

Full Length Research

Counselling Strategies for Curbing the Menace of Examination Malpractice among Students in Nigeria

¹FADIPE, Rasaq Abimbola and ²UWADIA, John Chukwuwene

¹Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria.
Phone No: 07068237055. Corresponding author's Email: fadiperasaqabimbola@gmail.com

²Department of Counsellor Education, Faculty of Education, University of Ilorin, Ilorin, Kwara State, Nigeria.
Phone No: 07031885699, Email: johnuwadia@gmail.com

Accepted 25 March 2021

Examination malpractice in the Nigerian education system is a cankerworm that poses a great threat to authenticity of educational qualifications and its widespread has been deteriorating the essence of schooling. This menace of examination malpractice has led to defamation of award of academic certificates in the world of work and the validity of certificates issued becomes irrelevant and questionable. It was quiet unfortunate that teachers, counsellors, parents and custodians of examination that should serve as role models in the society are the people aiding and abetting students to engage in examination malpractice. Hence, this paper discusses the concept of examination malpractice, forms of examination malpractice, causes of examination malpractice, parties involved in examination malpractice, theoretical framework, possible ways of curbing examination malpractice and counselling strategies for curbing menace of examination malpractice among students. One of the possible ways of curbing malpractice is that, seats should be properly arranged and spaced to avoid any forms of malpractice among students. Based on the recommendations provided, this paper recommended that guidance counsellors should be employed and posted to secondary schools and other tertiary institutions to help students in self-understanding and self-management, in relation to how they can utilize their assets and manage their abilities, capabilities for optimal development. School counsellors can help students with counselling strategies to build capacities and imbibe intrinsic beliefs about the importance of proper study habits, dedicated learning study habit, and dedicated learning, studying hard to pass their examinations and other positive human interactions needed to shun examination malpractices in schools. Also, government should employ counsellors/teachers who are qualified, certified, and competent and of good moral standing that can teach the students. Teachers that are dedicated; that would serve as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership styles to the students in schools and should stop aiding and abetting in the examination hall.

Keywords: Counselling Strategies, Examination, Examination Malpractices, Students

Cite This Article As: FADIPE, R.A., UWADIA, J.C. (2021). Counselling Strategies for Curbing the Menace of Examination Malpractice among Students in Nigeria. Acad. Res. J. Psychol. Counsel. 9(1): 1-10

INTRODUCTION

Examination malpractice in the Nigerian education system is a cankerworm that poses a great threat to authenticity of educational qualifications. In Nigeria, it can be traced back to 1914 (107 years ago) when the Senior Cambridge Local Examination leaked. This was 38 years before WAEC was established. Since then, it has been the major challenge to examination bodies, the government of Nigeria, schools, administrators and parents (Animasahun & Ogunniran, 2014). Examination malpractice in Nigeria and indeed in many countries of the world is already a cankerworm (Dibu-Ojerinde, 2000). It has attained an alarming and endemic proportion to the educational system all over the world. The problem is hydra-headed and has affected most recommended solutions. The categories of people involved in examination malpractice are enormous. It takes place at all educational levels; it is a concern to all stakeholders in education and it takes place in both internal and external examinations. Children, youths and adults are involved.

However, examination is a process of evaluating the extent to which education has taken place in an individual. Samuel (2011) defined examination as a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercise. Examinations could be internal or external. It could be oral, written or both. Every examination is expected to be guided by code of conduct or ethics of the institution, government or the examination bodies. Examination therefore remains an important aspect of the education process, although some have argued or queried its use as a true test of knowledge or ability. As a result of its widespread use as a means of testing learners' knowledge or ability, examination has been exposed to all sorts of abuses (Joshua, 2008).

The different abuses in the management of examinations, which constitute examination malpractice (EM), stem from the use of examination results to license candidates for occupations or professions. Due to over-dependence on paper qualifications in Nigeria, the entire country has been bedeviled with a lot of problems and crises in the management of examinations, and these have been turned into money-making ventures through fraudulent means. This scenario or epidemic appears the same in other countries of the world (Joshua, 2008). Examination malpractice appears an ugly but imposing phenomenon in the nation's educational systems (Oluwatelure, 2008). Also, it has been variously described as an act from which the examinee derives illicit advantage over and above other candidates in an examination (Obo, 2008).

