

Forms, Factors, Consequences and Control of Examination Malpractices among Senior Secondary School Students in Kogi State: Implications for Guidance

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Abstract: This study aimed at finding out the Forms, Factors, Consequences and Control of Examination Malpractices among Senior Secondary School Students in Kogi State; Implications for Guidance. The research adopted a descriptive research design, the population comprised 2,573 senior secondary school students spread across the six educational zone of Kogi State. A sample of 257 students was selected for the study through a multi-stage sampling procedure. Four research questions were raised to guide the study. A questionnaire consisting of 40 items was used as instrument for data collection. The reliability of the instrument was calculated using Split-half. Pearson Product Moment Co-efficient of correlation was adopted to determine the reliability of the instrument. The result of the pilot test produced an index value of 0.86. Percentages, frequency counts and mean scores were used to analyze Demographical data and research questions while t-test were employed in testing the hypotheses at 0.05 level of significance. The research discovered that, Leakage of question paper and sex for mark among others are the major forms of examination malpractices among secondary school students. Student's quests for certificate instead of knowledge among others are the major factors responsible for examination malpractices. Lowering of standard of certificate, promotion of laziness and laxity to read among others are the major consequences of examination malpractices among secondary school students. General change in societal value system and prohibition of cell phones in the examination hall are some of the control measures of examination malpractices in senior secondary schools in Kogi State. The study concluded among others that, the menace of examination malpractices among students can be addressed through proper guidance of the students and making teachers welfare a priority and many more. Recommendations were made by the study which includes: Teachers and parents should encourage students to cultivate positive study attitude toward their studies in order to bring the menace of examination malpractice under control.

INTRODUCTION

The aim, standard and functionality of any educational system lies in its quest to actualize the goals of education, so also is the successful curriculum delivery in school. The Federal Republic of Nigeria (FRN, 2014) portrayed education as an instrument 'par excellence' for effecting national development, thus it made viable provisions for effective teaching and learning. Teaching and learning involve the processes whereby experts or professionals painstakingly impart knowledge, ideas, skills, and values in young learners through mutual interaction. During these processes, it is expected that learners are transformed and grounded on the curriculum, and in turn can replicate or recall facts, ideas and knowledge learned on their own. In educational systems, world over, the examination process majorly makes the difference at least in determining, assessing and evaluating learner's behaviour or performances after teaching and learning endeavour. The goals of national educational systems and indeed national development become like a mirage if examination ethics are not encouraged and instituted (Nwadiani, in Jonathan, 2018).

Examination remains one of the best tools for an objective assessment and evaluation of what students have achieved after a period of schooling. Hence, any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification (Olatunbosun, 2009). Before now, examination outcomes were seen as true test of knowledge, but nowadays reverse is the case. Also, teachers and other concerned authorities were as transparent and accountable towards education in the past, but presently education is seen as an economic venture that can be traded and bargained (Olatunbosun, 2009). Therefore, the virtue of hard work, transparency, accountability, standard, uncompromising with the truth that have been shelved, might be revisited so as to revive the ailing educational system in the country.

Unfortunately, the process of examination in Nigeria Secondary Schools has become a contemporary shame. This is attributable to the high degree of examination malpractice that has become endemic in the educational system. Evidences abound of increasing involvement in examination malpractice by students, teachers and parents. The alarming rate of increase in examination malpractice in Secondary Schools in Nigeria, Kogi State in particular calls for concern from all stake holders in the education sector. Cheating has become a national phenomenon to the extent that forging certificates to gain admission or employment is a usual habit among desperate Nigerians even among the political class. Several members of the legislative and executive arms of government in

the last few years have been accused of certificate forgery in Nigeria and some have fallen from grace to grass as a result of examination malpractices (Nwadiani, 2006).

Part of Nigerian students has become so wild that they abduct their teachers and even heads of institutions and yet get away with it. Some students has gone as far as using Bluetooth the cheat in the examination hall. Some recent researches such as factors, control and consequences among secondary students and effects of cheating on students' academic performance in secondary schools have shown that majority of students who gained admissions into tertiary institutions in Nigeria are products of examination malpractice (Emaikwu & Eba, 2007).

No doubt some students no longer burn the mid-night candle or make extra effort to come out in flying colours because adequate arrangement might have been made by parents with connivance of invigilators, teachers to ensure an excellent result for their children. As a result of this, some students might have lost their morals and the confidence in their own ability and intelligence. Also, due to this menace the Nigerian national hope and aspiration as regard building up a virile, prosperous and stable educational system may be utterly negated if these malpractices are allowed to continue. Furthermore, with examination malpractices and their attendant repercussion, the country could no longer be sure of the efficiency, efficacy and productivity of the educational programmes. Also, it makes nonsense of our educational qualification and discredits institutions of learning and the nation as a whole.

Lastly, it's devastating effects are bound to affect the credibility and standard of certificates issued and their carriers. Therefore this research work is set to solve the problem of; loss of confidence by students in their intellectual capabilities, teacher's truancy in covering the required syllabus, parent's misdeeds and selfish expectations from their wards, issues related to poor conduct of examination, the issue of high placement on certificate than what one can do, the doom of poor educational policies in the country and the infiltration of the nation's labour force with half- baked elements with low mental abilities and conscience.

Examination malpractices which is view as any acts which term to undermine fairness and equity of examination process if not properly handle might leads students to other forms of social vices. Why are students from secondary schools who score nine credit find it hard to write their names?, why are we having half bake graduate among Nigeria graduate?, why are students who are first class or second class upper division finding it had to construct a simple sentence?, If the issue of examination malpractices are not handled properly, could it affect our reading culture?, Could it affect our educational process?, could it be a source of other social vices among students in Nigeria, Kogi State in particular? Or will it tarnish the image and self-worth of the individual who are beneficiaries of examination malpractices? All these questions call for answers.

The menace of examination malpractices and other social vices cannot be overemphasized as students often go into examination halls with pistols and daggers 'to take care' of anyone that would forestall them from cheating. At risk are invigilators and question papers; hence Nigerian educational system is gravely threatened; the frequency of occurrence of examination malpractice in Kogi State indicates a state of hopelessness and the incidence of examination malpractices has become so endemic that the penalty hitherto melted out to its perpetrators is almost having no statistically significant effects on them.

Parents have become more desperate than ever in the pursuit of their children's education in that they go out of their way to hire people or connive with teachers to write examination for their wards. One will wonder what moral value such parents are passing to this generation. What legacy are they leaving behind for the future generation? If they discourage their children from imbibing the culture of hard work and perseverance by utilizing their brain which will in turn mould and prepare them into responsible adults and leaders of the future.

