

Innovative Approaches to Addressing Online Examination Infringements: A Quantitative Analysis of Undergraduate Experiences

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Abstract:

The transition to online examinations during the Covid-19 pandemic introduced unprecedented challenges to academic integrity. Universities globally were forced to adapt quickly, often without sufficient infrastructure or policies to address potential infringements. These changes revealed significant vulnerabilities in remote assessment systems, including increased opportunities for academic dishonesty.

This paper explores how undergraduate students experienced online examination infringements and evaluates the effectiveness of institutional responses. Unlike prior research, which often emphasizes technical solutions or anecdotal evidence, this paper employs a quantitative approach to systematically analyze trends and propose data-driven recommendations. By contextualizing findings within broader educational frameworks, this research aims to inform global practices in safeguarding academic integrity during and beyond crises.

We investigated undergraduate students' experiences with online examination infringements during the Covid-19 pandemic and evaluated innovative approaches to mitigating such challenges. Using a quantitative research design, data were collected from a representative sample of students at a university who experienced assessment practices before, during, and after the pandemic. Findings highlight the prevalence of specific infringement types, the effectiveness of existing countermeasures, and recommendations for scalable interventions. This research contributes to the global discourse on maintaining academic integrity in remote assessment environments and offers practical implications for policymakers and educators aiming to adapt to evolving educational landscapes.

Keywords:

Academic Integrity, online examinations, Covid-19, quantitative research, assessment policy, educational technology, higher education.