Yahaya (2003) defined examination malpractice as any irregular behaviour exhibited by candidates or anybody charged with the responsibility of conducting

examination in or outside the examination hall, before, during, or after such examination. Also, it refers to the general irregularities, violation or infringements on examinations rules and regulations before, during or after the conduct of examination (Ivor, 2014). Daramola and Oluyeba (2000) sees examination malpractice as an irregular behaviour exhibited by a candidate or any charged with the conduct of examination before, during or after the examination which contravenes the rules and regulations governing the conduct of such examination. Such examination malpractice will include any of the following: examination leakages, impersonation, cheating and collusion, swapping hall, result/certificate forgery and verbal/physical assault on examination administrators. Many of these irregular behaviour or misconducts surround examinations and it came to an alarming rate in the last three decades (The Ghanaian Times, 2011).

Examination malpractice in its technical term is an act that contravenes the rules and regulations of a particular examination body set at a particular period of time. Not only that, it is immoral and illegal which also undermines the credibility of the education system (The Ghanaian Times, 2011). Various rules and regulations and corresponding sanctions for various malpractices are normally enlisted by various examination bodies, but hardened and daring candidates try to find innovative ways to outwit authorities (Aiyeyika, 2007). Examination malpractice has grown from a mere stretching of the neck (giraffing) to see what another candidate is writing during examination or consulting unauthorized notes or books inside or outside the examination hall to such sophisticated methods as the use of the micro-computer, mobile phones and gun to intimidate those concerned with the administration of the examination (Ivor, 2010).

Apparently, examination malpractices are common everywhere and every examination season witnesses the emergence of new and ingenious ways of cheating. Several negative effects for the individual and the society are associated with examination malpractice; however there are cases where as a result of desperation of the perpetrators of the offence, several employees of examining bodies and law enforcement agencies have either been maimed or killed. Standards are lowered and consequently degenerate into a culture of mediocrity. Sometimes it leads to cancellation of result as in the case of "Miracle Centers." "Special Examination Centers," "Miracle Centers" exist e.g. in Oyo State (Agboola, 2007), and "Special Examination Centers" equally exist they are mostly situated in private schools or study centers and are littered in all states of Nigeria. Perpetrators include a syndicate consisting of school proprietors, officials of various examination bodies, security operatives, school principals and some other agents. Fees are charged and mostly high at registration. These centers are usually located in very remote areas where it will be difficult for examination supervisor to reach them during the

examination.

In the opinion of Oweghoro (2005) the consequence of examination malpractice is that certificates from Nigeria institutions of learning are no longer accorded the high regard they enjoyed in the past in other countries where no Nigerian citizens go to seek admission or employment. Sanusi (2013) lamented that many parents and their wards have suffered for the cancellation of examination. The cancellation of the entire results of schools or communities by WAEC or JAMB has been a source of great mental and physical suffering and injustice on innocent students. Examination malpractice distorts evaluation process because it does not allow the actual performance of students to be measured and known. Besides, Omorgie (2005) agreed that malpractice is a legal and moral issue that should be seriously addressed because it is not only morally disquieting but legally forbidden. All scholars come to the conclusion that examination malpractice can lead to loss of self-confidence, loss of integrity and increase in the cost of conducting examination.

Several researchers, teachers, students, school administrators and stakeholders in education sector, have expressed disgust concerning this cankerworm called examination malpractice. Yakubu (1998) also expressed examination malpractice as a cankerworm to Nigeria educational system. This prompted the Federal Military Government to promulgate "Examination Malpractices Decree 20th" in 1984. The decree prescribes heavy punishment for offenders. In spite of stiff penalties, examination malpractice is growing in leaps and bounds at all levels of the Nigerian education system. Teachers, school administrators, pupils/students examination invigilators and supervisors, custodians of examination materials, officials of examination bodies and law enforcement agents are involved. Therefore, Decree 20 was amended copiously by Examination Malpractice Decree 33 of 1999, which lists twelve various offences as examination malpractices. Examination malpractice is an irregular and antisocial behaviour, which has attracted the attention of stakeholders in the education industry (Badmus, 2006; Olutayo, 2008).