Furthermore, the teachers who are supposed to be the role model to this children are the one fuelling this acts, some of them go to the extents of writing the answer of the examination on the board for the students to copy and the invigilator who are supposed to correct this abnormality are the one taking bribe from the students thereby given them room to copy. Examination malpractice is already becoming a culture in Nigerian educational scene because it is been condoned by most parents, students, teachers, invigilators and lecturers. It is on above notion that prompt the researcher to embark on this study title; Forms, Factors, Consequences and Control of Examination Malpractices; Implication for Guidance.

Purpose of the Study

The purpose of this study is to find out the Forms, Factors, Consequences and Control of Examination Malpractices among Secondary School Students in Kogi State; Implications for Guidance. Thus, the specific objectives of this study are to;

- i. determine the forms of examination malpractice among senior secondary school students in Kogi State.
- ii. examine the factors of examination malpractices among senior secondary schools students in Kogi State.
- iii. determine the consequences of examination malpractices among senior secondary school students in Kogi State.
- iv. examine the control measures of examination malpractice among senior secondary school students in Kogi State.

Research Questions

The following research questions were raised to guide the study;

1. What are the forms of examination malpractices among senior secondary schools students in Kogi State?
2. What are the factors of examination malpractices among senior secondary schools students in Kogi State?
3. What are the consequences of examination malpractices among senior secondary school students in Kogi State?
4. What are the control measures of examination malpractices among senior secondary school students in Kogi State?

Null Hypotheses

Based on the research questions the following null hypotheses were developed to be tested at 0.05 level of significance.

- H01:** There is no significant difference between the mean ratings of male and female students on the factors of examination malpractices among senior secondary school students in Kogi State.
- H02:** There is no significant difference between the mean ratings of rural and urban students on the factors of examination malpractices among senior secondary school students in Kogi State.
- H03:** There is no significant difference between the mean ratings of male and female students on the consequences of examination malpractices among senior secondary school students in Kogi State.
- H04:** There is no significant difference between the mean ratings of rural and urban students on the consequences of examination malpractices among senior secondary school students in Kogi State.

Delimitation of the Study

The thrust of this study is to find out the forms, factors, consequences and control of examination malpractices among secondary school students in Kogi State; Implication for Guidance, and also to bring to limelight the proactive and effective nature of Guidance services in reducing and curbing the ugly trend. Therefore the researcher would only explore the critical and relevant aspects of examination malpractice among the students. Lastly, the study is limited to Public Senior Secondary Schools in Kogi State, Nigeria.

Significance of the Study

This study would be of great benefit to the following stakeholders in education, namely; students, teachers, parents, principals, school counsellor, school administrators, non-governmental organization (NGO), researchers and curriculum developer.

The study would be of relevance to the students, as it would expose them to imbibe skills, knowledge, values and attitudes that would shape their orientation and perception about education. Especially, the suggestions and recommendations would provide real reference for positive decisions by the students.

This study would benefit immensely the teachers, school administrators, nongovernmental organizations (NGOs) and all concern bodies who have education at heart, with real information and tactics to help spread the virtues of credibility and transparency to schools. For instance teachers on their part should ensure they act as role models and point of reference to the students to look upon.

This research would greatly portray the effectiveness of proper guidance by the school counsellors in reducing the menace of examination malpractices and other social vices, thereby prompting the need for its stringent execution, implementation and frequent review for greater output. It is expected that students who received proper guidance would at least be a model in the society and among peers in terms of their behaviour. Thus, its place as a core curriculum must be ensured and guaranteed.

This research would also expose the dubious means or ways this crime or evil is perpetrated in schools especially to teachers, examination bodies and school authorities in Nigeria. Therefore they would adjust their approach, and utilize modern ways of conducting examinations. This work may help add to the pool of knowledge in education, thus providing future intending researchers with bases for improvement and constructive criticisms.

This study would immensely benefit Curriculum developers with more insight into what they need to capture, in developing a functional curriculum that would counter and address social ills effectively among Students of Secondary Schools and Tertiary institutions. Such curriculum should be proactive and be based on the aspirations of the immediate society. Lastly, the result of this study would be published on the internet in order for it to get to all the stakeholders in education and the society at large.

Conceptual Framework

In this section, concepts used in this study were explained as follows:

Examination Malpractices

Examination malpractices are illegal acts committed by students single handedly, or in collaboration with others such as fellow students, parents, teachers, supervisors, invigilators and anybody or groups of people before or after examinations in order to obtain undeserved marks or grades. Perhaps we must make it clear at this stage that the issue of examination malpractice is most often considered at a very narrow perspective mainly focusing on the famous leakages of examination papers. However, the term examination malpractice is very broad in scope, for instance it includes every illegal act related to examinations that may occur before, during and after examinations such as what happens during the preparation stage, custody, administration, marking and releasing of examination results (Ivor, 2010).

Examination malpractices may include impersonation, leakage, swapping of scripts, smuggling of answer scripts into the examination room or hall, direct copying and also includes forging of results and certificates, verbal or physical assault on examination administrators. They tend to contradict highly with any government's intentions to provide its citizens with the quality education necessary for the positive development. From the above definitions therefore, it becomes clear that examination malpractices seriously undermine the credibility of any nation's quality of education being offered to its citizens. In other words, the implication is not only for the education system rather for students, teachers, parents, and the school as a whole or worse still to the socio-economic development of the nation (Hang'andu, 2005).

Examination malpractice according to Usman in Okon (2019) is cheating in the examination or any intention to benefit or give undue advantage to oneself or another by deceit or fraud, before, during and after examination. Examination malpractice is already becoming a culture in Nigerian educational scene because it is been condoned by most parents, students, teachers and lecturers (Ojerinde, 2010).

Examination malpractice according to Maheswari (2011) in Okorodudu (2013) is termite destroying education set up and is becoming endemic ugly scenario in the educational system. Examination malpractice is a topical issue in the education industry in Nigeria today. Most people embraced and cherished it and it has become norm in our society today. People no longer feel ashamed to be linked or associated with examination malpractice. Most disturbing is the prevalence of these vices at the secondary school levels. The recognition of the problems is bringing with a realization that the situation is inimical to educational development, national development and good international reputation (Nwamaradi in Okorodudu, 2013).

Forms of Examination Malpractices

Examination malpractices are perpetrated in numerous forms; ways, patterns, types, and categories. The following have been identified as the different forms of examination malpractice; leakage, external assistance, smuggling of foreign materials, giraffe, improper sitting arrangement, ghost centres, illegal collection of money by teachers, collusion, impersonation, forging of CA, inflating scores by staff or teachers, copying from textbooks (Shenekon,; Omooba, Obi and Olabode, 2008).

1. Bringing of foreign materials into examination halls.

These include bringing of pieces of papers, textbooks, notebooks and answer booklet of previous examination into examination halls. In fact, this method is nicknamed hide and seek, microchips, tattoo and magic desk. Sometimes students bring sophisticated unauthorised scientific calculators and other gadgets into examination venues.

