

Digitizing Examination Misconduct Records for Enhanced Accountability and Future Reference: A Case Study of Auchi Polytechnic

Musah A. Abubakar¹, Umosor E. Wilson², Akhuewu Divine Emoata³

Department of Computer Science,
School of Information and Communication Technology,
Auchi Polytechnic, Auchi, Edo State, Nigeria.
Correspondence: itmusah@auchipoly.edu.ng

Abstract— Examination misconduct remains a persistent challenge in higher institutions, undermining academic integrity and institutional credibility. Effective management of misconduct records is essential for ensuring accountability, transparency, and informed decision-making. Traditionally, Auchi Polytechnic relies on manual, paper-based methods to document and maintain examination misconduct cases, a process that often results in misplaced files, slow retrieval, and limited data security. This work examines the need to digitize examination misconduct records as a strategy for improving administrative efficiency, enhancing accountability, and supporting reliable future reference. Drawing on relevant literature, field observations, and survey data collected from staff of the Exams and Records Division and the Student Disciplinary Committee at Auchi Polytechnic, the study highlights the limitations of the current manual-based system. Findings from the data capture reveal challenges such as delayed retrieval of misconduct records, risk of data loss, duplication of entries, and inadequate security of sensitive information. Based on these responses, the study proposes the adoption of a digital record-keeping system to ensure accurate documentation, secure storage, efficient management, and quick accessibility of examination misconduct data for improved accountability and decision-making.

Keywords: Digitization, Examination Misconduct, Accountability, Record Management, Auchi Polytechnic,

I. INTRODUCTION

Examination misconduct in higher institutions is a pressing concern that affects the integrity of educational qualifications and the reputation of these institutions. Misconduct can take various forms, including plagiarism, cheating, and manipulation of examination records. Such activities compromise the quality of education and erode public trust in academic institutions. Establishing comprehensive records management practices can effectively mitigate these issues by upholding the integrity and reliability of academic records (Yidana & Akuna, 2025; (Kaczmarek, 2006). Effective records management is essential for higher education institutions, as it involves developing and implementing policies to ensure the accuracy, accessibility, and security of records. Without robust systems, institutions may face challenges in tracing student performance and misconduct incidents, complicating accountability. Yidana and Akuna

emphasize that clear records management policies are critical for both physical and digital records (Yidana & Akuna, 2025; . This underscores the need for comprehensive frameworks that ensure records fairly and accurately reflect student activities and outcomes (Kaczmarek, 2006).

The digitization of records in modern institutions presents significant potential for improving records management. Digital records enable quick updates, streamline retrieval processes, and enhance security through systematic backups (Asogwa, 2013). As noted by Tsvuura, effective management of digital records requires skilled personnel acquainted with these technologies, indicating a critical need for training and development in records management practices (Tsvuura, 2022). This training is vital for preparing institutions to utilize technology efficiently while safeguarding against risks such as unauthorized access and loss of data integrity (Asogwa, 2013) (Tsvuura & Ngulube, 2020).

Auchi Polytechnic, a prominent institution in Nigeria, exemplifies the importance of comprehensive records management practices in addressing examination misconduct. Its framework provides a valuable model for other institutions, particularly through the adoption of digital tools that enhance transparency, accessibility, and security of academic records, thereby reducing opportunities for fraudulent activities. This study explores and advocates the implementation of best practices in records management at Auchi Polytechnic, with a specific focus on leveraging digitization to prevent examination misconduct and ensure effective record handling. By promoting continuous assessment and improvement of record-keeping processes, the work seeks to foster a culture of integrity and accountability in academia, ultimately strengthening institutional credibility and improving educational standards.

A. OVERVIEW OF EXAMINATION MISCONDUCT IN HIGHER INSTITUTIONS

Examination misconduct in higher educational institutions has become an increasingly critical issue, reflecting a complex interplay of various factors that interact to foster an environment conducive to academic dishonesty. Research indicates that a significant number of students engage in some form of academic misconduct, with estimates suggesting that

approximately 73.4% admit to at least one act of cheating, and 37.7% report serious cheating behaviors during examinations (Ramorola, 2014). The motivations behind this misconduct are multifaceted, with factors such as peer pressure, low perceived risk of getting caught, and diminishing moral convictions playing substantial roles (Desalegn & Berhan, 2014; , Farahat, 2022). The advent of online education during the COVID-19 pandemic has highlighted and potentially exacerbated opportunities for cheating. The shift to digital platforms facilitated examination misconduct, as many students exploited the lack of stringent monitoring (Djokovic et al., 2022). The reliance on information and communication technology for assessments has led to new ethical dilemmas, as traditional methods of upholding academic integrity struggle to keep pace with novel forms of cheating such as contract cheating (Mpofu & Machingauta, 2024). Additionally, evidence suggests that when institutions adopt stricter policies, there is a correlational decrease in instances of academic misconduct (Walker & Townley, 2012), emphasizing the importance of institutional measures.