The menace of examination malpractice requires urgent attention in finding everlasting solution to, and by introducing counselling as part of strategies for curbing malpractice among students in Nigeria. Sanusi (2013) advocated the need to strategies that appeal to the conscience of the students in curbing the menace of examination malpractice. These include strategies such as guidance and counselling. Guidance and counselling is one of the educational support services provided in schools to help students manage their psychosocial and learning problems (Yahaya, 2003). Oweghoro (2005) sees counselling as a learning process in which individuals learn about themselves, their interpersonal relations and behaviours that advance their personal

development. Counselling from this point of view entails a change in behavior after a person must have X-rayed himself, his interaction patterns with other people and his general way of life. Such self-examination enables him to coin for himself the best way of conducting himself in the most socially acceptable manner. Uba (2010) stated that to avoid disaster of examination malpractices, there is need for counsellors who have the professional training with students to get the best out of them.

Finally, Oladele (2005) noted that the school counsellors can use different counselling strategies to help the students build capacities and imbibe intrinsic beliefs about the importance of proper study habits, dedicated learning study habit, and dedicated learning, studying hard to pass their examinations and other positive human interactions needed to shun examination malpractices. Such strategies the counselor can use for effective change of attitudes are personal/social; vocational and educational strategies, hence the need for counselling strategies for curbing examination malpractices.

Concept of Examination Malpractice

Examination malpractices could be defined as cheating in an examination or a test (Nwanhunanya, 2014). Examination malpractice is a demon with thousand faces. The term "Examinational malpractice refers to abnormalities associated with examinations. Ukeje (2008) sees examination malpractice as a "wrong doing misconduct or dishonesty or improper practices for personal game of violation of rules and regulation for personal gain".

Fatai (2005) defined examination malpractice as any irregular act exhibited by candidates or anybody charged with the conduct of examination which is clearly a breach of the rules governing the conduct and integrity of the examination. It is viewed as any act carried out before, during and after an examination, which is against the rules set out for the proper and orderly conduct of the examination, which is clearly a breach of the rules governing the conduct and integrity of the examination. It has been further described as an action done to gain undue advantage over other candidates which is against the rule and regulations governing the conduct of such examination for personal gain.

Nwana (2000) defined the examination malpractice as the massive and unprecedented abuse of rules and regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Nwanhunanya (2014) defined it as seeking, obtaining or giving undue aid to any candidate before, during or after the examination. The main key points as highlighted in the above definitions is that examination

malpractice is an unconventional or unlawful, ways which testers or learners use in passing their tests or examinations.

Omoegun (2003) defined malpractice as “illegal or unacceptable behaviour”. It regarded it as “illegal attempt of a person to benefits himself at all cost. Thus, examination malpractice may be defined as the illegal, unacceptable or unlawful behaviour or activity perpetrated by a candidate for excellence in an examination over his or her colleagues or mates who are competing in the same examination. Sanusi (2013) gave his own view that examination malpractice as “wrong doing, misconduct or dishonesty or improper practice, for personal gain or violation of rules and regulations for the outcome to be acceptable to reasonable people or authorities.

Olutayo, (2008) contended that examination malpractice is the absence of adherence to the rules and regulations guiding the conduct of an examination. Badmus (2006) view examination malpractice as any irregular behaviour exhibited by candidates or anybody charges with the conduct of examination in or outside the examination hall before, during or after such an examination. Daramola & Oluyeba (2000) posited that malpractice is “any irregular behaviour exhibited by candidate or anybody changed with conduct of examination in or outside the examination hall before or during or after the examination.

Finally, in Nigeria, it should be the responsibility of everyone to feel concern about the menace of malpractice because of the threat to Nigeria educational system. The preponderance, scope and sophistication of examination malpractice in the country have rendered the products and credentials of most schools suspect (Sylvanus & Ishanga, 2016). This state of affairs, no doubt, calls for all hands to be on deck so that concerted and well co-ordinated corrective efforts are made to x-ray and overhaul the various agents of examination malpractice.

Forms of Examination Malpractice

Sylvanus and Ishanga (2016) identified the following as forms of examination malpractice:-

(1)Leakages: This means that the content of examination or part of it is disclosed prior to taking the examination. Usually it involves one or more of the following: staff members of the examination authorities, printers, proof readers, and messengers.

(2)Impersonation: An individual who is not registered as a candidate for a particular examination takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination

supervisor. It frequently involves tertiary institutions students taking the test for monetary reward or a favour for a girl friend or boyfriend.

(3) Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. This is usually facilitated by inadequate spacing between desks and lax supervision.

(4)Copying: Copying from another candidates work with or without permission.

