



CAUSES OF MASS EXAMINATION MALPRACTICES AMONG SECONDARY SCHOOL STUDENTS OF KOGI STATE

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ABSTRACT

The study examined the causes of mass examination malpractices among the secondary students in Kogi State. The descriptive survey method was used as the research design. 360 participants of 300 students and 60 teachers were randomly selected from the three senatorial districts of Kogi West, Kogi East and Kogi Centre through the multi-stage stratified random sampling techniques. Two sets of self-constructed questionnaires titled "A" Forms Of Examination Malpractices (FOEM) and "B" Types Of Examination Malpractice (TOEM) by the researchers were used for gathering data. Data collected were analyzed using means and standard deviation to answer the research questions while t-test was used to test the three raised hypothesis at 0.05 levels of significant. The study rated coping and transferring of answer scripts most common of all examination malpractices. However agreed on assistance to students, irrational marks allocation, dubbing/copying, use of signs/symbol but disagreed on teachers favoring students. Equally agreed that leakages, external forces, smuggling, collusion and impersonation. However, the study further revealed no significant difference between male and female involvement in examination malpractices as well as between J.S.S.S and S.S.S students but significant difference was formed between the teachers made examination and standardized examination. The study recommend shorting of the holiday period for students, place more emphasis on Continuous Assessment, proper training for the teachers, encourage professionalism of teachers and examiners, proper checking of examination hall before the commencement of exams, handsome reward for teachers nad punishment for caring students and posting of qualified guidance and counselors to all schools.

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INTRODUCTION

The menace of examination malpractices is very alarming in Nigeria and kogi state in particular and these acts have constituted strong concern for academic discussion. This study therefore investigates the various types of examination malpractices mostly common in our schools, the main reasons why students do cheat, the effects of this act on both the school and the students and the role of counselors in ameliorating the menace.

It is obvious fact that in our schools today, students indulge in a cultism, rapist, truancy, amongst others (Zurgba 2004) students, who indulge in these criminal and heinous activities, because they do not read, resort to examination malpractices as they even go to the extent of threatening their teachers to allocate to them undeserved scores. Others even attack their teachers who resist the threats (Udoh 2011) These threats and attacks by these students for the sake of seeking to attract undeserved scores in examination, threaten the very peaceful

co-existence and indeed general administration of the schools (Idoko 2004). While some students who are fortunately or unfortunately caught doing malpractice, the obvious punishment is to expel them, in some mild circumstances they are made to repeat the class. In most of these cases, the affected do not take the disciplinary action against them kindly and they resort to using violent occult means to destabilize the peaceful co-existence of the school. This no doubt affects the administration of the affected schools negatively by causing breach to the general administration and indeed peaceful living of the schools.

The year, very date and place examination malpractices started in the world is not known but it could be said to be one of the fall-outs of the fall of man in the Garden of Eden when Satan sounded this ugly seed (Adegoke 2010) which germinated into various forms of sin and vices including examination malpractice. According to various source, examination malpractice was first reported in Nigeria in 1914 when there was a leakage of Senior Cambridge Local Examination. After independence, there was hardly any year when examination malpractice was not recorded.

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Adegoke (2010) emphasized that examination malpractice in Nigeria became prominent in the 1970s when youths who were in the colleges and universities before the advent of the Nigerian Civil War in 1967 who were conscripted into the army during the war in 1970 and went back to school to continue with their education. These youths who understand the language of the trigger of the gun more than what the teacher was saying, were not psycho-emotionally stable and prepared for examination and so resorted to alternative means of passing the examination such as direct cheating in examination, bribing examiner to allow them to indulge in mass cheating, hiring of machineries to write for them. This was clearly manifested in the West Africa School Certificate Examination of 1970/1971 when all manners of irregularities ranging from examination malpractices to leakage of examination question papers characterized with the conduct of examination.

