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Educational Policy and E-Examination Assessment in Administrative Convenience: National Open University of Nigeria Experiences

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Abstract

The study investigated e-examination assessment, educational policy, and Administrative Convenience through the experiences of the National Open University of Nigeria. A descriptive survey and documentary research design was used in this study. The target population was 390,000 students, along with academic and administrative personnel of the National Open University of Nigeria (NOUN). A sample size of 400 from the total population, using the Taro Yamane sample size determination technique, was taken. Multiple regression analysis was used to test the hypotheses at the 5% level of significance. The results obtained from hypotheses one, two, and three indicated that (p = 0.012, 0.035, and 0.022, respectively; all < 0.05) there is a positive and statistically significant relationship between e-examination policies and administrative convenience. Specifically, efforts to reduce malpractice by policies related to e-examination had a significant positive effect (B = 0.327; p = 0.012), showing evidence of improved administrative efficiency. Similarly, e-examination policies were found to positively affect the speedy processing of results (B = 0.301; p = 0.035) and satisfaction of the stakeholders (B = 0.288; p = 0.022), thus easing the operation. The study concluded that e-examination policies play an important role in bringing about administrative convenience by minimizing malpractice, processing results quickly, and improving the satisfaction of stakeholders. The major recommendations include sustaining and strengthening anti-malpractice measures in order to increase credibility and minimize administrative burden.

***Keywords*:** administrative convenience, e-examination assessment, educational policy, malpractice, National Open University of Nigeria, stakeholder satisfaction

Introduction

E-examination systems are assessment processes that help streamline

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student evaluation performance, reduce logistical issues, and increase efficiency in educational institutions (Hillier et al., 2020). Different institutions have adopted e-examination systems to reduce the errors resulting from manual paperwork and to accelerate grading time by replacing the old traditional method of examinations with the use of the digital medium. The use of automated assessment tools may further guarantee increased speed in the compilation of the results, thus providing students with timely feedback and saving on the administrative load on the educators.

Furthermore, the e-examination system also expands the scale, which makes it possible to run mass examinations without being limited by space and invigilation at institutions. Other features like remote proctoring, computer-assisted cheating detection and randomized question banks also provide exam integrity and the convenience of administration (Furze et al., 2024).

Importantly, the literature indicates that if these structural inefficiencies are not corrected, the weaknesses created by them will continue and result in continuing administrative inefficiencies, high operational costs, and loss of trust among stakeholders (Adeyeye & Oluniyi, 2016). There is a need for policy innovations, including e-examination systems, which are frequently seen as ways to enhance efficiency, transparency, and scalability in open and distance learning (ODL). Theoretically, these assertions make sense, but not much in the context of NOUN.

An in-depth analysis of the previous literature shows that there is a lot of research generalized in the Nigerian universities with regard to digital assessment. For instance, Ufua et al. (2021), Eze et al. (2020), Ibrahim and Iliyasu (2021), and Ibrahim et al. (2023), all deal with issues such as adoption of e-learning, technological readiness, academic integrity, etc. These contributions are important in understanding the general context of digital education, but fall short of a substantive examination of the impact of e-examination policies specifically for administrative convenience.

Thus, although existing literature offers some insights into digital assessment in Nigeria, it has not adequately examined the effectiveness of e-examination policies in improving the administrative convenience of NOUN. This gap indicates the importance of empirical studies that go beyond the general debate on e-learning to critically analyse the measurable

effects of e-examination policies on effectiveness, the reduction of malpractice, efficiency in result processing time, and the satisfaction of the stakeholders in the specific institutional context.

This study therefore examines the effects of Educational Policy and e-examination assessment on administrative convenience through the experiences gathered from the National Open University of Nigeria.

Specifically, the research aims to examine the effect of e-examination policy on examination malpractice in NOUN; investigate the extent to which e-examination policy influences the speed of results processing in NOUN, and ascertain the extent to which the e-examination policy influences stakeholder satisfaction in NOUN.

The following are the research questions the research aims to answer: How has e-examination policy affected the prevalence of examination malpractice in NOUN? What has been the impact of e-examination policy on the rate of results processing in NOUN? How does e-examination policy impact the stakeholders at NOUN regarding their satisfaction?

The following null hypotheses (H0) were drafted to guide the study: The e-examination policy has not greatly reduced examination malpractice in NOUN. The e-examination policy has failed to improve the high-speed result processing in NOUN. The policy of e-examination has not dramatically improved the levels of satisfaction of stakeholders at NOUN.