2. Ecowas/Ecomog

This involves the process in which candidates arrange with other people ahead of the examination for assistance. In other words, it is the process of seeking and receiving help from other candidates. It refers also to passing of coded information from one student to another (Adamu & Adamu, 2010; Omooba, et al, 2008).

3. Collusion

This refers to the act of exchanging answer scripts, dictating answers to candidates, and supervisors pretending to be sleeping so as to give the candidates room to cheat. Some principal distracts or diverts the attention of the supervisor via lavishing entertainment to facilitate cover up of massive cheating by the candidates (Omooba, et al, 2008). It implies also as the process in which candidates arrange among themselves to assist each other, copy from one another or exchange information in the examination hall. Collusion between candidate and officials, sometimes there is a pre-arrange collusion with the invigilators to put their eyes off the students after a large sum of money has been paid to them, (Kassah; Ajayi, 2009).

4. Leakages

This is the process in which students have foreknowledge of the examination questions, which may be attributed to improper handling of examination questions during production (Omooba, et al, 2008). Parents give their children money to buy leaked papers ahead of time. The students (lazy and indolent) prepare answers to questions in advance or other adults are employed to prepare the answers for their wards. Parents rejoice when their children or wards come home with unmerited results or certificates (Edukugho, 2006).

Leakages of examination question papers sometimes come through lecturers, faculty officers and examination officers or examination councils.

Students have perfected the various forms of cheating in the examination halls. Some of the methods employed under this practice include bringing foreign materials into the examination halls. These foreign materials include prepared notes and materials written on palms, thighs and textbooks and they also come in with various tricks like 'hide-and-seek' and gadgets like micro-chips and magic text all designed to assist them to pass the examination instead of relying on their own abilities. Other unwholesome developments inside and outside the examination halls bother on stealing of people's work, converting or misappropriating the scripts of other candidates, substitution of scripts at the end of the examination, tearing answer scripts for the examination papers only to complain later that their scripts are missing. There is also seeking and receiving help from people by what they call "giraffing" and copying other candidates' work (Duze, 2011).

There are others forms of examination malpractices called "towing" and "ECOMOG" which involve candidates arranging with people before hand to assist them in writing examination, seeking and receiving help from other candidates are very common in recent times. There is also collusion between two or more candidates who usually agree beforehand to assist each other. Impersonation is also common among students. Under the practice, a student goes to sit for the real candidate in order to pass the examination on behalf of the other candidate. Such examination "contractors" are paid for their service either before or after writing the examination (Mallum, 2009). Mass cheating is another dimension that examination malpractice has assumed. Nowadays, the whole thing has become more sophisticated with the advent/use of electronic assisted materials. Calculators, palm tops (which are mini-computers) are sent to examination halls unnoticed.

Causes of Examination Malpractices

The causes of examination malpractices among Secondary Schools in Nigeria are numerous. Longdet and Mangywat (2006), summarised the causes of examination misconduct to include; emphasis on paper qualification, fear of failure by the students, pride and status, inadequate coverage of course contents, inadequate facilities and man power, poverty and lack of proper guidance and counselling to the students. Others include difficult terrain of examination centres, collapse of morals, and lack of sanction on culprits and constant changing of the syllabus. Several scholars have also put forward major causes. Omooba et al. (2008) classified the causes of examination malpractice into psychological, sociological and economic factors. Psychological factor deals with ill preparation by students for examination either as the result of laziness, fear or absenteeism.

Examination malpractices have consistently remained a ban on Nigerian educational system. Most foreigners say that the academic certificates being issued to graduates in Nigeria are no more valuable than the pieces of paper on which they are printed. So, what is examination malpractice? Examination malpractice is an illegal behaviour by a candidate before, during or after the examination so that he/she can attain success easily and cheaply. Hence, the worth of the examination is violated. Examination malpractice is a cankerworm that portends grave dangers for the nation (Uzoagulu, 2008). According to Uzoagulu (2008) the major causes of examination malpractices are:

- i. Laziness of students: Seriousness is thrown to the wind by many students. Most of them have little time for their studies. They spend their time attending parties and forming gangs who engage in untoward behaviour.
- ii. Large population of students in many schools. The few who do very well may be promoted or admitted into higher institutions. Students cheat therefore to excel over their mates.
- iii. Many students are desperate; thinking that passing the examination is a do or die affair; they want to excel by all means. Some want promises from parents fulfilled others want to be on TV or Newspaper as the best in one form of examination or the other (though cheats hardly excel).

- iv. Syllabus in many subjects such as Physics, Chemistry etc. is wide and difficult for teachers to cover. The school period is shortened by holidays, shift system and late resumption by students.
- v. Another cause of examination malpractice is inadequate preparation for exams. In a number of schools, the teachers are few and specialized ones are fewer so students are not adequately prepared for the examinations.
- vi. Corrupt invigilators and supervisors: the students know that if they offers bribe to the invigilators. They will be allowed to cheat in the examination hall.
- vii. Lastly, there is a general trend in our society towards cheating and this is encouraged by almost all members of the population. The evil effects of examination malpractices cannot be overemphasized. Creativity and resourcefulness are hampered. It wreaks great havoc on the social, religious, economic and political lives of Nigerians. Employees are engaged in jobs they are not suited for since the Certificate they claim to possess are not merited.

It is a common phenomenon when examination malpractices occur that authorities blame schools for their complacency and the students and teachers blame each other. Reasons for examinations malpractice have been similar across different studies. Perhaps this could be elaborated further by the empirical findings of the studies conducted so far which indicate that students' engagement in acts of examinations malpractices were as a result of lack of confidence, inadequate preparations, peer influence, societal influence, parental influence and poor facilities in schools which most studies seem to point out (Kyei, 2014). We need not dwell much on the causes of examination leakages rather on the consequences for instance; some of the problems related to students' behaviour towards examinations malpractices which include poor attendance, laziness and too much involvement in social activities. In fact, most pupils nowadays seem to see examination malpractices (leakages) as a normal academic exercise as can be evidenced by the common notion by some pupils who even go the extent of saying that "nobody can actually pass his/her examination without some external assistance". Indeed, such assertions were most likely to fuel the social activities. In fact, most pupils nowadays seem to see examination malpractices (leakages) as a normal academic exercise as can be evidenced by the common notion by some pupils who even go the extent of saying that "nobody can actually pass his/her examination without some external assistance". Indeed, such assertions were most likely to fuel the prevalence of examination malpractices (Olatumbosun, 2012).

The gravity of the problem was also evident from countries abroad. For instance, Balfour (2009), reported that more than one thousand candidates were caught cheating during the civil service examinations while Simwayi (2012) also, reports that in the United States 56% of middle school pupils and 70% of high school pupils have cheated in examinations. These statistics were a clear indication that examination malpractices were a matter of global concern. On the other hand, examination malpractices are believed to have serious implications on the gross domestic product of the country and on the general quality and standard such as of medical doctors, teachers and a chain of incompetent workforce in society as a whole (Simwayi, 2012).