In the Nigerian School System, various forms of examinations are noticed. These are the entrance examination, the terminal and promotion examination, the Senior School Certificate and the degree or diploma examination. Students are required to pass any forms of examination they partake in. But these days students now find various means of achieving success in these examinations and one of such ways is by cheating in examination through leakage in examination papers, impersonation, external assistance, copying, smuggling of foreign materials, substitution of scripts and improper assignment.

The fact remains that examination malpractices has become usual practice in Nigeria. Examination has been recognized as forming the nucleus of education without which the enterprise will be incomplete but this has been bersterdized through examination malpractices.

Examination could either be internal or external, it could be oral or written, essay or objective type, theory or practical constitutes an integral part of the education process. Example of internal examination are Continuous Assessment test, terminal, semester and annual or promotional examination. Example of external (public) examinations common in Nigeria schools are Common Entrance Examination for admission to Secondary School, School Certificate Examination is conducted by West Africa Examination Council (WAEC) and National Examination Council (NECO), the Joint Admission Matriculation Board (JAMB) and National Teachers Institute (NTI) conduct admission test into tertiary institutions while National Business and Technical Examination Board (NABTEB) conducts professional examination for teachers and technicians respectively. The outcome of the examination is used as a basis for decision making on the examinee's ability. The examinee is consequently awarded a certificate which could qualify him/her for admission into a school, promotion into higher level of an institution and employment opportunities (Adegoke 2010).

Examination malpractice can be defined as any form of any irregularly behavior or unwholesome associated with the conduct of an examination which can take place before, during and after examination or improper practices associated with examination in view to obtain good result through fraudulent action. However, it is just a situation where examination outcome is influenced in one way or other.

Udoh (2011) described examination malpractice as the massive and unprecedented abuse of rules and regulations pertaining to internal external examination beginning from the setting of such examination through the taking of the examination, their marking and grading, to the release of the results and issuance of the certificate while (Abdulwali 2010) saw Examination malpractice as an improper and dishonest acts associated with examination with a view to obtaining unmerited advantage. On his own part, (Olayinka 1999) claimed that Examination Malpractice is no longer a desperate candidates' affairs, rather school teachers and even principal are now involved in the perpetration of this vice.

Since the last two or three decades, the Nigerian education sector has been facing serious problems of examination malpractice. The damaging effect of this monster on the education sector especially on the school administration's effort instilling the culture of peace cannot be overstressed. It is the realization of the fact that examination malpractice is foundational to other deviant activities of the students including security threatening activities and the embarrassment it brings on the nation that the Federal Government enacted the Examination Malpractice Act No33 of 1999 with a view to dealing with the disgraceful menace which is equally laden with potential security breaches.

Examination malpractice has assumed an alarming proportion that it has almost become a norm at all levels of education in Nigeria in such a manner that the students, teachers and every parents and some school administrators believe that success in examination is, and can only be realized through examination malpractice (Onyibe 2005). Most people especially students today believe that examinations cannot be ordinarily passed except through leap (Suleiman 2013). The Nigerian nation stole also puts much premium on certification. This is why (Tyokyaa 2016) maintains that all transactions, be they business, governmental, cultural and socio political are predicated upon one's attainment of some level of certificate examination malpractice therefore has become a booming business to the extent that there are fraudsters who made brisk business be engaging in this shameful and unholy act with its inherent implications for the administration of schools (Tyokyaa 2016). It is also argued that the administrators in rural and urban secondary schools as well as public and private schools are indifferent in their approaches in combating malpractice.

It is also hoped that if the menace of examination malpractice is properly managed, there will be conducive academic atmosphere of peace and that all incidences of threats to security will be drastically reduced. This study therefore seeks to investigate the forms and causes of examination malpractice, its influence on peaceful co-existence in schools, the strategies schools administrators and the government adopt to manage the malpractice in both internal and external examination as well as both rural urban sittings with a view to harnessing the values of peace in our education institutions.

