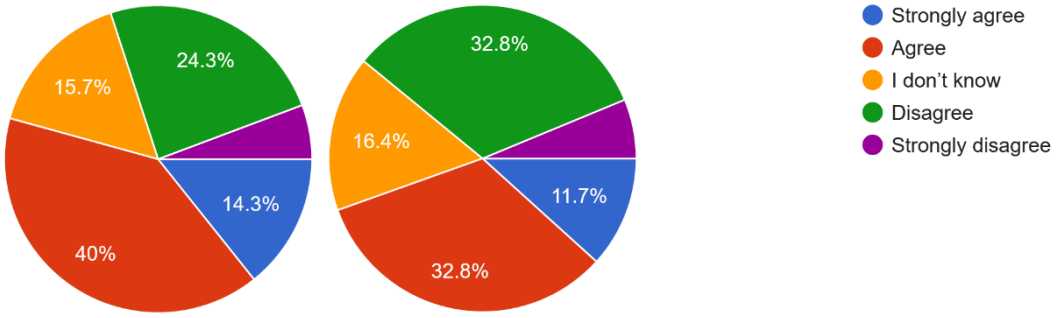
Figure 23(a) reveals that 40% of respondents strongly agree that examination misconduct policies are not strictly enforced in their school, while 17.1% believe enforcement is lacking. The remaining 8.6% remain neutral, 17.1% disagree, and 17.1% strongly disagree. Figure 23(b) shows mixed perceptions of institutional policies on examination misconduct enforcement. 32.8% disagree, indicating effective policies, while 31.3% agree and 12.5% strongly agree, suggesting a lack of enforcement. 19.5% remain neutral, indicating uncertainty or varying experiences with enforcement. Some students perceive policies as effective.



(a) GSPB (b) FPTB

Figure 24: Inadequate Invigilation during Examinations

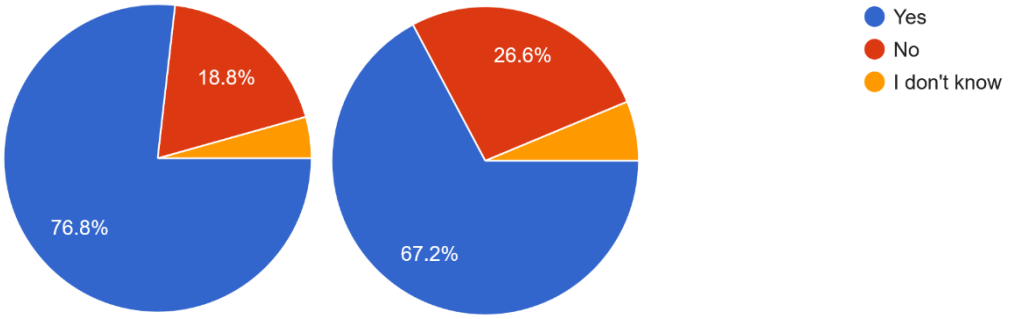
Figure 24(a) shows a majority of 54.3% strongly agree that insufficient invigilation during exams leads to higher rates of misconduct, with 22.9% supporting the idea that better invigilation is necessary, while 10% are neutral. In Figure 24(b), majority of respondents believe inadequate invigilation increases exam misconduct rates, with 51.6% agreeing and 25.8% strongly agreeing. However, 10.2% remain uncertain, 8.6% disagree, and a very small percentage strongly disagree. Better invigilation could help reduce misconduct.



(a) GSPB (b) FPTB

Figure 25: Leniency of Punishment on Students

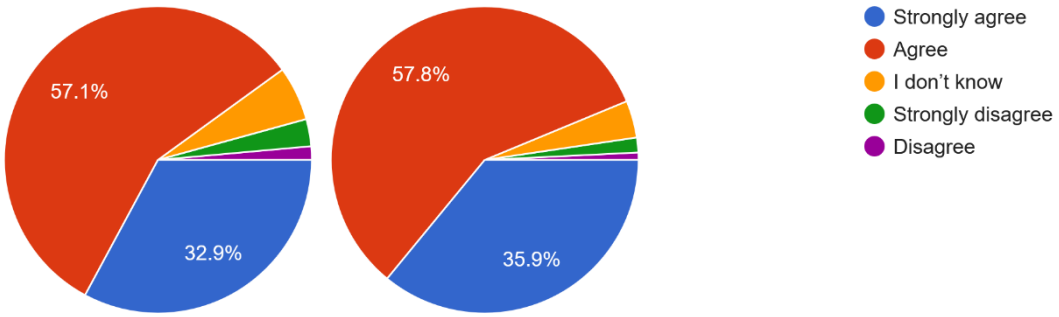
Figure 25(a) shows that 40% of students believe that perceived leniency in punishment contributes to cheating, while 24.3% believe more stringent consequences might deter misconduct. The remaining 14.3% are neutral, 15.7% disagree, and none strongly disagree. Figure 25(b) shows a divided opinion on whether students cheat due to lenient punishments for exam misconduct. 32.8% agree, 11.7% strongly agree, suggesting stricter penalties could deter cheating. 32.8% disagree, suggesting punishment severity isn't the primary factor influencing misconduct. 16.4% remain uncertain, with a small percentage strongly disagreeing.