Literature Review

Conceptual Review

e-examination Assessment Policy

The e-examination assessment policy can be defined as a complex system which manages the administration, implementation, and evaluation of digital assessments in educational institutions (Musa et al., 2026). This policy provides guidelines for the online examination process, technical requirements, and security, as well as grading guidelines. It is fair, transparent, and reliable in the process of assessment and acknowledges the challenges that may occur during the process, such as cheating and system failures (Ifenthaler, 2018). The institutional objectives are also in line with the policy to increase digital literacy and facilitate the examination. The adoption of e-examination policies by the institutions would improve the efficiency and flexibility in modern educational activities (Ifinedo &

Kankaanranta, 2021).

Administrative Convenience

The efficiency and ease of distance through which organizational processes are handled to minimize bureaucracy and to conserve time is referred to as administrative convenience (Ololube & Akarsu, 2013). It is the streamlining of processes in the educational environment, including enrollment, schedule of exams, and record-keeping, to reduce the workload and the cost of operation. Such a concept puts value on utility, which often leads to uniformity of operations that lead to institutional processes running smoothly. Nevertheless, critics think that high emphasis on convenience can sacrifice quality or equity in the provision of services (Olutola & Olatoye, 2020). The need to find a balance between administrative convenience and ethical considerations is another important issue to the policymakers.

Examination Malpractice

Examination malpractice is an intentional act of wrongdoing or rule-breaking that is aimed at providing a candidate with an unfair advantage in assessments (Koepsell, 2017). Some of the most prevalent types are cheating, impersonation, examination material leakage, and collusion between the students and the invigilators (Oko & Adie, 2016). This malpractice puts a stain on academic systems and devalues academic credentials (Okolie et al, 2019). Educational institutions with cases of malpractice provide severe fines and monitoring gadgets to ensure credibility (Nwana, 2000). The above measures have failed to prevent malpractice in society because of pressure, poor control, and corruption in the system (Kaura, 2020).

Result Processing

Result Processing is defined as the systematic process of collation, marking, and announcing the outcomes of a student examination (Eze et al., 2018). This involves data entry, verification and storage to ensure accuracy and confidentiality (Okebukola, 2017). The results can be quickly processed, and human error is reduced using automated systems, such as software platforms (Ufua et al., 2021). The processing of the results is an important aspect to sustain the trust between the students, teachers and stakeholders (Ofulue & Ogunleye, 2019). Poor technical and administrative safeguards can lead to delays and inaccuracies, which can contribute to customer dissatisfaction and legal issues (Kundu & Bej, 2021).

Students' Satisfaction

The satisfaction of students is one of those notions that determine how the learners feel regarding the satisfaction of their educational experiences (Alves & Raposo, 2009). It contains such aspects as academic support, fairness in assessment, infrastructure and institutional responsiveness (Okpa, 2019). When the level of satisfaction was high, performance, retention, and institutional reputation were also improved (Kahu et al, 2018). To measure satisfaction and find a way to improve, surveys and feedback systems are widely applied (James, 2021). To keep the students satisfied, it is necessary to go for constant policy review and involvement of the stakeholders to fulfill the emerging needs.

Empirical Literature

This study reviewed empirical literature as related to E-examination Assessment Policy and Administrative Convenience.

For instance, Gunes et al.'s (2024) analysis of a case titled Remote Supervised Exam Practices During the Pandemic examined the security procedures of online assessment and exams during the Covid-19 pandemic in one of the higher education institutions in Turkey. Data were collected using a mixed-method case study design, which involved the use of questionnaires to collect data on 163 instructors. The qualitative and the quantitative analysis methods were used in the analysis, including descriptive statistics and thematic analysis. Results showed that the security of examinations depended mostly on the Learning Management System (LMS) capabilities. Issues such as accessibility, the right time of examinations, and adequate notification to students were some of the challenges. The research suggested that elaborate policies and appraisal practices should be designed for getting better online assessment practices.

Bandtel et al. (2022) studied digital assessment in higher education, and the authors investigated the nature of the implementation of digital assessment in higher education in Germany. The study used a policy analysis design which involved a literature review, policy analysis of existing documents, and interviews with the stakeholders. The methods of collecting data were semi-structured interviews and document analysis, in which the participants were policymakers, educators, and IT professionals. The data were interpreted with the help of qualitative content analysis. It was found in the research that the flexibility and efficiency of digital

assessments come with some challenges, such as employee training, academic integrity, and infrastructure. Good investments in sound digital structures, ongoing professional growth of personnel, and clear guidelines to maintain the standards of assessment were strong suggestions.