One of the principal aims of examination is to assess how much learning has taken place and to what extent the educational objectives and goals have been achieved. The serious problem plaguing Nigerian system of education today is examination malpractice coupled with intellectual dishonesty. Our pupils and students devise as daily routine, new tricks to beat genuine supervisors and examiners. Hence,

the student's year-in-year-out take various dimensions to perpetrate examination malpractices of which the followings are some of the forms these acts take.

Bringing of foreign materials in examination hall: This is a situation where students bring into the examination hall notes, textbooks and other prepared materials. Sometimes, students bring into the hall unauthorized materials sophisticated and scientific calculator and handsets.

Assistance from educational stakeholders: Examination stakeholders include parents, teachers, security agents, principal and staff of examination bodies. Some parents go to any length in buying question papers for their children while some others even buy certificates for their children. The external assistance could take any other form, like when another person, teacher or any other person help a candidate verbally, in writing or in any other way to answer all or part of the examination question. This includes dictation of answers, writing solution for candidate to copy or in candidate answer scripts.

Smuggling: Smuggling do occurs when a candidate without permission from anybody, takes into examination hall any writing information relevant or irrelevant to the examination questions with intention to cheat in the examination. This includes textbooks, written notes or piece of paper, shirts, palms, thighs and the like.

Substitution: This act of examination malpractice occurs when a candidate or some other person removes from the script envelope the work originally submitted by the candidate or another person inside or outside the examination hall during or after the period of examination.

Impersonation: This occurs during the external examination where a registered candidate engages or hires some other person to sit for the examination on his/her behalf.

Leakage or prior knowledge: The act of leakages is associated with both the examiner and the examinees. When the examinees are in desperation to pass, they go extra miles searching for prior knowledge in advance, of the examination questions. The examinees could hardly succeed in this act without the collaboration of external person who will act as agent.

Statement of the problem

The rate of mass examination malpractice at all levels of educational stratum in Nigeria and particularly in Kogi State possess the greatest problem to the validity and reliability of any examination and consequently to the authority and recognition of certificate issued. Year-in-year-out students use various dimension to perpetrate examination malpractices. The numerous examination malpractices among the secondary school students in Kogi State over the years have become a growing concern since cheating is such a long standing and global problem inherent by human being. The more the examination bodies' device a means of curbing these devilish acts the more the examinees advance a method of faulting their efforts. Therefore efforts should be directed towards controlling this act of cheating behavior through guidance and counseling program thereby reducing the possible causes of these menaces among the secondary school students in Kogi State.

Purpose of the study

The purpose of the study was to find out the causes for mass examination malpractice causes and various forms of examination malpractices among the students in Kogi State Secondary School and proffer the kind of counseling strategies for curbing the undesirable behavior among the students.

Significance of the study

The implication of the study is not only to express the extent to which students are grossly involved in examination malpractice in Kogi State but seek for guidance and counseling process that could intervene to reduce the mass cheating and sort a lasting solution to this academic dishonesty among these young stars.

This study is also expected to help schools administrators, examination bodies, teachers, parents, examiners and examinees as well as guidance counselors to curb or control cheating behavior in school whereby the certificates issued to the students at the end of schooling period is worthy

Research Questions

In carrying out the study, the following research questions were raised.

1. What are the students' perceptions on the forms of examination malpractices in Kogi State?
2. What are the differences between the rate of examination malpractices in teachers made examinations and standardized examinations?
3. Are the male students indulging in examination malpractices more than the female students?
4. What are the views of the teachers on the mass examination malpractices among the students in Kogi State?

Hypothesis

The following null hypotheses were raised to guide the study.

1. There is no significant difference between the male and female students' perception on the causes of examination malpractices in Kogi State.
2. There is no significant difference between Junior and Senior Secondary School students' perception on the causes of examination malpractices in Kogi State.
3. There is no significant difference in the rate of examination malpractices between the teachers' made examination and standardized examination.

METHODOLOGY

Descriptive method was adopted for this study. Hassan (1995) stated that the method is best for descriptive because of its ability to describe variable in a given situation while (stangor 2004) assessed that the method is preferred in other research design because is systematically describe an event in a factual manner. This research design was used because it provides an accurate description of a phenomenon.