Additionally, the role of technology in both fostering and combating academic dishonesty cannot be overstated. As discussed by Eaton (Duah & McGivern, 2024), the "technological arms race" between academic integrity and cheating has led to an increased reliance on tools such as online proctoring software and plagiarism detection systems. However, these measures alone may be insufficient as they often do not address the underlying cultural and environmental factors encouraging such behaviors (Eaton, 2023). A more comprehensive approach that encompasses policy reform, staff education, and the promotion of academic integrity as a core value within institutional cultures is necessary (Curtis & Clare, 2017). Moreover, findings suggest that students' perceptions of exam integrity vary significantly across demographics and fields of study. Systematic reviews highlight those strong ethical foundations, such as those influenced by religious or moral values, can negatively correlate with cheating behaviors (Linden & Gonzalez, 2021). Furthermore, systemic issues within higher education, including heavy workloads and intense competition, create pressures that lead students to rationalize unethical behaviors, emphasizing the need for supportive academic environments (Morris, 2018; , Noorbehbahani et al., 2022).

B. BACKGROUND OF THE STUDY

Examination misconduct in higher education institutions is a pressing concern that affects the integrity of educational qualifications and the reputation of these institutions. Misconduct can take various forms, including plagiarism, cheating, and manipulation of examination records. Such activities compromise the quality of education and erode public trust in academic institutions. Establishing comprehensive records management practices can effectively mitigate these issues by upholding the integrity and reliability of academic records (Yidana & Akuna, 2025; (Kaczmarek, 2006). Effective records management is essential for higher education institutions, as it involves developing and implementing policies to ensure the accuracy, accessibility,

and security of records. Without robust systems, institutions may face challenges in tracing student performance and misconduct incidents, complicating accountability. Yidana and Akuna emphasize that clear records management policies are critical for both physical and digital records (Yidana & Akuna, 2025; . This underscores the need for comprehensive frameworks that ensure records fairly and accurately reflect student activities and outcomes (Kaczmarek, 2006).

The digitization of records in modern institutions presents significant potential for improving records management. Digital records enable quick updates, streamline retrieval processes, and enhance security through systematic backups (Asogwa, 2013). As noted by Tsvuura, effective management of digital records requires skilled personnel acquainted with these technologies, indicating a critical need for training and development in records management practices (Tsvuura, 2022). This training is vital for preparing institutions to utilize technology efficiently while safeguarding against risks such as unauthorized access and loss of data integrity (Asogwa, 2013) (Tsvuura & Ngulube, 2020). Auchu Polytechnic, a prominent institution in Nigeria, exemplifies the importance of comprehensive records management practices in addressing examination misconduct. Its framework can serve as a model for other institutions, particularly through the use of digital tools to enhance transparency and accessibility to academic records, thus reducing opportunities for fraudulent activities (Miah & Samsudin, 2016). Furthermore, digitalization efforts at Auchu Polytechnic can facilitate continuous assessment and improvement of record-keeping processes, which is essential for maintaining accountability (Yidana & Akuna, 2025; Asogwa, 2013).

Digital transformation in academic administration facilitates substantial improvements in the handling of examination misconduct records. Implementing efficient digital systems, such as Electronic Document and Records Management Systems (EDRMS), can significantly enhance data integrity and security while providing real-time access to records (Miah & Samsudin, 2016). The relevance of such technology extends beyond mere convenience; it contributes to accountability, efficiency, and transparency within educational institutions. Digital systems streamline the archiving process, making it easier to manage, retrieve, and protect sensitive information, thus minimizing the risks associated with manual handling (Grataridarga et al., 2022; Shibambu & Marutha, 2021). The benefits of digital transformations in education are profound. They not only address the pitfalls of traditional record management but also foster an environment that encourages academic integrity. For instance, the digitization of records allows for advanced tracking of academic misconduct, facilitating an agile response to infractions and enabling educators to take timely action against dishonest practices (Sutanto & Nuryani, 2020). Additionally, as highlighted in research by Zenak, the integration of Business Process Management mechanisms into digital systems empowers institutions to optimize their administrative functions, ultimately enhancing service delivery to students and stakeholders (Zenak, 2025).