(5) Smuggling of Foreign Materials: This is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g. parts or whole note books, text books, microchips and answers) into the examination hall. Foreign materials are frequently smuggled in pants, shoes, hems and bras or deposited or fixed in the hall prior to the examination or even smuggled in by the candidates or their aids during the examination.

(6)Makers Malpractice: Deliberate alteration of marks designed to inflate or deflate a candidate's original mark. This can be initiated by examination officials or candidates (Olowu, 2005)

Causes of Examination Malpractices

Fatai (2005) suggested possible causes of examination malpractice among students in Nigeria:

(1) Inadequate school facilities and teacher textbook shortages, inadequate qualified teachers, teacher absence from work, teacher lacks competence in subject, strikes and frequent school closures are common features of education. Parents and students may perceive conditions of learning to be inadequate that they have no option than to resort to unfair means to increase the likelihood that the students to pass the examination.

(2) Inadequacies of the examination. Where the standard aimed at is too high or obscure, teachers and students may lose confidence in their abilities to master the materials. In such instance students many resort to smuggling materials such as textbooks and notes into the examination room.

(3) Location of examination center: Remote centers tend to receive materials in advance thus increasing the opportunity of gaining access to examination paper: they are less likely to be closely supervised. Or scripts may be exchanged while in transit because of the poor terrain in which it takes longer time to travel to the collection center.

(5) Low salary level. Salary level of teachers' examination, officials and examination supervisors are frequently below the poverty line. In such instance bribes from parents may prove irresistible.

Olowu (2005) stated many factors responsible for examination malpractice in the Nigerian tertiary institutions of learning: moral decadence, undue emphasis on examination results and certificates, quest for material wealth, poor teaching and learning habits, poor conditions under which examinations are conducted, maladministration of school heads and examiners, poor logistic for examinations, students' lack of self-confidence and peer group influence, benefits derived by vendors of examination papers, injustice in the punishment of culprit/insincerity in tackling the problem, and teachers threat to fail students.

Consequences of Examination Malpractice

Examination malpractices have many implications for the individual concerned, innocent (non-cheaters) students and the society as a whole. Therefore, the consequences of examination malpractices could be summarized as follows:

(1) Cheating could lead to the cancellation of results of the affected innocent candidates in areas or centres where malpractices are established.

(2) The validity of certificates issued becomes irrelevant and questionable.

(3) Examination malpractice will render the examination invalid that may pose problem for the examiner.

(4) Cheating can lead to the cancellation of results of the affected innocent candidates in areas or centers where malpractices are established.

(5) Examining bodies make financial and manpower losses in their bid to encounter examination malpractices.

(6) Above all, the standard of education will adversely be affected and the Nigerian reputation will be tarnished (Oweghoro, 2005)

Parties Involved in Examination Malpractice

The source of examination malpractice in Nigeria could be traced to all agents responsible for the safe keeping of examination papers, ranging from the typist to other principal officers of the school, parents, students, peer group and teachers.

(1) Custodian of examination malpractice papers: papers are sold to students or candidates for huge amounts of money and the custodians would not mind either the money could be paid by the candidate or not (Sanusi, 2013).

(2) School: Oweghoro (2005) stressed that the school can be a major factors in examination malpractice, Oweghoro explained that the administrative bureaucracy of the school in terms of rules, regulations, procedures and managerial arrangements is a very significant element of the hidden curriculum. For example, a school that has no clear cut rules and regulations on the conduct of examinations may witness higher incidence of examination malpractice. The procedures for handling printing and storage of examination materials may contribute to examination malpractice. Other factor under school may cause examination malpractice which include lack of enough space for teachers, for example, 10 or more teachers occupying a room or office which makes materials non-confidential which can of course make the question leak to students, the environment in which the examination was conducted, the non-spaced atmosphere in the hall or the non-devotion of invigilators to duty or nonchalant attitude may tempt the students to cheat.

(3) Students: Oladele (2005) stressed that the importance of self-concept in academic attainment, he explained that students with low self-esteem set inappropriate goal and experience failure.

(4) Peer group: Sanusi (2013) explained that most youthful crime is a collective rather than solitary activity. Sanusi stressed that the nature of company youth is critical because it provides the necessary conditions for commission of offences.

Finally, those who involved in serious crime like examination malpractice are perceived by the peers as being clever and not as criminals that must be reported for adequate punitive measures.