(a) GSPB (b) FPTB

Figure 26: Population of Students and Examination Misconduct

In Figure 26(a), majority of respondents (76.8%) believe that overcrowded examination halls hinder effective misconduct control, while 18.8% disagree, suggesting institutions can manage misconduct regardless of student numbers, and 4.3% are uncertain about the issue. Figure 26(b) shows that the majority of respondents (67.2%) believe that overcrowding in exam halls makes it difficult for institutions to control misconduct, while 26.6% disagree, suggesting some can manage exam integrity despite large numbers. A small percentage (6.2%) remains uncertain, suggesting improved supervision strategies or reduced student density could enhance academic integrity.

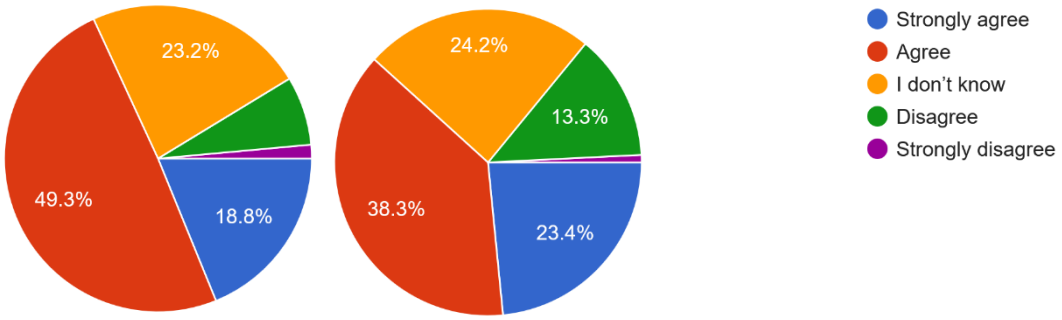


(a) GSPB (b) FPTB

Figure 27: Use of Technology to Prevent Examination Misconduct

In Figure 27(a), majority of respondents, 57.1%, strongly agree with the need for increased investment in technology to combat cheating during exams, with 32.9% supporting the idea that technological solutions could enhance exam integrity, while 8.6% are neutral. Figure 27(b) shows that the majority of respondents, including 93.7% of respondents, support investing in technology like biometric systems and CCTV cameras to reduce cheating during exams. This overwhelming consensus suggests that technological interventions are crucial for maintaining academic integrity, and institutions should

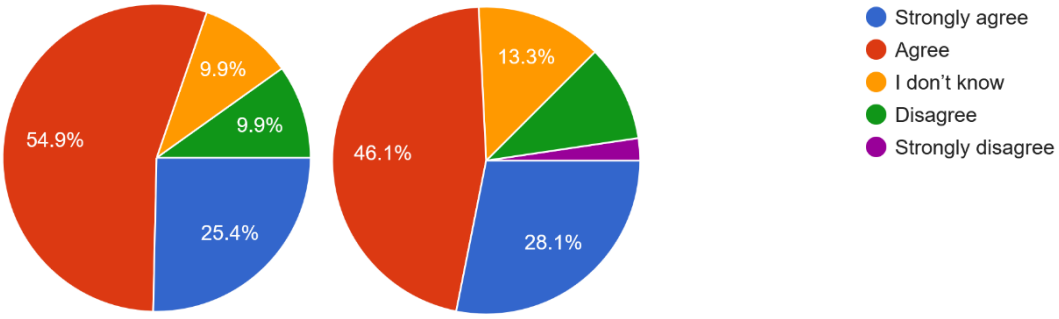
consider implementing or expanding these security measures to enhance fairness and credibility in examinations.