In view of the aforementioned, efforts by examining bodies; their elaborate policies though formidable enough seem to be quite inadequate and according to Tambuwal (2013), candidates produced in the system of examination malpractice will themselves grow into adults, teachers or examination officers who will not see anything wrong with the sophisticated and high-class examination fraud which only favours certificated illiterates. Curbing examination malpractices requires engaging in enquiry driven reform and examining the everyday realities of teaching and learning and schooling in order to identify what needs to be fixed and how (Ikweke, 2011).

Furthermore, corrupt invigilators were also a source of worry because they receive bribes and allow students to use leakages and cheat in examinations. It was for the same reasons reports of teachers and students being nabbed by the Nigeria Security and Civil Defence Corps (NSCDC) and the Nigeria Police Force (NPF) every examination period has continued to occupy centre stage in the media. Moreover, some unscrupulous persons have taken advantage of the desperate situations in which most students were during examination periods to cheat them by robbing them of money by pretending to be supplying leaked examination papers when in the actual fact they sold fake leakages.

Consequences of Examination Malpractices

The effects of examination malpractices cannot be over emphasised. Examination malpractices render the goals of education invalid. The attainment of the goals will continue to be a mirage if the scourge is not eradicated from the system. The country will continue to produce graduates who lack the knowledge, skills and competence to exploit the resources of the nation and the graduates will also lack the right type of values and attitude needed for the survival in a globalised economy (Olatunbosun, 2009).

Examination malpractice leads to irreversible loss of credibility. Any country noted for examination malpractices losses international credibility. The implication is that documents from such country will be treated with suspicion. Consequently,

certificate by such country's educational institutions are disbelieved, (Olatunbosun, 2009; Udo, 2011). Creativity and resourcefulness are hampered. Examination malpractice wreaks great havoc on the social, economic, religious and political lives of Nigerians (Nuraini, 2008).

Ijaiyi, in Fasasi (2006), affirmed that examination malpractice indicates a declining quality of education. This by implication means, the quality of education in Nigeria is low, considering its wide spread across all levels of education in Nigeria. The author further lamented that those who engages in cheating at low level (junior secondary schools) are likely to continue at the higher level of education. When they graduate into the larger society, their previous attitude can easily lead them into corrupt practices.

Another effect of examination malpractice is poor productivity. Those who possess certificates through cheating may secure jobs using the certificate which they could not defend. Consequently, poor performance would lead to poor productivity. Thus, development and sustenance of human and material resources would be in jeopardy (Fasasi, 2006). Effects of examination malpractice was categorised by Tijani (2005) into the following:

- i. Discouragement of hard work: Tijani (2005) asserts that examination malpractice discourages hard work and also promotes compromising of standards which invariably breeds half-baked professionals like teachers, doctors, accountants and many more.
- ii. It promotes corruption and moral decadence in the society.
- iii. It kills motivation of learning.
- iv. It encourages fraudulent and criminal behaviour.
- v. It tarnishes the reputation and image of the country in the world.
- vi. Psychologically and sociologically, malpractice breeds sorrow and sense of condemnation to the students.

Olatoye in Adamu and Adamu (2010) observed the effects of examination malpractice thus:

- i. Discourages students from studying hard: The good students are tempted to believe if you can't beat them; join them especially as they see other students get away with their corrupt behaviour.
- ii. Denies innocent students the opportunity of admission: Many good students have been denied admission by the corrupt ones who through examination malpractices have better scores and grades and the best brains are likely thrown out or frustrated while seeking for admission.

Examination malpractices have a paralyzing effect on developing nation (Liman, in Jonathan, 2018). Its process makes void in our youth, future leaders and professionals a situation that leads to a future of social, political and economic insanity and bankruptcy. According to him, engaging in examination malpractice lead to cancellation of results which means great waste of resources to society and parents, and provides sources of great agony and injustice to innocent students.

In the light of the above discussion on the consequences of examination malpractice, it is imperative to say that examination malpractices no doubt leads to falling standard of education in a country where cheating abound. Unless it is checked, the standard of education in Kogi State and Nigeria at large will continue to fall.

Possible Ways of Controlling Examination Malpractices among Secondary School Students

As we all know, Examination Malpractice has exuded the education sector. Looking at it critically and logistically, 80.56% of students engage in it. It is so depressing, regrettable and shameful to engaging in examination malpractices after all the energy expended by the lecturers or teachers. Tambuwal (2013), expound on the approaches to solving examination malpractice which are:

1. The organs responsible for the promotion of ethics in the society should be fortified with the necessary instrument of office to combat examination malpractices. The Corrupt practice investigation bureau, code of conduct bureau, anti-corruption commission and so on must be made to function as expected to deal with the perpetrators.
2. The government and school administrators should constantly organize seminars and workshops to educate the students, parents, lecturers, teachers and school administrators on the consequences of examination malpractice.
3. The law enforcement agents and other related government functionaries should be drafted to public examination centers to assist in the eradication of this social malady.
4. The society must deemphasize materialism and paper qualification: students should be made to attend interview in both oral and written to authenticate the certificate they possess. Their admission and employment should be purely on merit and transparent display of proven integrity.
5. Honesty should be rewarded in the society to promote rejection of fraud, cheating, bribery and corruption.
6. Over population should be discouraged in schools. Schools should admit students with manageable students' staff ratio for proper supervision.
7. Staff in all educational institutions needs to be adequately remunerated to promote hard works and commitment to duties.
8. Adequate infrastructural facilities and qualified staff should be provided in schools to assist in genuine transmission of knowledge and skills

9. Discipline should be instilled in every member of Nigerian society to promote self-control, moderation, modesty, and respect for legitimate authority
10. National consciousness, patriotism, sense of belonging, service to the nation, loyalty, unity and communalism should be encouraged in the society to develop positive habit in the citizenry.

In conclusion, examination malpractice could lead to loss of confidence in oneself, loss of self-esteem, lack of determination and indolence. It also acts as a source of future persistent sadness, which could cause psychological, emotional and physical disorder to the victim. Therefore, it should be seen as the enemy of the society and it should be jettisoned.

Theoretical Framework

For the purpose of this study, two theories will be adopted. These theories include operant conditioning theory and classical conditioning theory. These theories, aim to ascertain reasons behind what makes people engage in certain act. These theories shall be discussed distinctly as presented below.

1. Operant Conditioning Theory

American psychologist Skinner (1938) propounded the theory of operant conditioning in the United State of America. Skinner conducted research on shaping behaviour through positive and negative reinforcement and demonstrated operant conditioning, a behaviour modification technique which he developed in contrast with classical conditioning. His idea of the behaviour modification technique was to put the subject on a program with steps. The steps would be setting goals which would help you determine how the subject would be changed by following the steps. The program design is designing a program that will help the subject to reach the desired state. Then implementation and evaluation which is putting the programme to use and then evaluating the effectiveness of it.