Theoretical Framework

Observation Learning Theory

Corruption is not a new phenomenon in any part of the world. Examination malpractice is a form of corruption and corrupt practice that has crept into the fabrics at all levels of the educational enterprise all round the world. However, evidence of corruption predates the birth of the first republic in 1960 way into the colonial era-but these were usually isolated cases. Corruption gives birth to all forms of malpractices in the country. Corrupt practices are offences, unacceptable and punishable by law. In

order to facilitate a discussion of the link between observational learning processes and the involvement of students in examination malpractice, it is pertinent to give a brief description of the basic postulate of observational learning theory. According to Bandura (2001) much of what we learn is obtained by observing others, and that this is much more efficient than learning through direct experience because it spares us countless responses that might be followed by punishment or no reinforcement of any kind. The people whose behavior is observed are referred to as models.

Moreover, learning through modeling involves cognitive processes and is not based simply on imitation since the learning adds and subtracts from the observed behaviour and generalizes from one observation to another. Certain factors determine whether we are going to learn from a model in a given situation or not. One of the key moderators, according to Bandura (2001), is the characteristics of the model; we are more likely to model powerful people than inept ones, high status people rather those of low status, and so forth. A second moderator variable concerns the characteristics of the observer. People of low status, education, or power are more likely to model than people high in these attributes.

A third factor refers to the consequence of the observed behavior on the model. If the person greatly values the behavior being observed, there is greater likelihood that the person will model such behaviour. But even of more crucial importance for the researcher is the impact on learning when a model is punished (or not punished) for a given behavior. Observers learn to refrain from modeling a behaviour that produces severe punishment to the model. For examples, a person who sees another being punished for corruption might not wait to receive the same punishment before deciding to refrain from the activity. However, when a corrupt practice is not punished, as observed in Nigeria, observers do not think of refraining from it. In a petition forwarded to the chairman of the independent corrupt practices commission (ICPC) by Ike Onyechere, executive Chairman, Exam Ethics project, a Non-Government organization in Nigeria, at least 89,850 students, principles, invigilators, teachers, supervisors, and examiners have so far been reported for involvement in examination malpractices, yet not a single person has been convicted till date (Afolabi & Imhonde, 2016). The Guardian 28th July 2005 also reported that the Joint Admission and Matriculation Board cancelled 95,000 University Matriculation Examination students' results in that year. In the year 2008, West African Examinations Council (WAEC) conducted examination, 74, 956 candidates' results that sat for the examination were been investigated based on various reports on involvement in malpractices. What will be the nature of future malpractices in Nigeria?

Bandura (2001) identified four main processes that are

crucial for observational learning: attention, retention/representation, behavioural production, and motivation. In order to learn through observation, you must attend to the model actors that regulated attention including the frequency with which we associate with people, whether or not we are attracted to them, and whether we think the behavior is important and can yield some profit to us. Second, we must be able to make some mental representation of what we have witnessed in memory, since we may not have the occasion to use an observed behavior for up to several years. Behavioural production involves the process of converting the mental representation into appropriate actions.

Observation learning is most affective when observers are motivated to enact the modeled behavior. Your motivation may depend on whether you encounter a situation in which you believe that the response is likely to lead to favourable consequences for you. So how does this explain the prevalence of corruption which leads to various malpractices in Nigeria?

Beginning with the basic process, it is obvious that many Nigerians, see cases of corruption and malpractices everywhere. Many of the kickbacks received by top officials go through intermediaries, some of who are subordinates of these officials. People who are hitherto living from hand to mouth often begin to build houses and are commonly seen driving around in flashy cars shortly after being appointed to "Lucrative" positions that grant them access to public funds or influence. Therefore, attending to the behavior of the model is not a problem here. It is also certain that these people are able to remember the corrupt activities that they have observed.

The second important issues about observational learning involve the factors that determine whether or not a particular behavior will be modeled. The researcher indicated earlier that one of the key determinants relates to the consequences of the model for engaging in specific behavior. The question one may ask is; "What typically happens to students who engage in examination malpractices in Nigeria?" The answer is hardly anything at all. The students are no more committed to their academic work, and the standard of education in Nigeria has fallen. That is why Abdulrazaq and Aminullahi (2006) found that examination malpractice is one of the greatest problems undermining the foundation of educational practice in Nigeria. They stated that the magnitude of the problem and the dangers of the phenomenon have been identified by stake holders as national malady that required drastic solution.