(a) GSPB (b) FPTB

Figure 28: Peer Pressure and Examination Misconduct

Figure 28(a) found that 49.3% of respondents strongly agree that peer pressure influences students' engagement in examination misconduct, while 23.2% agree, indicating a shared belief in the impact of social dynamics on academic integrity, with 18.8% being neutral. Figure 28(b) shows that majority of respondents believe peer pressure in institutions contributes to exam misconduct, with 61.7% agreeing or strongly agreeing. However, 24.2% are uncertain, suggesting some may not have experienced this issue directly. A smaller proportion, 13.3%, disagrees, and a smaller fraction strongly disagrees, suggesting a minority believes peer pressure has little to no impact on exam misconduct.

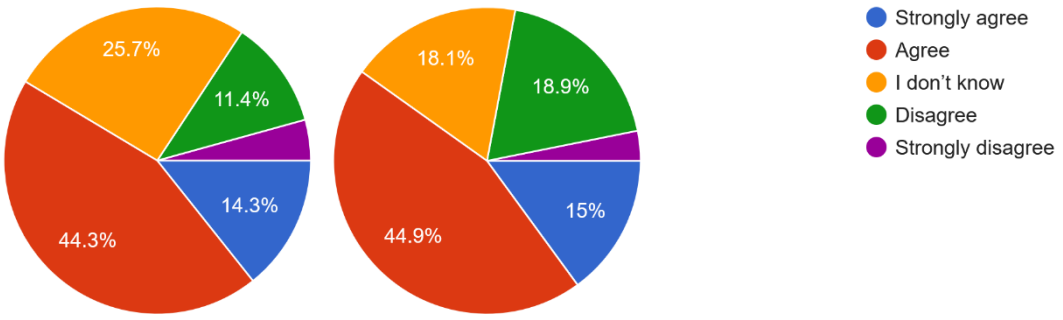


(a) GSPB (b) FPTB

Figure 29: Academic Culture and Examination Misconduct

Figure 29(a) shows majority of students believe their institution discourages examination misconduct, with 54.9% agreeing and 25.4% strongly agreeing. However, 9.9% are uncertain and 9.9% disagree, indicating a lack of awareness or mixed experiences. No respondents strongly disagree, suggesting that while some skepticism exists, there is no

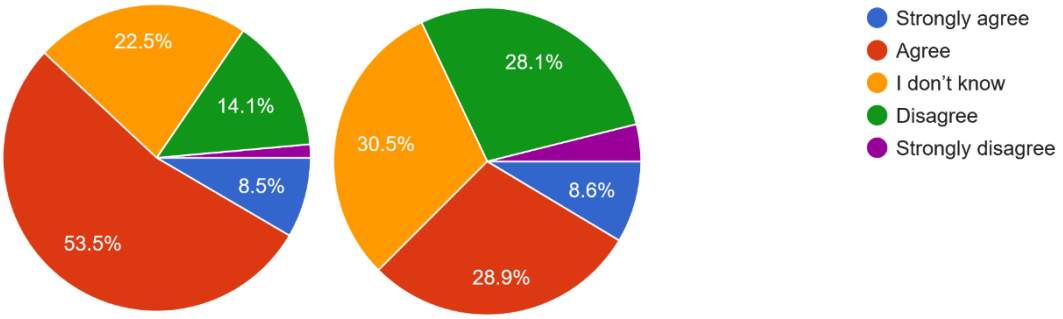
strong opposition to the idea of promoting academic integrity. Figure 29(b) reveals that the majority of respondents (74.2%) agree that the institution's academic culture effectively discourages examination misconduct, but a significant portion (13.3%) remains uncertain. This suggests gaps in the institution's efforts to prevent cheating. The uncertainty and disagreement highlight potential areas for improvement in reinforcing academic integrity.