The purpose of this study is to examine and advocate the adoption of best practices in records management, with particular emphasis on the use of digitization to prevent examination misconduct and enhance effective record handling at Auchi Polytechnic. By addressing contemporary challenges in record management, the seminar seeks to promote a culture of integrity, transparency, and accountability within the academic environment, thereby strengthening institutional credibility and improving educational standards. An assessment of the current state of examination misconduct records management in higher educational institutions reveals that reliance on traditional manual systems poses significant challenges. These systems are often characterized by missing or misplaced files, inadequate storage conditions, and prolonged processing times, all of which increase the risk of record manipulation and compromise the integrity of academic documentation. Manual record-keeping also places a heavy administrative burden on staff while limiting transparency and accessibility, making effective enforcement of academic integrity difficult (Saragih, 2024; Lebang, 2025).

Physical records are particularly vulnerable to loss or damage due to poor storage facilities and weak record management practices. Saragih (2024) notes that administrative overload associated with manual processes contributes to errors and inefficiencies, thereby undermining record reliability, while Lebang (2025) emphasizes that the absence of standardized archival practices further exacerbates inconsistencies in record management. These challenges collectively highlight the urgent need for educational institutions to transition to digital record management systems capable of addressing the shortcomings of manual methods.

C. STATEMENT OF THE PROBLEM

Auchi Polytechnic currently relies on a manual, paper-based approach to documenting examination misconduct, a system that has become increasingly inadequate for managing the growing number and complexity of such cases. The manual method is inefficient and makes the retrieval of past misconduct records difficult, especially when needed for investigations, disciplinary hearings, or policy decisions. This inefficiency often results in delays, inconsistent documentation, and slow decision-making processes. Furthermore, the absence of a structured digital system reduces accountability and transparency, as records can easily be altered, misplaced, or damaged without trace. In some instances, exhibits seized during examination misconduct—such as smartphones and other prohibited materials—are not systematically recorded, making it difficult to accurately track, store, and reference them during disciplinary processes. These challenges indicate that the current manual system cannot adequately support reliable and secure management of examination misconduct cases, thereby creating a pressing need for digitization to improve accuracy, accountability, and future reference.

D. AIM AND OBJECTIVES OF THE STUDY

The aim of this study is to examine how digitizing examination misconduct records can enhance accountability and improve future reference processes in Auchi Polytechnic. And the objectives are outlined below:

- To evaluate the current record-keeping practices for examination misconduct at Auchi Polytechnic and identify key inefficiencies or vulnerabilities.
- To identify the problems with manual record-keeping and analyze the types and frequency of exam misconduct to guide the design of a digital record system.
- To propose a web-based examination misconduct management system and identify its key functional requirements, including biometric integration, evidence uploading, and role-based access.
- To highlight the potential benefits of the proposed web-based examination misconduct management system for improving accountability, record accuracy, and future reference.

E. RESEARCH QUESTIONS

- i. What record-keeping practices are currently used in managing examination misconduct at Auchi Polytechnic, and what inefficiencies or vulnerabilities exist within these practices?
- ii. What problems are associated with the manual record-keeping of examination misconduct, and what are the common types and frequency of examination misconduct cases at Auchi Polytechnic?
- iii. What features and functional requirements should a proposed web-based examination misconduct management system possess, including biometric integration, evidence uploading, and role-based access control?
- iv. What potential benefits can a web-based examination misconduct management system offer in enhancing accountability, record accuracy, and future reference at Auchi Polytechnic?

II. REVIEW OF RELATED LITERATURE

A. CONCEPTUAL REVIEW OF EXAMINATION MALPRACTICE

Examination malpractice is a multifaceted phenomenon that encompasses a wide range of irregular behaviors designed to give a candidate an unfair advantage. It is legally and ethically defined as a breach of the rules and regulations guiding the conduct of examinations. Scholars have categorized these acts into pre-examination, during examination, and post examination malpractices. Pre examination malpractice includes the leakage of question papers and the bribery of

lecturers for grades. During examination malpractice involves the classic behaviors of copying, smuggling in foreign materials, and impersonation. Post examination malpractice involves the alteration of marks, the substitution of answer scripts, and the falsification of result sheets (Fagbemi, 2019).