Possible Ways of Curbing Examination Malpractice

The following suggestions can make a long way to curb examination malpractice among students:

(1) Parents should ensure their children attend school punctually and regularly.

(2) Education must be free at the primary and secondary levels while tertiary institutions of learning should be heavily subsidized.

(3) School and Colleges in the Coventry should have guidance counsellors among the staff to monitor, advice and guide the students on the choices of career in life.

(4) Seats should be properly arranged and spaced to avoid any forms of malpractice. Principals of secondary schools should not be allowed to register candidates more than the member of students on the roll in the school to avoid overcrowding.

(5) There must be adequate supervisor and security, certificate must be released within a very short period to confirm the authenticity of the statement of result, and unauthorized person should not be allowed to hang around examination centers.

(6) Students should be encouraged to participating in extra-curricular activities such as games, sports, school debates, excursions, drama, academic club activities etc. to assist in promoting their social and emotional development and prevent students from engaging in unprofitable ventures.

(7) Students should be made to realize that their passing examination does not depend on fate or luck but in attending classes regularly and hardworking.

(8) Parents and other agents of socialization should be encouraged to cultivate the acceptable social norms and values to direct their behaviours in the society.

Counselling Strategies for Curbing Examination Malpractice

Counselling service is a crucial and relevant service in the school system. Counselling usually dictates the moral tone and academic success of the students as well as effective relationship of students with teachers/lecturers and other non-teaching staff in the school system. It is the role of school guidance counsellors to make tremendous efforts to improve the behaviour of students in tertiary institutions and also helped in disengaging them from the act of examination malpractice.

Counselling centers should be provided with qualified counsellors in various institutions where students can easily be helped concerning their education and other life issues.

The main essence of guidance and counselling is to

help individuals live a meaningful life. Guidance is an important segment of school programme, it is an umbrella terminology that encompasses everything that is done in school system to help the students to adjust to the school, to home or external environment (Onyenoru, 2006). According to Omoegun (2003) counselling is a subject of guidance. Counselling is face to face interaction between the client and a counsellor for the purpose of assisting the client to become fully functioning individual. Rational strategies such as Rational Emotive Therapy (RET) which instill confidence and courage in students could go a long way in helping students. This techniques helps the students to think positively and have in mind that they have capability to perform well and excel (optimal complex) rather than thinking irrationally and become nervous (inferior complex or minimal complex); however some students do engage in examination malpractices and cult activities as a result of frustration or anxiety.

However, counsellors, school administrators, parents, government, and the society at large have significant roles to play in solving problems related to the factors that lead to examination malpractice among students of tertiary institutions in Nigeria. More so, the guidance counsellors should be well trained and equipped and also employ them into various schools to help students in study habit, career prospects, and requirement for various careers. Counselling with the use of appraisal services to detect students study problem, would help to gear up students towards effective study habit which could enhance adequate preparation for examination and eventually lead to good performance.

Lack of home training leads to all forms of deviant behaviour in schools; home training should be the most priority of the parents. With sound and good training, good behaviours on the parts of the students are reinforced and get motivated to replicate, while bad behaviours should be discouraged through punishment. It is important that parents should give their children a strong moral foundation and the right education predicated on the fear of God. Parents should inculcate in their children the virtue of honesty, integrity, and good morals. Moreover, conditions of facilities and equipment in school environment should be improved so as to minimize perceived strain in social system which underlined examination malpractice on campuses. Universities should be re-organized, funded and provided with games so as to make university attractive, involving so that youthful exuberances of students will find a rewarding outlet in competitive sports like football, athletics which could engage students in their spare time. Also National Universities Commission (NUC), National Commission on Colleges of Education (NCCE) and other educational supervising bodies should have clear standards for academic and infrastructure to give much room for research and investigation on part of the

students.

The roles of school counsellor in higher or tertiary institutions of learning cannot be emphasized. It is general belief of Nigerian educators, lecturers, and school administrators that the role of school counsellor in school is to help students to make appropriate choice of subject combinations, solving personal problems such as truancy, poor study, bed wetting, social and psychological problems. However according to Oyinleye (2000), a school counsellor can be regarded as an expert, hence he can modify student's maladjusted behaviours, which are likely to affect or ruin his future life in all ramifications. There is therefore the need for a harmonious relationship between the students and both other agencies of education.