The population for this study comprised of selected secondary school students and teachers in Kogi state. Multi-stage stratified random sampling technique was used to select 120 respondents of 100 student and 20 teachers in 10 schools each from the three senatorial districts (Kogi West, Kogi East, and Kogi Centre) in Kogi state. Thus, a total of 360 respondents of 300 students and 60 teachers from 30 schools participated in this study. The instruments used for this study were two sets of

questionnaire constructed by the researchers. "A" Forms of Examinations Malpractices (FOEM) "B" "Types of Examination Malpractices" (TOEM) which were administered on students and teachers respectively. The instruments consisted of two sections. Section "A" of each of the instrument focused on demographic data of the respondents while section "B" dealt with forms of examination malpractices and types of teachers respectively. Section "Bs" were scored on a four- point Likert types Scale. The score were allotted as follow: strongly Agree-4 points, Agree-3 points, Disagree-2 points and Strongly Disagree-1 point. The respondents were required to indicate their level of agreement on each of the items using the four point Likert- Type Scale. The instrument on questionnaire "A" contained twenty items. The highest possible score is 80 (4x20), while the lowest possible score is 20 (20x1). Therefore the range is 60(80-20). The mid-point of range in 30(60/2), the cutoff point is therefore 80-30 (i.e., Maximums score minus the mid-point of the range) or 20+30 (i.e., Maximums score s plus range) in which either case is 50. Thus respondents, who score 50 and above are positive in their perception, while those scoring bellow 50, are negative. On the other hand, the highest possible score for "B" is 24 (6x4), while the lowest possible score is 6(6x1). Therefore the range is 18(24-6). The mid-point of range is 9 (18/2). The cut of point is therefore 24-9 (i.e., maximum score minus the midpoint of range is or 6+9(i.e., maximum scores plus range in which either case is 15 Thus respondent who score 15 and above are positive on their perception while those scoring bellow 15 are negative. However, item analyses were done using SPSS. A mean score of above or below 2.50 are accepted or rejected respectively. The validity of any instrument is the degree to which the instrument measure what is purports to measure (Hassan, 1995). In order to determine the validity of the instrument, the researchers gave the draft of the questionnaires to some experts in the related field of study for content validity. The modification and comments made by these `experts were integrated and considered the final selection of items on the questionnaires.

Reliability is the extent to which the obtained result is consistent if the same test is administered to the same group of persons (Stangor2004). The test-re-test method was adopted in this study to ensure the reliability of the instrument. Therefore, the researchers administered the same instrument on 15 respondents at three weeks interval. The scores from the two groups were correlated using Pearson product moment correlation co efficient and a reliability index of 0.73 was found this indicated that the instrument was relatively reliable.

The result

Research question1: What are the students perceptions in the forms of examination malpractices in kogi state.

Table 1 Showing the mean score and standard deviation of the respondents perception on examination malpractices in kogi state.

	Teachers Made Examination	Mean	SD	Remarks
1	Teachers do assist students in perpetrating examination malpractice	3.52	.493	Agreed
2	Teachers favored some students by showing them life questions before the examination.	1.54	.691	Disagreed
3	Teachers often allocate irrational marks to favor some students.	3.35	.636	Agreed
4	Students bring in to the examination hall	3.37	.492	Agreed