The above theory of operant conditioning propounded by B.F. Skinner can be used to curb the menace of examination malpractices, this can be done by making sure that, students who don't get involved in examination malpractices should be rewarded in order to sustain such behaviour why those students who are found guilty of examination malpractices should be allow to face stiff punishment in order to discourage such behaviour in our society.

2. Classical Conditioning Theory By Ivan P. Pavlov (1890)

Ivan Pavlov in 1890s propounded the classical conditioning theory. Classical conditioning consists of associating an initially neutral stimulus with a meaningful stimulus. Thus, when the neutral stimulus is present in the absence of the other stimuli, we'll get a similar response to the one we would get if we were to introduce the significant stimulus. This ability to associate stimuli, however different they may be, helps us in many daily situations. In order to understand classical conditioning, we're going to discuss two aspects. Firstly, we'll talk about Pavlov's experiment and his research. Secondly, we'll talk about the components that make up this type of conditioning.

The theory is very important to the present study titled "Factors, forms, consequences and control of Examination Malpractice among secondary school students in Kogi State: Implications for Guidance. Examination malpractices is a learned behaviour and it can also be unlearned this is by re-enforcing (praising) those who don't get involve in examination malpractices and stopping the quest for certificate instead of knowledge.

The theory which is the foundation of this present study is the theory of B. F. Skinner which focuses on reinforcing good behaviour and withholding reinforcement for undesirable behaviour which is also term as punishment. The theory can be used to solve the problem of examination malpractices among secondary school students in Kogi State by reinforcing the students who does not get involved in any forms of examination misconducts and sanctions those students who get involved in examination malpractices be it before, during and after the examination.

Review of Previous Studies

The researcher reviews related studies previously carried out by other researchers in different study areas, stating their samples, results, recommendations and their similarity to the current study. These studies include the following:

Shehu (2017), carried out research on the factors, consequences and control of examination malpractices among secondary school Students in Abuja Municipal Area Council, FCT-Abuja. The research adopted a case study method, the population of the study comprised of 250 students. Questionnaire consisting of 20 items was used as instrument for data collection, percentages, frequency counts and mean scores were used for data analysis. The research discovered that, quest for certificate instead of knowledge, inadequate preparation for examination, lack of self-confidence, fear of failure are the major causes of examination malpractice. Lowering of standard of certificate, promote laziness and laxity to read as the major consequences of examination malpractices. Leakage of question paper, impersonation of candidate and bribing of invigilators are the major forms of examination

malpractices. Attitudinal or value change from certificate acquisition to knowledge acquisition and prohibition of cell phone in examination hall are the major solutions to examination malpractices. He recommended that:

1. Students should honestly follow their study time – table and make effectively use of their time
2. Students should create extra-time for their assignment so as to improve their learning skills
3. Students should make use of raw materials in their environment for their class projects.

The above researcher uses a case study method and a population of 250 respondents, the research was carried out in FCT-Abuja. While these presents study intend to use a descriptive research design with a population of 435 respondents in Kogi State to feeling the gap.

Akanni and Bankole (2017) studied reducing examination malpractices in Nigerian schools through effective Continuous Assessment (C.A) techniques as an alternative to One-Shot Examination in Osun State, Nigeria. The study assessed the usage of effective Continuous Assessment Techniques in reducing examination malpractices in Nigerian schools rather than the use of one shot examination in Ilesa East Local Government Area of Osun State, Nigeria. The population for the study were 513 teachers (in training and service.) The purposive sampling techniques were used to select the schools and the stratified random samplings were used to select the samples. The samples included 200 participants, consisting 100 males and 100 females Year II students-teacher in training from Osun state College of Education Ilesa and teachers in service in secondary schools. The study used descriptive survey design. The instruments used were Students' Questionnaire on Effective Continuous Assessment Techniques (SQECAT) and the Secondary School Teachers Questionnaire on Effective Continuous Assessment Techniques (SSTQECAT). Two research hypotheses were formulated to guide the study. The hypotheses were tested using simple percentage and independent t-test statistical techniques. The results of the analysis showed that there is a significant difference in students' and teachers' adoption of Continuous Assessment (CA) as an alternative effective technique in reducing examination malpractices in Nigerian schools. On the basis of the results it was recommended among others that it would be better to adopt the effective and proper implementation of the techniques of Continuous Assessment in Schools as an alternative to one shot examination in Nigerian Schools which would help in reducing examination malpractices, make students work harder and make teachers become more innovative.

This study is related to the present study because both studies focused on examination malpractices in Nigerian schools. Both studies used the descriptive survey research design and t-test statistic to test hypothesis at 0.05 level of significance. Furthermore the present study adds t-test and regression statistics. Both studies used questionnaire for data collection. However, this study was conducted in Osun State focusing on students-teacher in training from Osun state College of Education Ilesa and teachers in service in secondary schools; the present study is being conducted in Kogi State focusing on secondary school students only.

Ibrahim (2017) conducted a research on the causes, nature, effects of examination malpractice and the way out. The population comprised of 8,300 students and 91 teachers. The sample size comprised of all departments within five schools of Nuhu Bamalli Polytechnic, Zaria. Survey research design was used for the study and questionnaires were used as instrument for the study. The statistical tool used for the analysis of the data was the simple percentages. The study revealed that the feeling of inferiority complex to which any student that fails exam is subjected to in school, at home and in the larger society is one of the major factor encouraging students to go to any length in order to pass examination. The study also attributed examination malpractice to leakage question papers. The study showed that examination malpractice has caused great damage to the educational system in Nigeria and pointed out that one of effects is un-ceremonial graduation of students which usually have adverse consequences on placement of students and their productivity.

This study is related to the present study because both studies focused on examination malpractices. Both studies used the descriptive survey research design and also both study used questionnaire for data collection. However, location of the study is different from the present study. While this study was conducted in Zaria, Kaduna State focusing on students and teachers of Nuhu Bamalli Polytechnic, Zaria. Kaduna State, the present study is being conducted in Kogi State focusing on secondary school students only.

Research Design

The design adopted for this study is descriptive survey research design. This is a research method that describes a given state of affairs at a particular time (Olayiwola, 2010). This research design permits the gathering of information through the use of questionnaire from a population based on appropriate sampling techniques. Also, descriptive survey research was considered suitable since it would solicit for information or responses from the respondents on the problem under investigation. It was on this basis that the researcher decided to use descriptive survey design.

Population of the Study

The population of this study include all SS 1 students in public Senior Secondary Schools in the six Educational Zones of Kogi State. The population include male and female, rural and urban students in Kogi State. The total number of SS1 students in the

public senior secondary schools is two thousand five hundred and seventy three (25,730) (Kogi State Ministry of Education, Statistics Department, 2021).