Finally, Sanusi (2013) opined that a good planning and guidance should form an integral part of its system for a nation to achieve its objectives of education. Guidance counsellor should be employed in all tertiary institutions under the guidance and counselling to address the issue of examination malpractice and they can rise to the challenge of meeting students' needs.

CONCLUSION

Examination malpractice in the Nigerian education system is a cankerworm that poses a great threat to authenticity of educational qualifications. The problem is hydra-headed and has affected most recommended solutions. The most painful part of it is that parents, teachers, children, youths and adults are all involved in examination malpractice. Guidance and counselling is one of the educational support services provided in schools to help students manage their psychosocial and learning problems. Oladele (2005) noted that the school counsellors can employ counselling strategies to help the students build capacities and imbibe intrinsic beliefs about the importance of proper study habits, dedicated learning study habit, and dedicated learning, studying hard to pass their examinations and other positive human interactions needed to shun examination malpractices in schools.

RECOMMENDATIONS

The following recommendations are made to curb examination malpractice among students in Nigeria

(1) Students should inculcate the habit of reading as well as to attach full value preparation before the commencement of examination.

(2) Parents should stop aiding and abetting i.e. purchasing of examination questions, giving support to

the students in the examination hall.

(3) School counsellors should encourage and promote acquisition of positive moral skills in the students.

(4) The government should support and encourage school counsellors and teachers in schools to organize enlightenment campaigns that will highlight the strategies to curb the menace of examination malpractice. This should be mounted and sustained at all tiers of governance through the use of modern and traditional communications media.

(5) Guidance counsellors should be employed and posted to secondary schools and other tertiary institutions to help students in self-understanding and self-management, in relation to how they can utilize their assets and manage their abilities, capabilities for optimal development.

(6) The integrity of the lecturers in tertiary institutions of learning is very important in curbing the menace of examination malpractice among students. Lecturers and supervisors should be persons of proven integrity. The invigilators should be very vigilant in the supervision of examination and should be fair to all.

(7) Well equipped functional libraries should be in place to promote good reading habit. Facilities like laboratories and amenities for basic needs should be available and continuous assessment procedure should be given to students to ignite the zeal to study and develop self-confidence with less emphasis on certification.

(8) Government should employ teachers/school counsellors who are qualified, certified, and competent and of good moral standing that can teach the students. Teachers that are dedicated; that would serve as role models in matters of punctuality, self-discipline, accountability, integrity and sound leadership styles to the students in schools.

REFERENCES

- Abdulrazaq, A. O. & Aminullahi, S. (2006). Female students perceived causes of and solution to examination malpractice in the ASA local Government implication for counselling. *Sokoto Educational Review*, 10(2), 1-12.
- Afolabi, A.O. & Imhonde, H.O. (2016). *Psychology: An Introduction* (1st ed) Benin City; Ever- bless publication.
- Agboola, S. U. (2007). *Factors that influence students' tendency to cheat in examination*. Unpublished post graduate diploma project.
- Aiyeyika, R. F (2007). *Effect of cognitive restructuring on*