Kundu and Bej (2021), in their manuscript titled Experiencing E-Assessment during Covid-19, evaluated the perceptions of students towards e-assessment acceptance and perception in the period of the pandemic. A cross-sectional survey design was used in gathering the data whereby undergraduate students were given a questionnaire by way of online surveys. The data were analyzed using descriptive statistics and thematic analysis. The results showed that students liked the flexibility of e-assessments but complained about technical problems and the unavailability of instant feedback. The research proposed that technical assistance should be improved, feedback should be given in good time and contribution of the students be incorporated to design strategies on e- assessment.

The article by Kharbat and Daabes (2021) is titled E-Proctored Exams During the COVID-19 Pandemic, and its authors explored the attitude and concerns of students towards the usage of the e-proctoring tools in final exams. A mixed-methods research design was adopted in the study through focus groups and surveys. The students used in data collection were 106 information technology majors. Quantitative data were sampled with the help of descriptive statistics, and qualitative data analysis was done with the help of thematic analysis. The outcome showed that there was lots of concern in regard to privacy, environmental issues, and psychological stress in relation to e-proctoring. Although they thought about the need for academic integrity, students were not very satisfied with e-proctored exams. The research implied a compromise between security and student comfort, and alternative assessment techniques.

Holden et al. (2021), Academic Integrity in Online Assessment: A Research Review, presented a review of the existing studies on the topic of academic integrity in online assessments. The authors used a systematic literature review in which they analyzed studies relating to academic dishonesty, assessment practices, and strategies that promote integrity. Findings were synthesized with the help of thematic analysis. The review explained the occurrence of academic dishonesty in the online environment and the efficiency of different preventive measures, including honor codes and technological monitoring. Suggestions included establishing a culture

of integrity, multifaceted deterrent measures, and recommendations for additional research into good practices.

Tito-Huamani et al. (2024) studied the role of administrative management in the teaching process in state universities. The researchers applied a qualitative design and conducted in-depth interviews with the university teachers, and data were analysed using AtlasTi version 9. The above results illustrated that administrative management has a significant role in the teaching process and there is a need to take strategic administrative measures to improve the outcome of education. The research suggested that new administrative techniques should be implemented by the institutions of higher learning in an attempt to enhance the quality of teaching.

Jafri et al. (2023) examined administrative practices and job performance in the context of the employees of a public university in Punjab, Pakistan. It adopted a descriptive approach. The data were obtained based on the stratified random sampling method and a structured questionnaire with 32 items based on 5-point Likert scale was used to collect the data comprising 180 respondents. The statistical analysis in the software was descriptive statistics, Pearson correlation, and regression analysis using the Statistical Package for Social Sciences (SPSS) version 21. It concluded that there was a positive relation between the administration practices and job performance that was strong, hence reinforcing the importance of effective administration policies in stimulating employee performance. The research suggested the need for adoption of in-depth administrative procedures in enhancing job satisfaction and performance.

In another study, Jabbar et al. (2020) determined the effects of administrative practices on the performance of employees at a Pakistani public university. The authors used a descriptive research design, which involves the gathering of data from 180 respondents through the use of a 5-point Likert scale questionnaire. Statistical tests, descriptive statistics, and regression analysis were performed using the software package SPSS. The findings revealed that administrative practices had a significant effect on job performance, hence indicating that properly designed administrative strategies are critical to the improvement of the productivity of employees. The research suggested that administrative practice should be constantly enhanced to encourage improving job performance.

Broomfield and Reutter (2022) examined how data-driven public administration has been implemented in the Norwegian public sector. The analysis took a multi-method research design, which includes surveys and interviews, and policy document analysis to appreciate the difficulties of implementing data-driven approaches. The foregoing discussion has revealed gaps between policy priorities and realisation, which highlights the difficulty of incorporating data-driven strategies in governmental work. The paper recommended addressing issues of organizational culture, technical infrastructures, and legal frameworks so that such data-driven changes to administration would be effective. Finally, research conducted by Broomfield and Reutter (2022) examined the problems of data-driven public administration implementation in Norway. The researchers used a mix of survey, interviews, and policy analysis to find out that there were notable gaps between policy desires and realities. The paper came to the conclusion that effective implementation demands a complex strategy that includes cultural, technical, and legal issues of administration. One of the recommendations was to create a good organizational culture and enhance technical strengths to enable the adoption of data-driven initiatives.