Sample Size and Sampling Procedure

The sample size for this study is 257 respondents from the total number of 2, 573 students in six public senior secondary schools in Kogi State. The selection of the sample size was based on Glenn (2012) who specified 10% for appropriate sample sizes for specific population. A multi-stage sampling procedure was used to select the respondents for this study. A stratified sampling technique was first used to group all public secondary schools into educational zones of the state. The researcher used a simple random sampling in the second stage to select one public secondary school each from the Six Educational Zones of the State, making a total number of six public senior secondary schools for the study. A proportionate sampling method was finally employed to select the respondents from the six public senior secondary schools which produced a total number of 257 respondents which represent 10% of the total population.

Instrumentation

The instrument used in data collection for this study was a self-structured Students Instrument on Examination Malpractice Questionnaire (SIEMQ) constructed by the researcher. The instrument consisted of two sections A and B. Section A 'comprised bio-data of the respondents while section B' consisted of 40 items on the Forms, Factors, Consequences and Control of Examination Malpractices among Secondary School Students. The instrument was designed along the four-point scale format of Strongly Agree (SA - 4), Agree (A - 3), Disagree (D - 2), Strongly Disagree (SD - 1) where the respondents indicated their options on the items of the instrument

Validity and Reliability of the Instrument

The instrument for the study was subjected to validation by consulting with the researcher's supervisors in the Department of Guidance and Counselling. The suggestions made was used in making the necessary improvements of the instrument and to ensure the face, content and construct validity of the instrument and to also ensure that the items of the questionnaire adequately covered the research questions for the study.

In order to ensure the reliability of the instrument, a pilot test was carried out using 30 students in Government secondary school, Ogaminana in Kogi State who will not be part of the main sample for study. The reliability of the instrument was calculated using Split-half. Pearson Product Moment Co-efficient of Correlation was adopted to determine the reliability of the instrument. The result of the pilot test produced an index value of 0.86 which was adequate to make the instrument reliable for the study. The purpose of the pilot test was to ascertain the reliability of the test items to gain insight into the sampling administration of the test instruments and in general to make it possible to decide on the feasibility and standard of the study and to avoid unforeseen problems in the study as much as possible.

Data Collection Procedure

In order to facilitate the data collection, two trained researcher assistants helped the researchers to administered copies of the questionnaire to students in each school. The data for this study was collected from the respondents who are students in SS 1 in the sample. The researchers were assisted by two research assistants during the time of administration of the instrument. The research assistants were briefed on what to do before the commencement of questionnaire administration. These assistants were teachers from the school where the instruments were administered. The respondents were given enough time to fill the questionnaires which were collected immediately on the spot. All collected copies of the questionnaire were cross checked to ensure all items were properly responded to before final collation.

Method of Data Analysis

The data collected was subjected to statistical analysis, interpretation and discussion. Simple percentages, frequency count and mean score were used for demographic data and the research questions. The research questions were graded on a score of 2.50. Any item with a mean score of 2.50 and above was considered as "Agree" while those scores below the mean score of 2.50 were considered "Disagree". All the hypotheses of this study were tested using t-test. t-test is considered suitable for testing all the hypotheses because it is a statistical tool that allows for the determination of the differences between the means of two variables. All the hypotheses were tested at 0.05 level of significance.

Data Presentation

The data presented and analysed in this chapter deals with the demographic data, answering of research questions, testing of hypotheses and summary of findings. The data presented is based on a sample size of 255 instead of 257; this was because out of the 257 copies of the questionnaire distributed to the respondents 255 copies were recovered.

Analysis of Demographic Data

Table 3: Distribution of Instrument

Instrument	Frequency	Percentage (%)
Distributed	257	100
Collected	255	98.57

In the above table 3 demographic data, it shows that 257 representing (100 %) are the instrument distributed to the respondent while 255 representing (98.57 %) are the total instrument retrieved from the respondents.

Table 4: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	125	49.43
Female	130	50.57
Total	255	100

Source: (Field Survey, 2021)

In the above demographic data of the respondent's gender, it shows that 125 representing (49.43 %) are males while 130 representing (50.57 %) are females. This implies that the number of female respondents exceeded that of the male respondents.

Table 5: Distribution of Respondents by their Location

School location	Frequency	Percentage (%)
Urban	102	40
Rural	153	60
Total	255	100

Source: (Field Survey, 2021)

Table 5 shows that out of the total number of 255 respondents, 102 representing (40%) were from the urban schools. The remaining 153 representing (60%) were from the rural schools. This implies that the number of students from rural schools exceeded that of the urban schools.

Answer to Research Questions

This section contains data of the research questions raised to guide this study.

Research Question One: What are the Forms of Examination Malpractices among Senior Secondary School Students in Kogi State?

Table 6: Frequency scores of respondents on the various forms of examination malpractice among secondary school students in Kogi State.

S/N	Statement	N=255					
		SA	A	D	SD	Mean	Decision
1	Leakage of question papers	77	127	25	26	3.00	Agreed
2	Impersonation of candidates	153	51	45	6	3.38	Agreed
3	Bribing of invigilators	102	79	35	39	2.95	Agreed
4	Issuing of fake certificates for unattained degree	76	108	51	20	2.94	Agreed
5	Swapping of answer booklets	95	99	31	30	3.02	Agreed
6	Copying other students work during the examination	177	51	23	4	3.57	Agreed

7	Sharing ideas during the examination	66	89	51	49	2.68	Agreed
8	Sleeping with the examiner to earn undeserved mark	74	92	67	22	2.85	Agreed
9.	Bringing of foreign materials into the hall	101	69	44	41	2.90	Agreed
10.	The use of electronic device such as handset, scientific calculator, Bluetooth and so on.	98	87	32	38	2.96	Agreed
Overall Mean						3.03	Agreed

Table 6 above with the overall mean score of 3.03 present the various forms of examination malpractices among secondary school students in Kogi State. From the analysis, it was discovered that over-average of the respondents agreed to all the items in Table 6 as some of the major forms of examination malpractices among Secondary School Students in Kogi State, Nigeria. so, the researchers concluded that all the above mentioned are the major forms of examination malpractices among Secondary School Students in Kogi State, Nigeria and which is in line with the decision rule that 2.50 and above be agreed and below be Disagreed.

Research Question Two: What are the factors responsible for Examination Malpractices among Senior Secondary School Students in Kogi State?

Table 7: Frequency scores of respondents views on the various factors responsible for examination malpractices among secondary school students in Kogi State, Nigeria.