	their notes and exercise books without been checked.			
5	Copying and transferring of answers are common during examination.	3.87	.910	Agreed
6	Girraffing is mostly common during examinations.	3.52	.762	Agreed
7	Double/copying of one another without been checked is common.	3.38	.876	Agreed
8	Students exchange answer through the use of paper and ruler during the examination.	3.37	.582	Agreed
9	Using of signs and symbols are common ways of checking during the examination.	2.73	.910	Agreed
10	The students sitting arrangements do encourage examination malpractice.	3.42	.646	Agreed
Standardized Examination				
11	Parents acts as agents to perpetrate in examination malpractice	1.62	.693	Disagreed
12	Standardized examinations are all free from examination malpractice.	1.54	.710	Disagreed
13	Examination malpractice are perpetrated through text message	2.76	.691	Agreed
14	The internet facilities do promote examination malpractices.	3.35	.566	Agreed
15	Hacking of network of the website of examination bodies is used to influence candidates scores	1.52	.678	Disagreed
16	Students use e-mail address to perpetrate examination malpractices.	1.48	.672	Disagreed
17	Agents (Hackers) collaborate with examination bodies to perpetrate examination malpractices	3.48	.841	Agreed
18	The agents often use to change the candidate score by a way of upgrading, through internet.	3.61	.641	Agreed
19	Examination malpractice are less visible at post UTME then standardized examination	3.74	.741	Agreed
20	All students do cheat in all standardized examination bodies i.e. WASC, NECO, NABTEB and UTME (Tick)	2.68	.762	Agreed
Aggregate mean and standard deviation		57.85	13.993	

Table 1 shows the mean score and standard deviation of respondents perception on examination malpractices. The mean scores ranged from 1.48 to 3.87. Specifically items 5(copying and transferring of answers scripts are common during examinations) had the highest mean score of 3.87. While the respondents designed on item 15(hacking of network of examination bodies websites is used to influence candidates score). All the means scores were above the criteria means of 2.50 except items except items 2, 11, 15 and 16. Therefore, all were accepted as the students' perception on examination malpractices except items 2, 11, 15 and 16. Which were rejected

Research question 2.

Research question 2. What are the teachers' perceptions on the types of examination malpractices among the students in Kogi State?

Table 2 Showing the Mean and standard deviation of the respondents on the types examination malpractices among the students as perceived by the teachers

		Mean	SD	Remark
1	Leakage- The examinee is having prior knowledge of the examination questions before the examination	2.85	.674	Agreed
2	External force:- teachers or any other person do assist students either verbally in writing or any other ways during exams.	3.72	.735	Agreed
3	Smuggling: - students take in any information relating to the examination they are presently writing.	2.86	.813	Agreed
4	Collusion: - two or more students secretly agree to assist each other during	3.74	.581	Agreed

	examination.			
5	Substitution: - illegal replacements of original scripts already submitted before with new are.	2.23	.672	Disagreed
6	Impersonation: - a registered candidate engages / hires some other persons to sit for him/her during examination.	3.42	.673	Agreed
Aggregate mean and standard deviation		18.82	4.148	

Table 2 shows the mean score and standard deviation on the examination malpractices among the students. The mean scores ranges from 2.23 to 3.74. However, all the items except item item 5 were found to be above the cut-off point of 2.50 on four point Liker type scale. Therefore all 6 items are accepted except item 5 (substitution) which was rejected.

Hypothesis1.

There is no significant difference between the male and female students’ perception on the causes of examination malpractices in Kogi state.

Table 3 Showing the means, standard deviation and t. value on gender disparity on the causes of examination malpractices in Kogi state

Gender	N	Mean	SD	Df	Calculated t-value	Critical t-value	P-value
Male	174	49.72	4.736	298	.235	1.96	0.765
Female	126	49.88	4.874				

Table3 shows a calculated t. value of 2.35 and critical t value of 1.96. Since the calculated p.value of .765 is greater than the alpha level of 0.05, the hypothesis is therefore accepted. Hence, there is no significant difference in the perception on the examination malpractices types among both the male and female students.

Hypothesis 2

There is no significant difference between junior and senior secondary school student on their perceptions on the causes of examination malpractices in Kogi State

Table 4 showing the means, standard deviation and t-value on Junior and Senior Secondary School students’ perception on examination malpractices in Kogi State

Level	N	Mean	SD	Df	Cal t-value	Critical t-value	P.value
JSS	168	50.13	5.079	298	1.29	1.96	.458
SSS	132	49.18	4.341				

Table 4 shows a calculated t-value of 1.29 and critical t-value of 1.96. Since the P value of .458 is greater than the alpha level of 0.05, therefore, the hypothesis is accepted. This implies that there in no significant difference between Junior and senior secondary school secondary school students in their perception on the type’s examination malpractices in Kogi State.