Empirical Gaps

Although the studies above provide quite useful information on the issue of e-examination assessment policy and administrative practices, a number of gaps still exist, especially with regard to the situation at National Open University of Nigeria (NOUN). As an example, Gunes et al. (2024) concentrated on security in examinations in Turkey, but applied a mixed-methods case study and did not address how distance learning institutions such as NOUN engage in the specific administrative procedures. Bandtel et al. (2022) conducted a research study on digital assessment in German higher education institutions and analyzed the policies, but their result may not be directly applicable in the Nigerian context because infrastructural and policy frameworks are very different. Bandtel et al. (2022) and Kundu and Bej (2021) examined student perceptions and experiences of e-assessments and e-proctoring, respectively, with cross-sectional and a mixed-method. These studies, however, were not done with reference to administrative convenience or policy implications, as is the case with institutions such as NOUN.

Moreover, Bandtel et al. (2022) literature review summarized the literature on academic integrity in online assessments but did not provide

empirical information on the topic at institutions of higher education in the country. Consequently, empirical research that examines e-examination assessment policies and administrative convenience to the peculiarities of the functioning of the NOUN with reference to its distance learning model, the limitations of its infrastructure, and its policy context is needed. In this research, context-specific methodologies and analysis methods should be used to give practical, actionable knowledge on how e-assessment practices can be improved in Nigeria's higher education.

The articles by Jafri et al. (2023) and Jabbar et al. (2020) were devoted to the overall effect of administrative practices on job performance based on quantitative research, which relied mostly on descriptive statistics and regression analysis. Nevertheless, these research papers never reached into particular policies, such as the policies of e-examination assessment; nor did they reflect on administrative peculiarities of open universities such as the National Open University of Nigeria (NOUN). Equally, the qualitative research by Tito-Huamanani et al. (2024) investigated the role of administration in teaching processes, but failed to discuss the technological issues in administration, including the use of e-examinations. The articles by Broomfield and Reutter (2021, 2022) were focused on exploring the concept of data-driven public administration within the Norwegian frame, and it may not directly transfer to the Nigerian educational environment due to the dissimilarity between the administrative frame and technological systems. As such, empirical studies are necessary on the e-examination assessment policy and administrative convenience within NOUN with the use of qualitative methods to identify the special issues and opportunities in the given setting.

Theoretical Framework

Although the studies above provide fairly useful information on the issue of e-examination assessment policy and administrative practices, a number of gaps still exist, especially with regard to the situation at National Open University of Nigeria (NOUN). As an example, Gunes et al. (2024) focused on security in examinations in Turkey, using a mixed-methods case study design but did not discuss how distance learning institutions such as NOUN are involved in the specific administrative procedures.

Research Methods

The study is based on a mixed-methods approach, which is a combination

of quantitative and qualitative techniques for a comprehensive understanding of the impact of e-examination policy on the administrative convenience of the NOUN. In particular, the methodology is a descriptive survey (quantitative) that overlaps with documentary and qualitative inquiry, so that it is possible to measure relations with numbers and give an in-depth study to the experiences of the stakeholders. The quantitative section uses structured questionnaires which were given to 400 people selected from 390,000 respondents, including students, faculty, ICT personnel, and administrative officers through stratified random sampling. The aspect is framed around measurable variables, including a decrease in malpractice, a reduction in the time taken for results to be processed, and a sense of satisfaction from stakeholders, which are measured using descriptive statistics (frequency and percentage) and some inferential analysis (multiple regression analysis) to test hypotheses and create statistical relationships.

The qualitative part is descriptive and helps give context and interpretation. Considering the selection of the participants for sampling, it is the purposive and stratified sampling that guides the selection of key participants, with experience and knowledge in e-examination processes. Qualitative data is collected by open-ended questions in questionnaires, reviewing documents, and observation, all of which include institutional reports, policy documents, and examination records. These tools help capture more subtleties of policies being implemented, operational difficulties, and administrative practice. In terms of the analysis of data, qualitative data is analyzed using the technique of content analysis, in which responses and documents are coded systematically into themes according to their frequency, relevance, and meaning. This thematic approach enables the researcher to reveal patterns, e.g., perceived efficiency, effectiveness of the policy, operational constraints. The methodological triangulation in the study is achieved by combining both parts of the study, thereby improving the validity, depth and reliability of the findings and giving a comprehensive assessment of e-examination policies and administrative convenience.