- attitude of students of Federal college of Education, Kontagora Towards Examination Malpractice.* Unpublished M.Ed dissertation, University of Ilorin, Kwara State, Nigeria.
- Animashaun, R.A & Ogunniran, J.O. (2014). Correlates of examination malpractice among secondary school students in Oyo State, Nigeria. *Journal of Educational Administration and Policy Studies*. 6(9), 181-189.
- Badmus, G. A. (2006). *Accountability in teaching/learning environment and examination malpractices.* A Paper Presented at a Two-Day Summit on Examination Malpractice in Nigeria Organised by the House of Representatives Committee on Education Held at the Shehu Musa Yar' Adua Centre, Abuja, August 15-16.
- Bandura, A. (2001). Social cognitive theory: An agentive perspective. *Annual Review of Psychology*, 52, 1-26. Palo Alto, CA, Annual Reviews Inc.
- Daramola, E. & Oluyeba, J. (2000). Mass Failure and examination malpractice: challenges to counselors. *Journal of Counselling and Human Development*, 1 (1), 15-21.
- Dibu-Ojerinde, O.O (2000). Different dimensions of cheating in university examinations. *Ife Journal of Educational Studies*, 7(1), 17-29.
- Fatai, K. (2005). Causes, implications and solutions to examination malpractices in Ilorin East Local Government Secondary Schools. An unpublished 'B.Ed. projects, Department of Arts and Social Science, University of Ilorin, Ilorin.
- Ivor.D. (2014). *Examination malpractice on academic achievement of secondary school student in Vandeikya L.G.A of Benue State.* Unpublished project.
- Joshua, M. T. (2008). *Intervention strategies in curbing examination malpractice in schools: The role of government and teachers.* Paper presented at Stakeholders Forum on Examination Malpractice, organized by Cross River State Ministry of Education, Calabar on December 16.
- Obo, F. E. (2008). *Education stakeholders' attitudes towards examination malpractice and their preferred intervention strategies in Cross River State secondary schools system, Nigeria.* Unpublished Ph.D thesis, Faculty of Education, University of Calabar.
- Nwana, O. C. (2000). Aberrations in the Nigerian Education System in the State of Education in Nigeria, UNESCO, Abuja Office, Nigeria.
- Nwanhunanya, C. (2014). Examination malpractice: A threat to the credibility of distance in Nwanhunanya, C (Ed.) *Distance Education at the crossroads in Nigeria.* Lagos: Obarah and Ogbinaka Publishers Ltd.
- Oladele, J. O. (2005). *Fundamentals of Psychological Foundations of Education.* Lagos: John-Lad Publishers Ltd.
- Olowu, A. A. (2005, October). *Appraisal and problems of examinations at the secondary school level.* Paper presented at the 5th National Conference of the Nigerian society for Educational Psychologists (NISEP), Abuja, Nigeria.
- Olutayo, R. A. (2008). Checking the menace of examination malpractice: A call for more teaching and learning in schools. *Education and Leadership Journal*, 7(2), 34-45.
- Oluwatelure, F. A. (2004). Psychological strategies for combating examination malpractices. *Journal of Sustainable Development*, 2(2), 1-7.
- Omoegun, M. (2003). Curbing examination malpractice through Counselling. *The counselor*, 19 (2) 120-132.
- Omorgie, N. (2005). *Irregular trends in students' enrolment for terminal Examinations in Edo State of Nigeria. Implications for Educational standards in secondary schools.* Paper presented at a conference on the state and future of education in Nigeria. Held at Technical college Asaba on 13th June 2005.
- Oyinleye, A. O (2000). *Incidence, causes and solutions to examination malpractice as perceived by students of University of Ilorin.* Unpublished B.Ed project, University of Ilorin, Kwara State, Nigeria.
- Onyenoru, I. P. (2006). *Nature and management of students' conflict.* Ibadan: Sociology Series.
- Oweghoro, S. W. (2005). Attitude of senior secondary school students in Ilorin Metropolis toward examination malpractice. Unpublished B.Ed project, University of Ilorin, Kwara State, Nigeria.
- Samuel, S.O (2011). *Causes and Attitudes towards examination malpractice as perceived by parents in Ilorin, Kwara State, Nigeria.* Unpublished B.Ed project, University of Ilorin, Kwara State, Nigeria.
- Sanusi, A. S. (2013). Causes and suggested solution to examination malpractice as expressed by secondary school teachers in Kwara State. Unpublished B.Ed project, University of Ilorin, Kwara State, Nigeria.
- Sylvanus, U. V. & Ishanga, A. R. (2016). Examination malpractice: causes, effects and possible ways of curbing the menace: a study of Cross River University of Technology. *International Journal of Managerial Studies and Research (IJMSR)*, 4 (1), 59-65.
- The Ghanaian Times, (2011). *Cheating the menace of examination malpractice: A call for more teaching and learning in schools.* Retrieved 20/3/2021 from <http://www.naere.org/journal>
- Ubah, M.S. (2010). *Disasters in Education.* Abia: Maryland Publishers.
- Ukeje, B. O. (2008). *Educational Administration: Theory and Practice.* Abuja. Totan Man Publishers Limited.
- Yahaya, L.A (2003). Relationship between study habits and attitudes of secondary school students toward examination malpractice in Kwara State. *Abuja Journal of Education*, 5(1), 216-234.
- Yakubu, I. O. (1998). Various tricks adopted by students in perpetuating examination malpractice in tertiary institutions: A case study of Ondo State College Of

Education, Ikere-Ekiti. M.A. Adegboye, O Odutoye, & J. O. Adetunberu (Eds). *Issues on examination malpractices in Nigeria: A book of reading* (pp. 62-73). Ikere-Ekiti: Ondo State College of Education, Ikere-Ekiti.