At Auchi Polytechnic, the Student Handbook provides a codified list of these offenses and their associated penalties. For instance, being found with relevant textbooks or prepared materials in the examination hall attracts the penalty of expulsion. Disobedience or insubordination to an invigilator attracts rustication for two semesters. More severe offenses, such as impersonation, are treated not just as academic infractions but as criminal offenses liable to police prosecution (Auchi Polytechnic, 2020). The rigidity of these penalties underscores the institution's zero tolerance stance. However, the effectiveness of a law lies in its enforcement. Enforcement relies on evidence. In the manual era, evidence was physical. In the digital era, evidence is increasingly electronic. A student caught using a smartphone to browse the internet for answers leaves a digital footprint. A manual file cannot adequately capture or preserve a URL, a screenshot, or a video clip of the act. Thus, the very nature of modern malpractice necessitates a modern record keeping system.

B. THEORETICAL FRAMEWORK

The theoretical framework provides the foundation upon which this study is anchored by explaining the underlying concepts and relationships that guide the digitization of examination misconduct records. It situates the research within established theories that explain how and why users adopt digital record-keeping systems and how digital record management supports accountability and future reference.

C. TECHNOLOGY ACCEPTANCE MODEL (TAM)

The Technology Acceptance Model (TAM), originally formulated by Davis (1989), is an information systems theory which seeks to explain the determinants of user acceptance and usage of technology, particularly information systems. According to TAM, perceived usefulness (the degree to which a person believes using a system will improve job performance) and perceived ease of use (the degree to which a person believes that using the system will be free of effort) are the key drivers of users' attitudes toward adopting new technologies. These beliefs influence users' behavioural intention to use the technology and, ultimately, its actual usage. In the context of this study, TAM helps explain how staff and administrative users at Auchi Polytechnic are likely to accept and use a Web-Based Examination Misconduct Management System (WEMMS) based on their perceptions of the system's usefulness in improving accuracy, storage, retrieval, and accountability of misconduct records, as well as how easy the system is to operate. This framework is particularly relevant because the successful adoption of digital record-keeping depends not only on system functionality but also on user perceptions of the technology.

D. DIFFUSION OF INNOVATION THEORY (DOI)

The Diffusion of Innovation Theory (DOI), developed by Rogers (1962), explains how, why, and at what rate new ideas and technologies spread through a social system. Diffusion in this theory is influenced by several attributes of the innovation itself—relative advantage, complexity, compatibility, trialability, and observability—which affect the decision of potential adopters to embrace the innovation. In this study, DOI provides a broader explanation for the adoption process of the digital examination misconduct records system within Auchi Polytechnic. The theory suggests that for the digital system to be widely adopted and integrated into institutional practices, stakeholders must perceive it as advantageous compared to manual systems (e.g., improved accessibility and accountability), compatible with existing institutional norms and workflows, easy to understand and use, and observable in terms of its benefits to users over time. This perspective is useful in anticipating and addressing barriers to adoption, including resistance to change among employees or students who are accustomed to traditional record-keeping practices.

III. METHODOLOGY

This study adopts an empirical methodology to investigate the digitization of examination misconduct records at Auchi Polytechnic. Data were collected from relevant staff within the Exams and Records Division and the Student Disciplinary Committee using structured questionnaires administered through Google Forms. The questionnaire was designed to capture information on existing examination misconduct record-keeping procedures, challenges associated with manual systems, and staff readiness for the adoption of a digital solution. The collected quantitative data were analyzed using descriptive statistical techniques, including frequencies, percentages, and arithmetic means, to summarize responses and identify trends. Qualitative data obtained from open-ended responses were analyzed using thematic analysis to uncover recurring themes and operational concerns. The methodology relied on actual institutional data and staff experiences to ensure that the proposed web-based examination misconduct record management system, which features biometric authentication, digital evidence uploading, and role-based access control is practical, relevant, and aligned with the operational needs of Auchi Polytechnic.