The members of the population were the most important stakeholders in implementation and administration of e-examinations at National Open University of Nigeria. This involved the participation of faculty members, exams officers, IT members, and students in specific centres of study. The total population is 390, 000 individuals according to Registered and Human

Resource Department, which included 386,000 active students, 2,000 academic employees, 1,000 ICT employees, and 1,000 administrative/examination employees. The choice of this population was informed by the fact that it consists of people who are directly involved and experienced with the e-examination system and therefore are the right people to assess the assessment policy and administrative convenience. Their diversified functions in the e-assessment system of the university resulted in a wide coverage of the positions on the system effectiveness and issues. The sample size is 400 respondents as calculated using the Taro Yamane formula of determining the sample size.

The formula is given as: $n=N / (1 + N(e)^2)$

Where:

N= Total population = 390,000

n= sample size

0.05= margin of error

n=390,000/ (1+390,000(0.052)

= 390,000/ (1+390,000/ (0.0025)

= 390,000/ (1+25) = 390, 00

The population was divided into four categories based on the forms of the stakeholders which included the students, the academic staff, ICT staff, and the administrative officers. Each stratum had a proportional sampling in order to have a fair representation. This method suited well as it enabled the incorporation of diverse views in different positions in the evaluation system of the university.

Sampling Strategy

The study adopted a stratified random sampling strategy using proportional allocation. The total population of 390,000 stakeholders involved in the implementation and administration of e-examinations at the National Open University of Nigeria (NOUN) was first divided into four distinct strata based on their roles in the e-examinationsystem. These strata included:

Students (386,000)

Academic staff (2,000)

ICT staff (1,000)

Administrative/Examination officers (1,000)

The number of respondents in each of the four strata was proportional based on the sample size of 400 respondents calculated by the Taro Yamane formula after stratification. This allowed each subgroup to be represented as per their size in the overall population, ensuring fairness, balance, and appropriate representation of different perspectives.

Then, within each stratum, simple random sampling was employed and every member of the stratum had equal chances of being selected in the study.

The research method used was the mixed methods of data collection, which were applicable to the research design. The methods allowed the researcher to collect quantitative and qualitative data to give a holistic picture of the e-examinationpolicy as well as its implementation at NOUN.

Descriptive Survey

The stakeholders such as students, academic staff, ICT staff, and administrative/examination officers were engaged through a structured questionnaire. The questionnaire collected the first-hand experiences, perceptions, and challenges that respondents have with the e-examinationsystem. This approach produced quantitative data which could be analysed statistically and inferentially. This is a method used to gather secondary data in the form of documents.

Relevant policy-related documents (including e-examinationmanuals, institutional reports, assessment records, etc.) were examined. The researcher used the documentary analysis method to objectively analyze the administrative procedures, assessment practices, and operational structure of the e-examination system. This approach yielded qualitative data and added context to the research and assisted with triangulation.

Within the mixed methods aspects of the study, there are two separate but complementary sources of qualitative evidence: participant-based and document-based. The qualitative data obtained from this research were mainly through the answers given in the open-ended question section of the questionnaire, informal observations made during the e-examination

session, and during the interactions between the participants, including students, academic staff, ICT staff, and administration officers. These data are experiential and subjective, which reflect perceptions, attitudes, and lived experiences of people involved directly in the e-examination system. For example, they gave answers to questions relating to technical problems, their views on administrative efficiency, and their satisfaction with the implementation of policies. This was supplemented by observational data that captured the real-time administration, such as coordination with the system and examination logistics. Such qualitative data are inherently interpretative and context-specific, and the researcher can detect themes through a content analysis, such as efficiency, reduction of malpractice, and user satisfaction. It is especially useful in getting a sense of how policies are lived as opposed to just how they are written.

Document-based analysis, however, is based on secondary data obtained from institution- and policy-related documents such as e-examination guidelines, official reports, assessment records, and administrative manuals. This type of analysis is more objective and structured, its emphasis being on formal representations of policy, procedures, and operational frameworks, rather than on participant-generated data. It allows participant claims to be checked and verified against documented standards and practices for triangulation purposes. In order to maintain the methodological rigor and transparency, clear procedures were performed for the selection of documents: only the institutional documents officially approved, relevant and up to date were included and multiple sources were cross-checked for consistency. Qualitative data analysis was conducted in a similar manner, using the systematic procedures of content analysis, with coding, categorization, and development of themes, according to their frequency and importance. These steps are taken to improve reliability and validity because the analytical process is transparent and can be replicated. The combination of participant-based and document-based approaches enhances the study by complementing the subjective experiences with objective evidence, thus giving a comprehensive picture of e-examination policies and administrative convenience.