(a) GSPB (b) FPTB

Figure 30: Teachers and Invigilator's Roles in Examination Misconduct

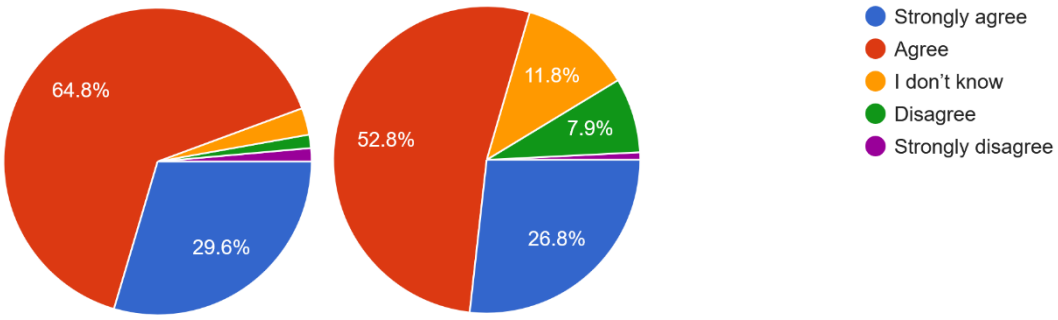
Figure 30(a) shows a concerning perception of teachers and invigilators' role in examination misconduct. 44.3% agree that they are sometimes complicit, while 14.3% strongly agree. A majority (58.6%) believe misconduct facilitation occurs. However, 25.7% are uncertain, and 11.4% disagree, suggesting only a minority trust teachers and invigilators to uphold academic integrity. Figure 30(b) illustrates that a majority of respondents believe that teachers and invigilators may be complicit in students' examination misconduct, with 59.9% agreeing or strongly agreeing. However, 18.9% disagree, suggesting some believe teachers uphold integrity. 18.1% are uncertain, indicating a lack of clarity or direct experience. These findings underscore the need for stricter monitoring and ethical reinforcement in examination settings.



(a) GSPB (b) FPTB

Figure 31: High Stakes of Exams and Examination Misconduct

Figure 31(a) shows majority of respondents believe high-stakes exams contribute to examination misconduct, with 53.5% agreeing and 8.5% strongly agreeing. Academic pressure is a driving factor for 62% of respondents. However, 22.5% are uncertain, and 14.1% disagree, while only 1.4% strongly disagree, suggesting exam pressure doesn't significantly influence misconduct. Figure 31(b) indicates that a majority of respondents believe high-stakes exams, including graduation requirements and scholarships, contribute to examination misconduct. 59.4% of participants support this claim, while 28.1% disagree. The findings suggest that academic pressure influences student behavior, and suggest that institutions may need to consider alternative evaluation methods or support systems to reduce misconduct. However, only 8.6% of respondents are uncertain.



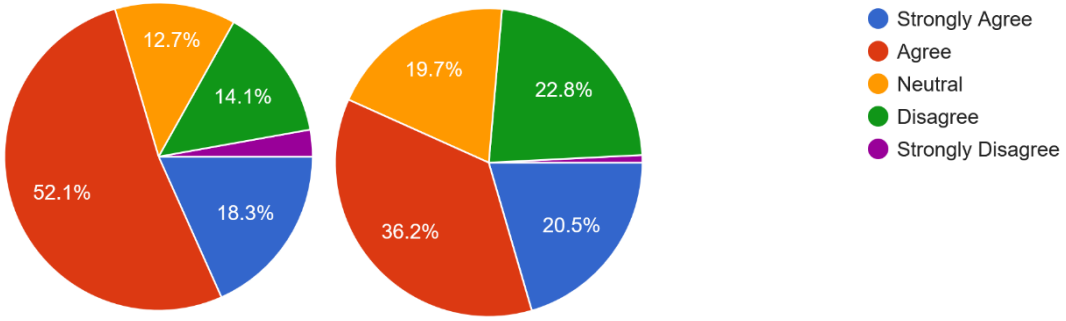
(a) GSPB (b) FPTB

Figure 32: Institutional Measures and Examination Misconduct

In Figure 32(a), the majority of respondents, 64.8%, agreed that institutions should adopt preventive measures instead of punitive measures to combat examination misconduct, with 29.6% strongly agreeing. However, a small percentage of participants disagreed, indicating minimal opposition to this idea. Figure 32(b) illustrates that the majority of respondents (79.6%) support focusing on preventive measures to combat examination misconduct, such as academic integrity awareness, improved teaching methods, and student support systems. However, 7.9% disagree, and 11.8% remain uncertain, suggesting that punitive measures may still be valuable. The findings underscore the need for educational institutions to address the root causes of cheating.

Impact of Family on Examination Misconduct in Tertiary Institutions

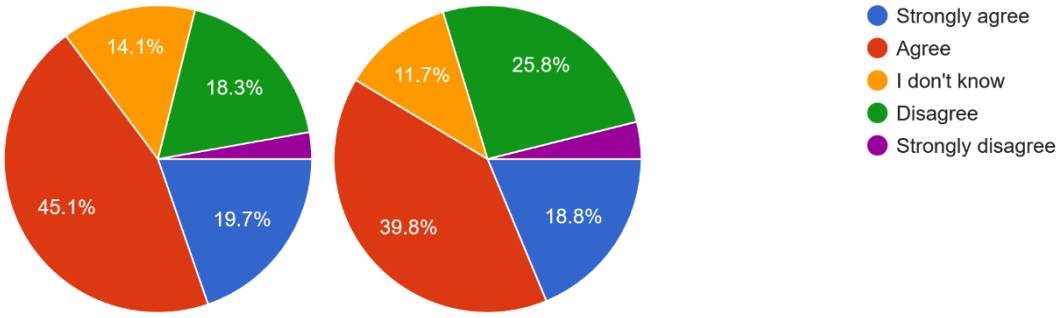
Figures 33 to 42 show the results for the impact of Family on examination misconduct in institutions.