Hypothesis; 3

There is no significant difference in the rate of examination malpractices between the teacher made examinations and standardized examination.

Table 5

Mode of Exam	N	Mean	SD	Df	Cal t-value	Critical t-value	P.value
Teachers mode	148	50.92	4.949	298	2.49	1.96	0.13
Standardized	152	49.20	4.632				

Table 5 shows a calculated t-value of 2.49 and the critical t-value of 1.96. since the calculated p-value of .013 is less than the alpha (a) level of 0.05, the null hypothesis which states

there is no significant differences between the examination malpractices in teacher made examination and standardized examination is rejected and there by accept that there is a significant difference between the rate of examination malpractices in the two sets of examinations.

DISCUSSION

The study revealed many forms of examination malpractices among the students in Kogi State. Though copying and transferring of answers sheet are prominent and students bringing in to the examination hall their notes and exercise books without been checked, doubling/copying of one another, teachers favuouring some students, allocation of marks irrationally by teachers, Girraffing, use of signs, sitting arrangement, exchange of scripts and assistance are much common while the least forms is hacking of network of the examination bodies website. This is supported by (Akanni 2015) who found that the students from rural areas have less assess to cyber café and could hardly use electronic devices to perpetrate examination malpractices like their counterparts in the cities.

The study further revealed that the most prominent of all types of examination malpractices among the students is in the collusion where two or more student secretly agrees to assist each other during the examination without prior knowledge of the teacher or the examiners. However, other forms revealed were leakages of examination or writing to the examination hall and impersonation but disagreed that substitution illegal replacement of original script already submitted before with new one. This might not be in associated with the fact that teachers are often the custodian of the examination, however, its negate(Onyibe 2015) who found that all these factors leaking, external force, smuggling, collusion, substitution and impersonation, are much common types of examination malpractices among the students through (Suleimen 2015) noted disparity in the forms of examination malpractices.

The finding equally revealed no significant differences in the perception of examination malpractice among the male and female students. Both male and female students do engage in examination malpractices. This is in line with (Oseni 2014) who sampled two hundred and fifty students of 130 boys and 120 girls from both mixed and single school in Oyo State. The result of his findings revealed in significant difference between male and female students involvement in examination malpractices.

The study further revealed that both the junior and senior secondary students involvement in examination malpractices. As both junior and senior students are been exposed to both the teachers made test and standardized examination, they both engage in examination malpractices. This finding is contrary to (Udoh 20019) who sampled 150 students from Etsako Local Government in Edo State Nigeria and found that and improve in the quality of their certificates the senior secondary school students go extra length in search of all means of short cut to improve their grading while the junior secondary school students who are less bothered because the result of their J.S.SCE is just streaming them into Senior secondary schools. This at times could be avoided as some schools bothered not about their J.S.SCE result before admitting them into S.S.S levels.

The result revealed a significant difference between the teachers made examinations and the standardized examinations. As a result of over dependency on certificate in Nigeria, less emphasis is placed on experience and competency. The students, the government and even the parents attach more importance to certificate. This certification acumen have made students with the support of their parents to have a way of having high grade and higher number of the students passing the standardized examination (Muema 2013) while the teachers made examinations were mere for promotional aspect and even with the athoumotic promotion that is most common among schools, the students were less bothered about the internal examinations (Alutu and Aluede 2010). This speaks volume on why examination malpractices among students are more pronounced in the standardized examination.

Implication for counseling / Recommendations

Counseling is a helping relationship between the counselors and the clients (Olayinka, 1999) affirmed that the use of counseling in the national reconstruction and transformation cannot be overemphasized. Since information services and counseling are integral aspect of guidance, the school guidance counselors should continually give information and counsel to the parents, teachers, authorities and the students on the implications of examination malpractices. If these measures are taken the mass examinational malpractices among the adolescents would drastically reduce.