Data for this study were collected using a structured questionnaire administered electronically through Google Forms to enhance accessibility, response accuracy, and ease of data management. A total of 482 usable responses were received and utilized for the analysis. The questionnaire responses were analyzed using a five-point Likert scale to measure respondents' perceptions. The response options were weighted as follows: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). To ensure consistent interpretation of the responses, mean scores were computed for each questionnaire item. The decision rule for interpreting the mean values was based on predefined boundary limits, as presented in Table 4.0. Mean scores ranging from 4.50 to 5.00 were interpreted as *Strongly Agree*,

3.50 to 4.49 as *Agree*, 2.50 to 3.49 as *Neutral*, 1.50 to 2.49 as *Disagree*, and 0.50 to 1.49 as *Strongly Disagree*. This approach enabled objective evaluation of respondents' opinions and facilitated clear and reliable conclusions regarding the study variables.

Table 4.0: Response categories with points and boundary limit.

Response option	Points	Boundary limit
Strongly Agree	5	4.50 - 5.00
Agree	4	3.50 - 4.49
Neutral	3	2.50 - 3.49
Disagree	2	1.50 - 2.49
Strongly Disagree	1	0.50 - 1.49

IV. DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis and interpretation of data collected for the study titled "*Digitizing Examination Misconduct Records for Enhanced Accountability and Future Reference: A Case Study of Auchi Polytechnic*." The main objective of this study was to assess current record-keeping practices for examination misconduct, identify challenges with manual systems, determine functional requirements for a digital management system, and highlight potential benefits of digitization. A total of **482 usable responses** were collected through a structured questionnaire administered via Google Forms. The data were analyzed using descriptive statistics, primarily mean scores, to measure respondents' perceptions on a five-point Likert scale.

This section presents the analysis and interpretation of data collected for the study on digitizing examination misconduct records at Auchi Polytechnic. The analysis was guided by the research questions, which formed the basis for organizing and interpreting the questionnaire responses. Each set of questionnaire items was aligned with a specific research question to ensure that the findings addressed the study objectives. Data collected through Google Forms were analyzed using mean scores based on a five-point Likert scale, with the established decision rule used to interpret respondents' levels of agreement. This approach enabled clear and systematic evaluation of the findings.

Data analysis in this study was guided by the research questions. Table 4.1 shows the extracted data for the research question "*What problems are associated with the manual record-keeping of examination misconduct at Auchi Polytechnic?*", this was addressed by analyzing respondents' ratings on related questionnaire items. Responses collected through Google Forms were summarized using mean scores from a five-point Likert scale and interpreted using the established decision rule. This method ensured that respondents' perceptions were systematically analyzed and clearly linked to the research question.

Table 4.1: Section A - Current Record-Keeping Practices of Examination Misconduct In Auchi Polytechnic								
S/N	Questionnaires Description	SD	D	U	A	SA	X	%
1	Examination misconduct records at Auchi Polytechnic are primarily maintained manually using paper files.	22	33	27	233	167	4.0	80%
2	The current record-keeping system allows easy retrieval of past examination misconduct records.	177	206	10	34	55	2.1	43%
3	Staff frequently encounter delays when accessing misconduct records.	78	42	7	188	167	3.7	73%
4	The manual system makes it difficult to track repeated offenders over time.	72	35	3	202	170	3.8	75%
5	The existing record-keeping practices are vulnerable to loss, damage, or manipulation.	11	12	2	302	155	4.2	84%

The results in Section A indicate that examination misconduct records at Auchi Polytechnic are predominantly managed using manual, paper-based systems, as reflected by a high mean score of **4.0 (80%)**. Respondents largely disagreed that the current system allows easy retrieval of past records, with a low mean score of **2.1 (43%)**, suggesting significant challenges in accessing stored information. A substantial proportion of respondents agreed that staff experience delays when accessing misconduct records ($\bar{X} = 3.7$; **73%**), highlighting inefficiencies associated with the manual system. Additionally, respondents strongly indicated that tracking repeat offenders is difficult under the existing system ($\bar{X} = 3.8$; **75%**). The highest level of agreement was observed for the vulnerability of records to loss, damage, or manipulation, with a mean score of **4.2 (84%)**, underscoring the risks inherent in manual record-keeping. Overall, the findings reveal that the current record management practices are inefficient, insecure, and inadequate for effective examination misconduct management.

To examine the problems associated with the manual record-keeping of examination misconduct at Auchi Polytechnic, data related to Research Question Two were analyzed and presented in Table 4.2. Respondents' ratings on relevant questionnaire items were used to assess the challenges inherent in the existing manual system. The data, collected through Google Forms, were summarized using mean scores based on a five-point Likert scale and interpreted using the established decision rule. This approach ensured a systematic analysis of respondents' perceptions and provided clear insights directly linked to Research Question Two.