(a) GSPB (b) FPTB

Figure 33: Family Pressure and Examination Misconduct

Figure 33(a) reveals that majority of respondents (52.1%) agreed that family pressure to succeed academically is a leading cause of examination misconduct, with 18.3% strongly agreeing. However, 12.7% remained neutral, 14.1% disagreed, and a very small percentage strongly disagreed. Figure 33(b) shows that a majority of respondents believe that family pressure to succeed academically contributes to examination misconduct, with 56.7% agreeing and 20.5% strongly agreeing. This suggests that expectations from family members may encourage dishonest practices. However, 22.8% remain neutral, and 19.7% disagree. The findings suggest the need for mental health support, counseling, and alternative academic motivation methods to mitigate the impact of external pressure on students' ethical decision-making.

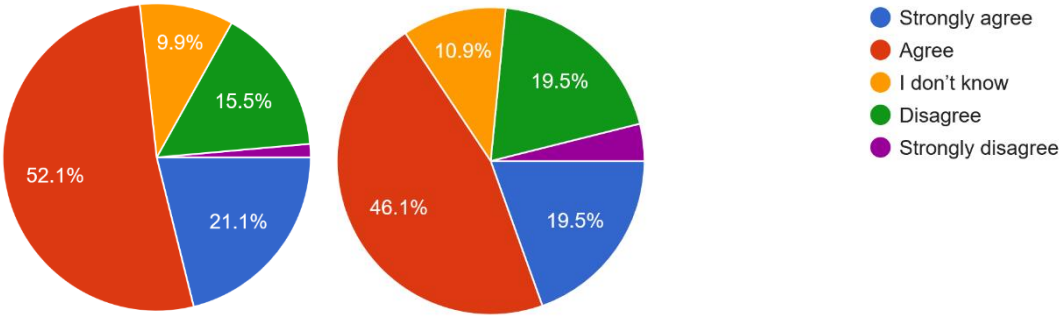


(a) GSPB (b) FPTB

Figure 34: Parents' Demand for good Grades and Examination Misconduct

Figure 34(a) found that 45.1% of respondents agreed that parental pressure can indirectly encourage students to cheat in exams, while 19.7% strongly agreed. However, 18.3% were uncertain, 14.1% disagreed, and a small percentage strongly disagreed. Figure 34(b) shows that majority of respondents believe that high parental expectations contribute to students engaging in exam malpractice, with 58.6% agreeing. This suggests that pressure to meet

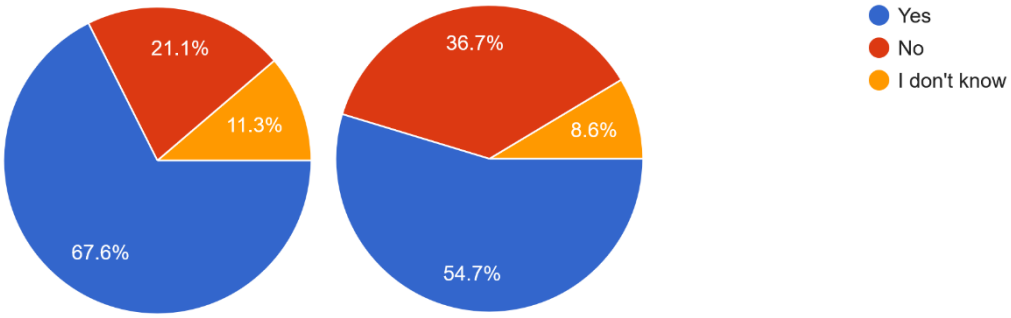
high academic standards may lead students to seek unethical means to succeed. However, 25.8% disagree, suggesting that parental expectations do not necessarily push students towards academic dishonesty. The study emphasizes the importance of balancing parental expectations with student well-being and ethical academic practices.