It is an established fact that the major cause of examination malpractices is lack of preparation at the part of the students which could be as a result of the schools or teachers not doing their best or the students not ready to learn. If schools and teachers fulfill their own part of the bargain, it is expected that the students should on their own find it relatively easy to study. The counselor should ensure that full orientation and re-orientation services are given to the students centered prominently on how to judiciously use their leisure time and the study habit. Why the teachers should be guided on the need to be punctual and attending to the students in their classes and the need to cover syllabus set before the examination.

Proper training of teachers is very essential to curb examination malpractices. When teachers are properly trained and are able to deliver the lectures to the students in the most understandable manner; consequently, the students will understand well and be confident enough to write examination in that subject without having to cheat. The counselor should therefore liaised with the authority particularly the Ministry of Education to ensure that qualified teachers are posted to the schools and specifically made to teach the subjects specialized on. However, good methods of teaching should be much paramount to the quality of learning. The teachers must be able to diversify their methods of teaching thereby making teaching and learning more meaningful through different types of methods aided by quality and relevant teaching aids.

It has been noted that students often reluctant to resume to school after staying at home for long period of holidays. The parents need to be counseled on the need to release or send the children to school immediately after the holidays are over. The government on her part can reduce the length of holidays and also increase number of times students go on holidays, then it may impact positively on the way students learn and this will have a long term effect of curbing examination malpractices.

The counselor should ensure adequate use of taken reinforcement strategy in curbing examination malpractices. Teachers and the examiners should be rewarded handsomely so that it would become relatively hard to influence them during the examination. This is because; it is a known fact that during the SSCE, these examiners and teachers are paid heavily in order to allow misconduct in the examination. However, negative reward should equally be imposed on teachers or examiners found guilty of examination malpractices, his/ her job must be taken away from him/her and should be made to appear in court to face the punishment as stipulated by the examination.

The guidance counselors should ensure that the Continuous Assessment (C A) is properly in place in all schools. The students should be able to know the importance of C. A and be aware that is contributing to the final grading of their results. Having this prior knowledge, they would be aware that their teachers are equally contributing to the final examination. Hence they would be able to study periodically along with their teachers thereby less emphasis would be placed on the final result. If Continuous Assessment is practiced correctly, it will reduce examination malpractices because 40 marks are already accumulated from various assessment techniques such as projects, tests, assignments before actual examination instead of relying solely on the one-short examination.

Teachers and the examiners should be professional in their approach towards Continuous Assessment as well as towards examination. They should be counseled to carry out their duties regardless of sentiment and favor. Both the teachers and the examiners should not leak out questions to students or do anything out of the rules of exams that will alter the result of the students. The expected roles of the teachers and the examiners before, during and after the conduct of examinations should be clearly spelt out.

The examination ethics should be strictly mentioned in the exam hall. The examination hall should be seriously examined at least 30 minutes before the exams and ensure that no extraneous material are seen. No student must be allowed on what so every reason to bring in any electrical device (aside the specified added machine), wallet, bags or any other incrementing materials. Disciplinary measure must be taken against any errning students. If any students found wanting either before, during or after the examination, such student should be disciplined.

The teachers, parents, and the students need to be properly counseled. The parents must be made to realize the importance of quantitative education and danger inherent in carry the certificate which the candidate could not defend. The teachers should be counseled on impacting the right type of knowledge on the students; thereby both the parents and students would be able to appreciate. The Government however, should place less emphasis on certification. Competency and skill acquisition should be a yardstick for appointment and employment rather than on the certificate the candidate are hanging. If all these are put in place, the mass examination malpractice would be drastically reduced.

Qualified Guidance Counselor should be posted to all schools. The counselors would be able to counsel those students on teaching and learning procedure, how to study, the use of leisure time, how to avoid examination anxiety, how to be self-

dependent during examination and help them find solution to their inability to learn. If they are properly counseled, students will be willing to spend more time on their studies, adequately prepare for exams and also perform very well during examination without having to carry out any examination malpractices.

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