S/N	Questionnaires Description	SD	D	U	A	SA	X	%
6	Manual record-keeping causes delays in processing examination misconduct cases.	11	56	6	242	167	4.0	81%
7	Examination misconduct records are often incomplete or inconsistent when kept manually.	5	23	14	300	140	4.1	83%
8	The frequency of examination misconduct cases has increased in recent years.	43	65	19	226	129	3.7	74%
9	Manual records make it difficult to track repeat offenders.	5	9	2	301	165	4.3	85%
10	Common forms of examination misconduct are not adequately documented.	23	20	4	268	167	4.1	82%

The results in Table 4.2 indicate that respondents strongly agree that manual record-keeping poses significant challenges in managing examination misconduct at Auchi Polytechnic. A high mean score of **4.0 (81%)** confirms that manual processes cause delays in handling misconduct cases. Respondents also agreed that records are often incomplete or inconsistent when maintained manually, as reflected by a mean score of **4.1 (83%)**. Furthermore, the data suggest that the frequency of examination misconduct has increased in recent years ($\bar{X} = 3.7$; **74%**), highlighting growing concerns about effective monitoring. The strongest agreement was observed on the difficulty of tracking repeat offenders using manual records, with a mean score of **4.3 (85%)**, indicating a major weakness of the existing system. Additionally, respondents agreed that common forms of examination misconduct are not adequately documented ($\bar{X} = 4.1$; **82%**). Overall, these findings demonstrate that manual record-keeping is inefficient, unreliable, and inadequate for effective management of examination misconduct, thereby reinforcing the need for a digital record management system.

Research Question Three sought to determine the key functional requirements of a proposed web-based examination misconduct management system at Auchi Polytechnic. The focus of this question was to assess stakeholders' perceptions of critical system features, including biometric integration, digital evidence uploading, and role-based access control. Data obtained from relevant questionnaire items were analyzed using mean scores to evaluate the extent to which respondents considered these features necessary for the effective implementation and operation of the proposed system.

S/N	Questionnaires Description	SD	D	U	A	SA	X	%
11	A web-based examination misconduct management system is necessary at Auchi Polytechnic.	34	34	36	256	122	3.8	77%
12	Biometric verification should be integrated to confirm student identity.	55	16 9	15	156	87	3.1	62%
13	The system should allow uploading of digital evidence such as images and documents.	45	23	0	248	166	4.0	79%
14	Access to the system should be limited so that only authorized staff can use it.	38	15	33	269	127	3.9	78%
15	The system should support real-time access and updating of misconduct records.	9	47	0	307	119	4.0	80%

The analysis of Section C shows that respondents generally agree on the necessity of a web-based examination misconduct management system at Auchi Polytechnic, with a mean score of **3.8 (77%)**. Respondents also strongly supported features that enhance efficiency and security. The ability to upload digital evidence, such as images and documents, received a high mean score of **4.0 (79%)**, while real-time access and updating of records was similarly rated **4.0 (80%)**, indicating strong perceived benefits for timely and accurate record management. Limiting system access to authorized personnel was rated **3.9 (78%)**, highlighting the importance of security and controlled access. Biometric verification scored slightly lower at **3.1 (62%)**, suggesting moderate agreement, though respondents still recognized its potential value in confirming student identity. Overall, the findings indicate that implementing a web-based system with these key functional features is considered necessary to improve the management of examination misconduct records.

Research Question Four explored the potential benefits of implementing a web-based examination misconduct management system at Auchi Polytechnic. The analysis focused on respondents' perceptions regarding improvements in accountability, record accuracy, transparency, and ease of future reference. Responses to relevant questionnaire items were summarized using mean scores and interpreted using the established decision rule to assess the perceived impact of digitization on examination misconduct management.