(a) GSPB (b) FPTB

Figure 35: Parents High Expectation and Examination Misconduct

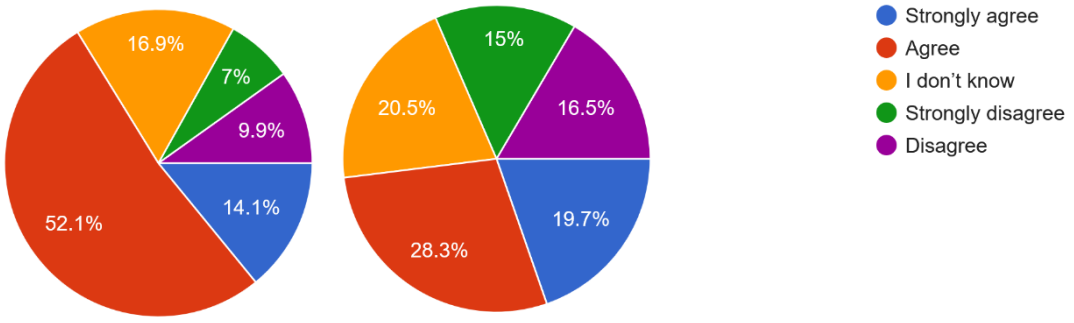
Figure 35(a) found that students from high-pressure families are more likely to cheat to avoid disappointment, with 52.1% agreeing and 21.1% strongly agreeing. However, 9.9% of participants expressed uncertainty, while 15.5% disagreed and a small percentage strongly disagreed. Figure 35(b) revels that the study found that 65.6% of respondents believe that students from high-pressure families cheat to avoid disappointment. However, 19.5% disagree and 10.9% strongly disagree, suggesting that family expectations may not necessarily drive cheating. Additionally, 10.9% remain uncertain about the relationship between parental pressure and academic dishonesty. The findings suggest a balanced approach to academic expectations, encouraging students to prioritize ethical conduct over pressure, rather than focusing solely on success.



(a) GSPB (b) FPTB

Figure 36: Family Values and Examination Misconduct

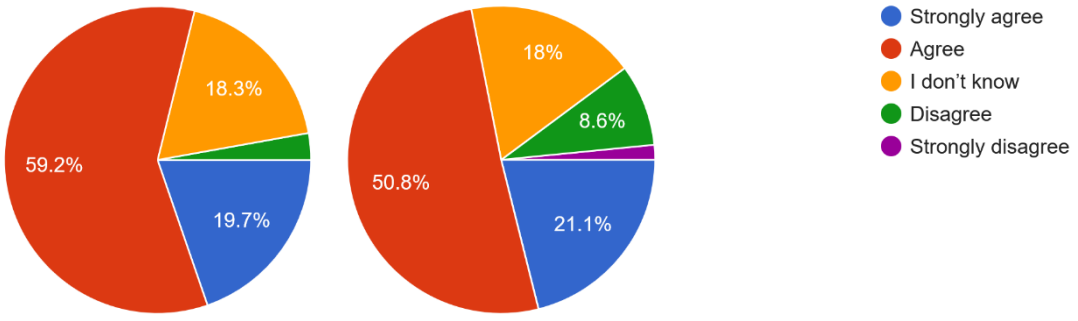
In Figure 36(a), the majority of respondents (67.6%) believe family values significantly influence a student's likelihood of academic dishonesty, while 21.1% do not see a strong connection, and 11.3% are uncertain about the impact of family values on cheating behavior. Figure 36(b) shows that the majority of respondents (54.7%) believe family values significantly influence students' ethical decision-making in academic settings, while 36.7% disagree, suggesting other factors like peer influence or institutional policies might play a larger role. 8.6% remain uncertain, emphasizing the need for strong moral values and robust ethical guidelines.



(a) GSPB (b) FPTB

Figure 37: Family's Financial Hardship and Examination Misconduct

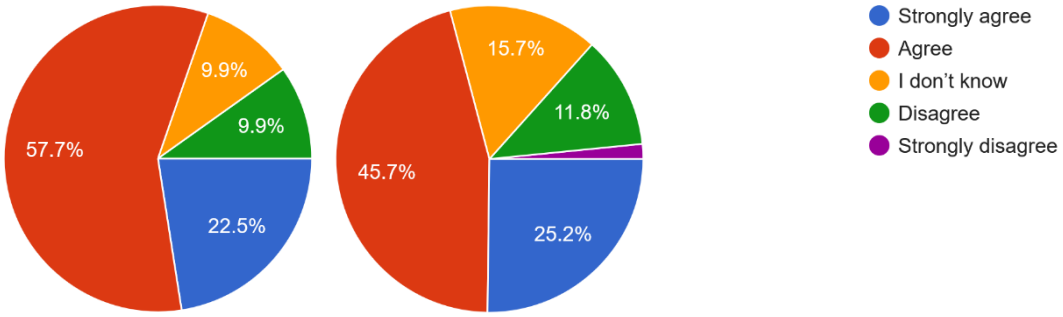
Figure 37(a) illustrates that the study found that 52.1% of respondents believe financial struggles can influence academic dishonesty, while 16.9% are uncertain about the impact, and 9.9% disagree or strongly disagree, suggesting a small portion do not perceive a strong link between financial difficulties and cheating. Figure 37(b) reveals mixed views on whether financial difficulties contribute to exam misconduct. 28.3% agree, with 48% believing financial struggles may encourage academic dishonesty. However, 20.5% are unsure, suggesting other factors may also play a role. The remaining 31.5% disagree, suggesting other factors also contribute.