Two major qualitative instruments were used in the study: a structured questionnaire (open-ended) and an observation checklist. The questionnaire received information from the stakeholders about their experiences,

perceptions, and opinions about the implementation of e-examination policies, while the observation checklist was used to record the actual administrative process, examination coordination and operational problems during e-examinations. Content analysis was used for qualitative analysis, using the systematic coding process of open coding, axial coding and selective coding. Responses and observations were categorized into themes such as administrative efficiency, malpractice reduction, result processing, and satisfaction of stakeholders. The categories were further broken down into more general themes that would account for the ways in which e-examination policies helped to facilitate administrative convenience in NOUN. The validity of the instrument is acceptable.

Both content validity and construct validity procedures were used to make sure the research instrument measured what it was supposed to measure. To ensure the content validity, all the questions were reviewed by experts in the field of educational measurement, e-assessment and research methodology. These experts judged the relevance, meaningfulness, and fit for the purpose of each item with respect to the goals of the study. They recommended and clarified some items, and their suggestions and corrections were put in before administering the instrument.

To establish construct validity through questionnaire was designed using the theoretical framework of e-assessment and specific constructs including policy awareness, administrative efficiency, system usability, and the stakeholder's experience. Constructions had corresponding items to ensure that the instrument reflected the underlying dimensions of the phenomena being studied. Documentary Validity was used to guarantee the authenticity and accuracy of the data collected; only documents accepted by official institutions (policy guidelines, assessment reports, exam manuals) were used in the documentary analysis.

Reliability of the instrument was used for the test of internal consistency of the questionnaire: During pilot testing the instrument was pre-tested on a small number of respondents that were representative of the target population but not included in the main population. Items were refined, based on feedback received from the pilot. Cronbach's Alpha internal consistency was used to analyze the pilot data. It was assumed that the instrument was reliable with a coefficient of 0.70 or higher, which meant that the instrument measured the perceptions of the stakeholders about the e-examination system consistently. Documentary Reliability was used to

check the consistency of the information as well as cross-checking across the different institutional documents including policy manuals, examination reports and ICT records.

This helped in maintaining the credibility and uniformity of secondary data. The questionnaires were physically and electronically administered to the respondents of the study in the selected study centres. It also utilised observational methods in the process of e-examination with the purpose of assessing the administrative processes and problems. The sources of secondary data were institutional reports, academic publications, examination records, and policy documents. These reports would have background that would interpret the main data, and official opinions on the implementation and impacts of the e-examination policy.

Simple percentage tables were used to describe the demographic data and also the general responses of the participants using the quantitative data. Frequencies and percentages were some of the descriptive statistics used to summarize the responses that were calculated. Inferential statistics was used to reach the conclusion and to test the hypotheses. To test the relationship of such variables as administrative convenience (dependent variable) and such factors as policy clarity, ICT infrastructure, training adequacy, and stakeholder satisfaction (independent variables), the multiple linear regression analysis was made. The regression analysis was done at a significance level of 5%. The regression analysis model was as follows: $Y = a + b1X1 + b2X2 + b3X3 + b4X4 + e$, where: Y = Administrative convenience a = Constant b1 -b4 = Coefficients of independent variables X1 = examination malpractice X2 = speed of result processing X3 = Stakeholder satisfaction e = Error term. Qualitative data collected with the help of open-ended questions, interviews, and document reviews were analyzed with the help of content analysis. Themes were detected in accordance with frequency and importance of answers. The selection of the analytical techniques was based on the fact that they provide both analytical rigor and interpretive richness that are required to have a well-rounded insight into the study topic. In order to achieve validity and reliability of the research instruments, a couple of precautions were taken. Expert validation was used to ensure validity. The academic professionals who reviewed the questionnaire and interview schedules were experts in the area of educational assessment and methodology of research. The instruments were revised and improved based on feedback from them. The reliability, which

is the consistency of the measurement, was measured by use of a pilot study. The instruments were handed to a small sample of 40 respondents akin to the study population, except that they were not included in the final sample. The coefficient of reliability was calculated on the basis of Cronbach's alpha, and a value of 0.27 was received. This was not a very high value, but before the entire scale data collection was made, the instrument was adjusted in order to increase the internal consistency. The validity and reliability of the research instruments were achieved through these procedures and this made the findings of the research more credible and trustworthy.