		N=255					
S/N	Statement	SA	A	D	SD	Mean	Decision
11.	Poor implementation of examination rule	77	82	66	30	2.81	Agreed
12.	Students inadequate preparation for examination	91	79	48	37	2.88	Agreed
13.	Lack of self-confidence by students	98	73	53	31	2.93	Agreed
14.	Excessive greed's for money by invigilator	103	80	31	41	2.96	Agreed
15.	Students laziness to classroom works	111	35	42	67	2.75	Agreed
16.	Peer group influence	88	117	12	38	3.00	Agreed
17.	Poor invigilation	91	88	52	24	2.96	Agreed
18.	Lack of adequate trained teachers	76	99	64	16	2.92	Agreed
19.	Parental socio-economic factor	56	102	31	66	2.58	Agreed
20.	Poor reading culture	49	142	42	22	2.86	Agreed
Overall Mean						2.87	Agreed

Table 7 above with the overall mean score of 2.87 presents the various factors of examination malpractice among secondary school students in Kogi State. From the analysis, it was discovered that over average of the respondents agreed to all the items in Table 7 as the major factors responsible for examination malpractices among Secondary School Students in Kogi State, Nigeria which is in line with the decision rule that 2.50 and above be agreed and below be disagreed.

Research Question Three: What are the Consequences of Examination Malpractices among Senior Secondary School Students in Kogi State?

Table 8: Frequency scores of respondents opinions on the Consequences of Examination Malpractices among Secondary School Students in Kogi State, Nigeria.

		N=255					
S/N	Statement	SA	A	D	SD	Mean	Decision
21.	Lowering of standard of certificate	97	102	21	30	3.00	Agreed
22.	Promote students laziness and laxity to read	83	97	32	38	2.84	Agreed
23.	Students professional inefficiency	91	99	35	40	3.03	Agreed
24.	Perpetual condemnation of one's conscience	87	101	42	20	2.95	Agreed
25.	Lack of motivation towards their study	73	97	49	36	2.81	Agreed
26.	Examination malpractices in Nigeria can also have a negative impact on the reputation of the institutions.	109	76	37	33	3.02	Agreed
27.	Examination malpractice promote corruption	88	97	28	42	2.91	Agreed

28.	Examination malpractice encourage fraudulent and other criminal behaviour	65	46	71	73	2.40	Disagreed
29.	Psychologically and sociologically, examination malpractice breeds sorrow and sense of condemnation	92	87	63	13	3.01	Agreed
30.	Examination malpractice render the goals of education invalid	69	102	41	43	2.78	Agreed
Overall Mean						2.88	Agreed

Items in Table 8 above which has overall mean score of 2.88 attempted to elicit responses on the consequences of examination malpractice among secondary school students in Kogi State. From the analysis, it was discovered that over average of the respondents agreed to all the items in Table 8 as some of the major consequences of examination malpractices among Secondary School Students in Kogi State, Nigeria. so, the researchers concluded that, all the above mentioned in Table 8 are the major consequences of examination malpractices among Secondary School Students in Kogi State, except item 28 which has a mean score of 2.40 and was rejected which is in line with the decision rule that 2.50 and above be agreed and below be disagreed.

Research Question Four: What are the Control Measures of Examination Malpractices among Senior Secondary School Students in Kogi State?

Table 9: Frequency scores of respondents’ opinions on the Control Measures of Examination Malpractices among Secondary School Students in Kogi State, Nigeria.

		N=255						
S/N	Statement	SA	A	D	SD	Mean	Decision	
31.	Attitudinal or value change from certificate acquisition to knowledge acquisition	101	72	54	28	2.97	Agreed	
32.	Prohibition of cell phone in examination hall	89	93	48	25	2.97	Agreed	
33.	Building of examination halls to accommodate sizeable number of students	85	103	32	35	2.93	Agreed	
34.	General change in societal value system	98	89	44	24	3.02	Agreed	
35.	There should be adequate students preparation before examination	103	68	35	49	2.88	Agreed	
36.	The use of adequate teaching resources	109	73	42	31	3.02	Agreed	
37.	Provision of competent teachers	79	86	56	34	2.82	Agreed	
38.	Provision of water tight security before, during and after the examination	108	92	41	14	3.15	Agreed	
39.	Proper guidance of the students	89	96	23	47	2.98	Agreed	
40.	Making teacher welfare a priority	105	102	14	34	3.09	Agreed	
Overall Mean						2.98	Agreed	

Table 9 above which have overall mean score of 2.98 presented the control of examination malpractices among secondary school students in Kogi State. From the analysis, it was discovered that over average of the respondents agreed to all the items in Table 9 as some of the major control of examination malpractices among Secondary School Students in Kogi State, Nigeria. so, the researcher concluded that, all the above mentioned in Table 9 are the major control of examination malpractices among Secondary School Students in Kogi State which is in line with the decision rule that 2.50 and above be agreed and below be disagreed.

Test of Hypotheses

The null hypotheses were tested using t-test statistics. All tests were conducted at P > 0.05 level of significance.

H₀₁: There is no significant difference between the mean ratings of male and female students on the factors of examination malpractices among secondary school students in Kogi State.

Table 10: t-test results on the significant difference between the mean ratings of male and female students on the factors responsible for examination malpractices

Variables	N	X	SD	Df	t-value	Sig.(P)	Decision
Male	125	2.61	1.50	253	9.833	.000	Rejected

Female	130	2.56	1.69
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*=significant at 0.05 level (p<0.05)

The analysis on table 10 was carried out to determine whether there is any significant difference between the mean ratings of students on the factors of examination malpractices among secondary school students in Kogi State as regards to gender. A significant value of .000 (less than the 0.05 level of significance) was recorded. This shows that there was a significant difference. The null hypothesis was therefore rejected in favour of the alternative hypothesis. This implies that there is a significant difference between male and female students on the factors of examination malpractices among secondary school students in Kogi State.

H02: There is no significant difference between the mean ratings of rural and urban students on the factors of examination malpractices among senior secondary school students in Kogi State.

Table 11: t-test results on the significant difference between the mean ratings of rural and urban students on the factors of examination malpractices

Variables	N	X	SD	Df	t-value	Sig.(P)	Decision
Urban	102	2.63	1.15	253	9.223	.000	Rejected
Rural	153	2.50	1.12				

*=significant at 0.05 level (p<0.05)

The analysis on Table 11 was carried out to determine whether there is any significant difference in the mean ratings of urban and rural students regarding the factors of examination malpractices among senior secondary school students in Kogi State. A significant value of .000 (less than the 0.05 level of significance) was recorded. This shows that there was a significant difference. The null hypothesis was therefore rejected in favour of the alternative hypothesis. This implies that there is a significant difference in the mean ratings of urban and rural students regarding the factors responsible for examination malpractices.

H03: There is no significant difference between male and female students regarding the consequences of examination malpractices among senior secondary school students in Kogi State.