(a) GSPB (b) FPTB

Figure 38: Family's attitudes towards Cheating

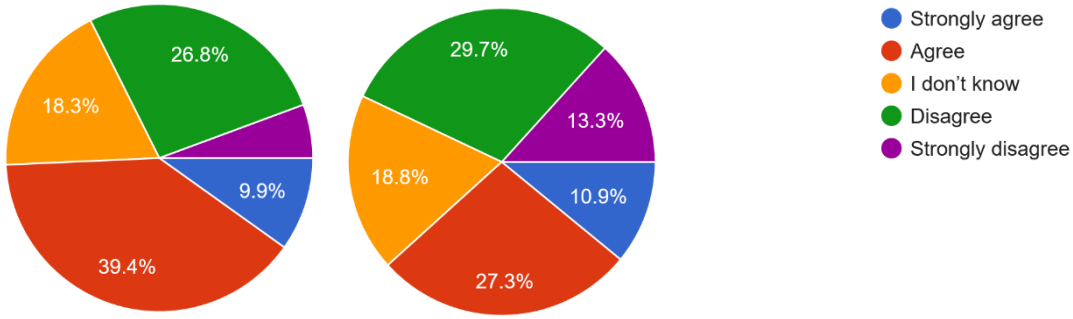
In Figure 38(a), the majority of respondents (59.2%) believe family attitudes significantly influence students' academic integrity, with 19.7% strongly agreeing. However, 18.3% are uncertain about the extent of this influence. Figure 38(b) shows that family attitudes towards cheating significantly influence students' academic integrity, with 72% of respondents acknowledging this influence. However, 18% disagree, and 8.6% are unsure, suggesting other factors also contribute to academic dishonesty.



(a) GSPB (b) FPTB

Figure 39: Family's Integrity and Examination Misconduct

Figure 39(a) illustrates that the majority of respondents (57.7%) believe that students from families with strong integrity at home are less likely to engage in examination misconduct, while 9.9% are uncertain or disagree. Figure 39(b) indicates that a strong emphasis on family integrity can reduce students' likelihood of examination misconduct, with over 70% of respondents agreeing. However, some participants believe other factors may also influence students' ethical behavior, with 15.7% disagreeing and 11.8% unsure.

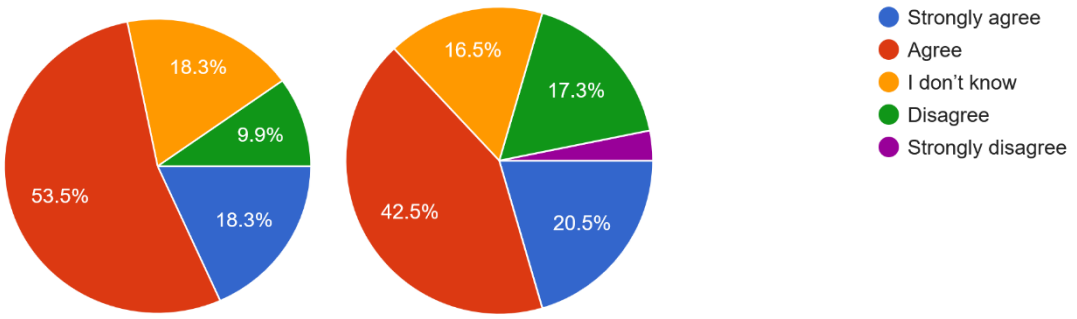


(a) GSPB (b) FPTB

Figure 40: Family Members' Role in Academic Misconduct

Figure 40(a) shows that 39.4% of respondents believe family members may encourage or assist students in academic misconduct, while 18.3% is uncertain. However, 26.8% disagree