Results

Table 1

Model Summary

R	R^2	Adjusted R^2	Std. Error	Durbin Watson
0.721	0.520	0.498	0.612	1.845

The model summary reveals a strong relationship between the independent variables and administrative convenience, with an *R* value of 0.721. The R^2 of 0.520 indicates that 52% of the variation in administrative convenience is explained by the e-examination assessment policies. The Adjusted R^2 of 0.498 accounts for the number of predictors in the model, confirming its reliability. The Durbin-Watson statistic of 1.845 falls within the acceptable range of 1.5 to 2.5, suggesting no serious autocorrelation issues among the residuals, thereby validating the independence of observations in this regression analysis.

Table 2

ANOVA

Model	Sum of Squares	*df*	Mean Square	F	Sig.
Regression	12.543	3	4.181		
Residual	11.596	25	0.464	8.952	0.000
Total	24.139	28			

The *F* value in the ANOVA table also confirms the statistical significance of the model. The overall F-value of the regression model is 8.952 and the significance (p-value) is 0.000 which is well below the cut off value of 0.05. This indicates that the general regression model is able to

predict the dependent variable, administrative convenience, significantly. That is, the independent variables (e-examination policies: reduced malpractice, speedy result processing, and stakeholder satisfaction) make significant contributions to explaining the differences in administrative convenience at the National Open University of Nigeria. The results reported here reject the null hypothesis and accept the alternative hypothesis, "the effect of e-examination policies is significant with respect to administrative convenience.

Table 3

Coefficients of Regression Analysis

Model	*B*	*SE*	β	*t*	Sig.
Constant	1.215	0.382		3.180	0.004
Reduced Malpractice	0.327	0.121	0.414	2.702	0.012
Speed of Result Processing	0.301	0.135	0.379	2.230	0.035
Stakeholder Satisfaction	0.288	0.118	0.336	2.441	0.022

The results of the multiple regression table show that all three predictor variables significantly affect the dependent variable (administrative convenience) in the study of the implementation of e-examination policy at the National Open University of Nigeria. e-examination policies and Reduced Malpractice: This variable has an unstandardized coefficient of 0.327, with a standard error of 0.121 and a standardized Beta of 0.414. The *t* value is 2.702 and the p value is 0.012; this value is less than 0.05 so the hypothesis is rejected. This suggests that there is a statistically significant positive association between efforts to minimize malpractice via e-examination policies and the maximization of administrative convenience. As policies are effective in restricting malpractice, administrative work becomes more efficient and easier.

E-examination policies and Speedy Result Processing: This predictor has a coefficient (*B*) of 0.301, a standard error of 0.135, and a standardized Beta of 0.379. The *t*-value is 2.230, with a p-value of 0.035. This is < 0.05, indicating a significant positive effect. The speed of the result processing with e-examinations improves the speed of decision making and administrative delays, making it more convenient.

The coefficient for this variable is 0.288 with a standard error of 0.118

and the standardized Beta is 0.336 in e-examination policies and Stakeholder Satisfaction. The t-value is 2.441 with a p-value of 0.022. The positive and significant impact implies that if stakeholders (students, lecturers and administrators) are happy with the practices of e-examining, the administrative burden is reduced and the operations go smoother. The result of the analysis leads us to reject the null hypothesis and accept the alternative hypothesis, meaning that we can conclude that the policies for e-examination significantly affect administrative convenience.

Discussion

Hypothesis one withstood the test since the t-value obtained was 2.702 and the *p*-value obtained was 0.012 which is less than the estimated p-value of 0.05. The outcome indicates that policy for reduced malpractice has had a significant impact on administrative convenience when it comes to e-examination. This means that the adoption of structured e-examination policies would be able to bring about a significant reduction in examination malpractice in the National Open University of Nigeria, which would make administration processes within the university easy, efficient, and reliable. It proves that technology-based monitoring systems and authentication mechanisms together with the implementation of policy can drastically eliminate administrative inconveniences like verification, disciplinary actions, result discrepancies and so on, while reducing malpractice. The empirical evidence in this study indicated a positive regression coefficient ($B = 0.327$) and a statistically significant relationship between malpractice reduction and administrative efficiency, which is consistent with this result.