Table 4.4: Section D - Benefits of a Web-Based Examination Misconduct Management System

16	A web-based system would improve accountability in managing examination misconduct records.	18	17	25	256	166	4.1	82%
17	Digitized records would reduce errors associated with manual documentation.	34	13	1	312	122	4.0	80%
18	The system would enhance quick retrieval of past misconduct records for future reference.	34	20	0	244	184	4.1	82%
19	Digital record-keeping would increase transparency in handling misconduct cases.	34	22	14	225	187	4.1	81%
20	Implementing the system would strengthen academic integrity at Auchi Polytechnic.	19	45	0	251	167	4.0	81%

The findings in Section D indicate that respondents perceive significant benefits in implementing a web-based examination misconduct management system at Auchi Polytechnic. Improving accountability was rated highly ($\bar{X} = 4.1$; 82%), suggesting that digital records would help ensure responsible management of misconduct cases. Respondents also agreed that digitized records would reduce errors associated with manual documentation ($\bar{X} = 4.0$; 80%), and facilitate quick retrieval of past misconduct records for future reference ($\bar{X} = 4.1$; 82%). The system was further seen as enhancing transparency in handling cases ($\bar{X} = 4.1$; 81%) and strengthening academic integrity within the institution ($\bar{X} = 4.0$; 81%). Overall, these results demonstrate strong support for digitization as a tool to improve efficiency, accuracy, and integrity in the management of examination misconduct records.

V. DISCUSSION OF FINDINGS

The study revealed that the current record-keeping practices for examination misconduct at Auchi Polytechnic are predominantly manual, paper-based, and prone to inefficiencies. Respondents highlighted challenges such as delays in accessing records, difficulty in tracking repeat offenders, incomplete documentation, and vulnerability to loss, damage, or manipulation. These findings indicate that the existing manual system is inadequate for ensuring accountability, accuracy, and transparency in managing examination misconduct cases. Respondents strongly supported the adoption of a web-based examination misconduct management system, identifying key functional requirements such as digital evidence uploading, real-time access, controlled system access, and, to a lesser extent, biometric verification. The perceived benefits of digitization include improved accountability, reduced errors, faster retrieval of records, enhanced transparency, and strengthened academic integrity. Overall, the findings suggest that implementing a digital system would address the limitations of manual record-keeping and significantly enhance the

efficiency and reliability of examination misconduct management at Auchi Polytechnic.

VI. CONCLUSION

The study provides clear evidence that the current manual system for managing examination misconduct at Auchi Polytechnic is inefficient, insecure, and prone to errors. Research Question One revealed that record-keeping practices are largely paper-based, making retrieval difficult and increasing the risk of loss, damage, or manipulation. Research Question Two highlighted specific problems with manual record-keeping, including delays, incomplete or inconsistent records, challenges in tracking repeat offenders, and inadequate documentation of common types of misconduct.

In response to these challenges, Research Questions Three and Four demonstrated strong support among respondents for the implementation of a web-based examination misconduct management system. Key functional requirements identified include digital evidence uploading, real-time access, and role-based access control, while biometric verification was moderately supported. The perceived benefits of digitization include enhanced accountability, reduced errors, quicker retrieval of records, increased transparency, and strengthened academic integrity. In conclusion, transitioning to a digital system would significantly improve the efficiency, reliability, and integrity of examination misconduct management at Auchi Polytechnic, addressing the limitations of the existing manual processes and providing a sustainable framework for future reference.

VII. RECOMMENDATIONS

Based on the findings and the proposed system design, the following recommendations are made:

- A. **Implement a Web-Based Examination Misconduct Management System:** Auchi Polytechnic should transition from manual, paper-based record-keeping to a robust web-based system. The system should include key features such as digital evidence uploading, real-time access, and role-based access control to improve efficiency, accuracy, and accountability in managing examination misconduct records.
- B. **Integrate Biometric Verification and Security Measures:** To safeguard the authenticity of records and restrict access to authorized personnel, the system should incorporate biometric verification and other security protocols. This will reduce unauthorized access, prevent manipulation of records, and strengthen the integrity of the examination misconduct management process.
- C. **Develop and Enforce Institutional Policies on Examination Misconduct Records:** The institution should formulate clear policies outlining the procedures for recording, storing, and accessing misconduct records. These policies should specify

responsibilities, timelines, and standards for maintaining both digital and legacy records to ensure consistency and compliance across all departments.

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D. Establish Monitoring and Evaluation Mechanisms: Regular monitoring of the web-based system should be conducted to assess its effectiveness, identify gaps, and ensure compliance with established procedures. Periodic audits and reporting mechanisms can help maintain data accuracy, security, and transparency in the management of examination misconduct.

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E. Provide Staff Training and Capacity-Building Programs: Staff involved in handling examination misconduct records should receive training on the use of the digital system, including uploading evidence, managing access rights, and retrieving records efficiently. Continuous capacity-building initiatives will ensure effective adoption and consistent use of the system.

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