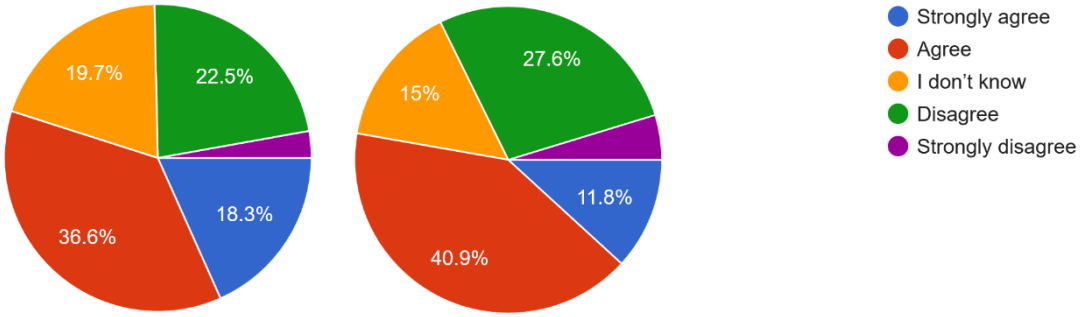
and 9.9% strongly disagree, indicating that a significant portion of respondents do not believe family members encourage or assist in academic misconduct. Figure 40(b) shows varied opinions on whether family members can influence academic misconduct. While 27.3% agree, 10.9% strongly agree, 18.8% are unsure, and 29.7% disagree, suggesting many don't see family members as active contributors to academic dishonesty.



(a) GSPB (b) FPTB

Figure 41: Poor Parental Guidance and Examination Misconduct

Figure 41(a) reveals that the majority of respondents (53.5%) believe that lack of parental involvement in a student's education increases the risk of examination misconduct. However, 18.3% are neutral, suggesting uncertainty about the correlation. Only 9.9% disagree, and no respondents strongly disagree, suggesting that very few believe parental involvement has no impact on examination misconduct. In Figure 41(b), majority of respondents believe that lack of parental involvement in a student's education increases the risk of examination misconduct. A total of 63% agree or strongly agree, suggesting parental engagement is a protective factor against academic dishonesty. However, 16.5% are unsure and 17.3% disagree, suggesting that other factors may be more influential in preventing exam misconduct.



(a) GSPB (b) FPTB

Figure 42: Rewards and Examination Misconduct

Figure 42(a) shows that a majority of respondents believe that parents offering financial rewards for academic success can lead to student misconduct during exams. Over half (54.9%) believe financial incentives may pressure unethical behavior. However, 22.5% remain uncertain about the direct impact of such rewards on misconduct. A minority (19.7%) disagree, suggesting a weak connection between financial rewards and exam malpractice. Figure 42(b) reveals varying opinions on whether parental financial rewards for academic success encourage student misconduct. A majority of respondents (40.9%) disagree, while 27.6% agree. 15% strongly disagree, while 11.8% strongly agree. The results show a majority of respondents disagree with the idea that financial incentives lead to academic dishonesty.

CONCLUSION

Examination misconduct in tertiary institutions is a significant issue, influenced by technological advancements, institutional weaknesses, and family influences. The study found that while technology has introduced cheating methods, its effectiveness varies between institutions, with some students expressing skepticism.

The study reveals that weak policy enforcement, inadequate invigilation, and lenient punishments contribute to exam malpractice, while complicity from teachers and invigilators further undermines academic integrity. While FPTB students support preventive measures, GSPB students remain skeptical.

Family dynamics also contribute significantly to examination misconduct. The pressure to succeed academically, particularly from parents with high expectations, pushes students toward cheating. While FPTB respondents believe that family values influence students' academic integrity, GSPB respondents reject this notion. Financial difficulties and lack of parental involvement were also identified as contributing factors to exam malpractice.

To prevent examination misconduct in Nigerian tertiary education, a multi-dimensional approach including stricter policies, advanced monitoring systems, parental engagement, and academic integrity awareness campaigns is needed.

Recommendation

Based on the findings of this study, the following recommendations are proposed to address the persistence of examination misconduct in tertiary institutions:

i. Educational institutions must consistently enforce examination policies and impose severe penalties on those involved in misconduct.
ii. Expanding biometric verification, CCTV surveillance, AI-powered e-proctoring, and plagiarism detection can help prevent exam malpractice.
iii. Institutions should train invigilators and lecturers to detect cheating and reduce student-to-invigilator ratios for better exam monitoring.
iv. Schools should integrate integrity-based training into curricula and collaborate with parents to instill academic honesty in students.
v. Continuous assessment, open-book exams, oral tests, and project-based evaluations should be adopted to reduce the temptation to cheat.

Acknowledgement

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