When compared to the results of previous studies referred to in the literature, there is a good correlation between these findings. For example, it supports the study done between 2015 and 2024 by Güneş et al. (2024), which showed that secure and structured systems for conducting e-examinations can effectively mitigate academic dishonesty and enhance the validity and management of evaluation processes. Likewise, the study supports the conclusions made by Holden et al. (2021) that the use of technological monitoring tools and institutional policies is an important element for reducing academic dishonesty in online assessments and improving administration outcomes. Both studies reinforce the need for digital policies to reduce malpractice and its impact on the efficiency of operations and institutional trust. Besides, the study's results are also consistent with those of which revealed that the implementation of e-

assessment systems within Nigerian universities helped enhance academic integrity and facilitate the examination processes. This means that reducing malpractices is not just a compliance matter but also an administrative convenience one, because it minimises manual actions and corrective measures.

Theoretically, this finding has been supported by the Diffusion of Innovation Theory of Rogers (2003), which states that all new technologies, including e-examination systems, increase efficiency, effectiveness, and organizational performance. The innovations suggested by Rogers' (2003) theory are accepted because they offer relative advantages over the traditional systems, especially in terms of speed, accuracy, and reliability. For the purpose of this study, e-examination policies are considered an innovation that would replace traditional examination practices that are prone to examination malpractice with a more secure and efficient digital examination system. This decline in malpractice can thus be interpreted as a direct consequence of introducing this innovation, which then enhances the administrative convenience. Furthermore, this theory focuses on compatibility and observability, which means that if the stakeholders notice that the advantages of minimizing malpractice and streamlining administrative procedures are worth their while, they will be more likely to accept and support the system. The empirical result, that decreased malpractice has a significant effect on administrative convenience, not only aligns with past research, but also rests on solid theoretical frameworks that focus on the transformative role of technological innovations in educational administration.

Conclusion and Recommendations

The study concludes that the use of e-examinationassessment policy at National Open University of Nigeria is very useful for its administrative convenience. To start with, the policies designed to cut down malpractice, the speedy processing of results, and improving stakeholder satisfaction are all of great importance for enhancing administration efficiency.

- Continue and enhance anti-malpractice rules and regulations to increase credibility and minimize administration requirements.
- Provide good ICT infrastructure to improve the processing of results. Incorporate staff training to keep up with developing e-assessment technologies and smooth running.

- Communicate with stakeholders at all times, using feedback systems to maintain satisfaction and enhance policy design.

Policy Implication

Strengthening Digital Infrastructure

Efficientity in e-examinations has been demonstrated which means that further investment is required in the ICT infrastructure. Government policies should facilitate the continuous improvement and upkeep of e-assessment platforms for their scalability, reliability, and security.

Policies should require periodic inspection and revision of e-exam systems to ensure that the system is up and running and technically sound during exams.

Malpractice Reduction Policies

As e-examinations can significantly minimise examination malpractice, policies ought to focus on enhancing the digital authentication system (such as biometric verification, AI-powered invigilation). There could also be a need for national and institutional policies to establish uniformity in e-assessment procedures based on NOUN's policies.

Speedy Result Processing

The good performance in processing results in a short time shows the need for institutionalization of automated grading and data management systems. Policies might mandate the embedding of learning management systems (LMS) in the e-exam systems to guarantee a smooth process of both examination, and grading and publication of results.

Stakeholder Satisfaction Enhancement

Policies should include clear mechanisms for frequent feedback from students, faculty, and administrative staff to make sure that the e-assessment process is user-centred. Effective communication of examination protocol, security measures, and the release time of exam resultsshould be part of institutional policy. Stakeholders should provide staff training and capacity building. National education policies should mandate that gains in administrative efficiency be maintained by providing academic and non-academic staff, who are involved in the use of digital literacies and technical training, with periodic digital literacy technical training. NOUN model is worth studying by other Nigerian universities. Policies should encourage

inter-institutional collaborations for knowledge transfer and adoption of best practices in e-assessment.

Legislative Support and Regulatory Assistance

National Universities Commission and Federal Ministry: The results validate the importance of establishing formal regulations to accept e-examinations and legitimate assessment methods. The standards of e-assessment should be codified by OBE/Ministry of Education for uniformity and legal enforcement.

Author Contribution

Musa Zakari: conceptualization, methodology, writing – review & editing, supervision. **Samuel Oni:** formal analysis, investigation, writing – original draft, validation. **Njoku Hyacinth Tochukwu:** data curation, project administration, resources, visualization.

Conflict of Interest

The author of the manuscript has no financial or non-financial conflict of interest in the subject matter or materials discussed in this manuscript.

Data Availability Statement

The data associated with this study will be provided by the corresponding author upon request.

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