Table 12: t-test results on Significant difference between male and female students regarding the consequences of examination malpractices

Variables	N	X	SD	Df	t-value	Sig.(P)	Decision
Male	125	2.61	1.50	253	9.833	.000	Rejected
Female	130	2.56	1.69				

*=significant at 0.05 level (p<0.05)

The analysis on Table 12 was carried out to determine whether there is any significant difference between male and female students on the consequences of examination malpractices among senior secondary school students in Kogi State. A significant value of .000 (less than the 0.05 level of significance) was recorded. This shows that there was a significant difference. The null hypothesis was therefore rejected in favour of the alternative hypothesis. This implies that there is a significant difference between male and female students as regards to the consequences of examination malpractices among senior secondary school students in Kogi States.

H04: There is no significant difference between the mean ratings of rural and urban students on the consequences of examination malpractices among secondary school students in Kogi State.

Table 13: t-test results on the significant difference between the mean ratings of rural and urban students on the consequences of examination malpractices

Variables	N	X	SD	Df	t-value	Sig.(P)	Decision
Urban	102	2.97	0.72	253	0.413	0.068	Accepted
Rural	153	2.94	0.59				

*=significant at 0.05 level (p<0.05)

The analysis on Table 13 was carried out to determine whether there is any significant difference in the mean rating of urban and rural students on the consequences of examination malpractices among senior secondary school students in Kogi State. A significant value of 0.068 was recorded. This shows that there was no significant difference. The null hypothesis was therefore accepted which is in line with the decision rule that, 0.05 and above be accepted and less than 0.05 be rejected. This implies that there is no significant difference between urban and rural students as regards to the consequences of examination malpractices among senior secondary school students in Kogi States.

Major Findings

The study revealed the followings:

1. Leakage of question papers, impersonation of candidates, bribing of invigilators, issuing of fake certificates for unattained degree, swapping of answer booklets, copying other students work during the examination, sharing ideas during the examination, sleeping with the examiner to earn undeserved mark, bringing of foreign materials into the examination hall, the use of electronic device such as handset, scientific calculator and Bluetooth as some of the major forms of examination malpractices among senior secondary school students in Kogi State, Nigeria.
2. Poor implementation of examination rule, students inadequate preparation for examination, lack of self-confidence by students, excessive greed's for money by invigilator, students laziness to classroom works, peer group influence, poor invigilation, lack of adequate trained teachers, parental socio-economic factor and poor reading culture as some of the major factors responsible for examination malpractices among senior secondary school students in Kogi State, Nigeria.
3. Lowering the standard of certificate, promotion of students laziness and laxity to read, Students professional inefficiency, perpetual condemnation of one's conscience, lack of motivation towards their study, examination malpractices in Nigeria can also have a negative impact on the reputation of the institutions, examination malpractice promote corruption, psychologically and sociologically, examination malpractice breeds sorrow and sense of condemnation and examination malpractice render the goals of education invalid as some of the major consequences of examination malpractices among Secondary School Students in Kogi State, Nigeria.
4. Attitudinal or value change from certificate acquisition to knowledge acquisition, prohibition of cell phone in examination hall, building of examination halls to accommodate sizeable number of students, general change in societal value system, adequate students preparation before examination, the use of adequate teaching resources, provision of competent teachers, provision of water tight security before, during and after the examination, proper guidance of the students and making teachers welfare a priority as some of the major control of examination malpractices among senior secondary school students in Kogi State, Nigeria.

Discussion of Findings

The various forms of examination malpractices among secondary school students were examined and the findings showed that leakage of question papers, impersonation of candidates, bribing of invigilators, issuing of fake certificates for unattained degree, swapping of answer booklets, copying other students work during the examination, sharing ideas during the examination, sleeping with the examiner to earn undeserved mark, bringing of foreign materials into the hall, the use of electronic device such as handset, scientific calculator, Bluetooth and so on as some of the major forms of examination malpractices among senior secondary school students in Kogi State, Nigeria. This finding is in line with findings of Ogum (2007) who asserted that, part of Nigerian students has become so wild that they abduct their teachers and even heads of institutions and yet get away with it.

The factors of examination malpractice among secondary school students in Kogi State was examined and it was discovered that, poor implementation of examination rule, students inadequate preparation for examination, lack of self-confidence by students, excessive greed's for money by invigilator, students laziness to classroom works, peer group influence, poor invigilation, lack of adequate trained teachers, parental socio-economic factor and poor reading culture as some of the major factors responsible for examination malpractices among senior secondary school students in Kogi State, Nigeria. These findings are in line with the findings of Odogo (2014) who pointed out that, parents have become more desperate than ever in the pursuit of their children's education in that they go out of their way to hire people or connive with teachers to write examination for their wards. One will wonder what moral value such parents are passing to this generation.

The consequences of examination malpractices among senior secondary school students in Kogi State was analysed and it revealed that, lowering the standard of certificate, promotion of students laziness and laxity to read, Students professional inefficiency, perpetual condemnation of one's conscience, lack of motivation towards their study, examination malpractices in Nigeria can also have a negative impact on the reputation of the institutions, examination malpractice promote corruption, psychologically and sociologically, examination malpractice breeds sorrow and sense of condemnation and examination malpractice render the goals of education invalid as some of the major consequences of examination malpractices among Secondary School Students in Kogi State, Nigeria. These findings are in line with the findings of Rimfat (2011) who stated that, there are three categories of examination malpractice which are: before, during and after the examination. The author recommended urgent re-orientation of our value system, especially as it affects our education. Examination malpractices are any form of irregular behaviour or unwholesome behaviour associated with the conduct of examination which can take place before, during and after examination. Its occurrence at any level of educational stratum poses greatest threat to the validity and reliability of any examination and consequently to the authenticity and recognition of certificate issued.

The control measures of examination malpractices were discussed. From the analysis it was discovered that, attitudinal or value change from certificate acquisition to knowledge acquisition, prohibition of cell phone in examination hall, building of examination halls to accommodate sizeable number of students, general change in societal value system, adequate students preparation before examination, the use of adequate teaching resources, provision of competent teachers, provision of water tight

security before, during and after the examination, proper guidance of the students and making teachers welfare a priority as some of the major control of examination malpractices among senior secondary school students in Kogi State, Nigeria. These findings are in line with the findings of Nwadiani (2005) who asserted that, the process of examination in Nigeria secondary schools has become a contemporary shame. This is attributable to the high degree of examination malpractice that has become endemic in the educational system. Evidences abound of increasing involvement in examination malpractice by students, teachers and parents. The alarming rate of increase in examination malpractice in Secondary Schools in Nigeria, Kogi State in particular calls for concern from all stake holders in the education sector.

Conclusion

The process of examination in Nigeria Secondary Schools has becomes a contemporary shame. This is attributable to the high degree of examination malpractice that has become endemic in the educational system. Evidences abound of increasing involvement in examination malpractice by students, teachers and parents. The alarming rate of increase in examination malpractice in Secondary Schools in Nigeria, Kogi State in particular calls for concern from all stake holders in the education sector. Cheating has become a national phenomenon to the extent that forging certificates to gain admission or employment is a usual habit among desperate Nigerians even among the political class.

Recommendations

In reference to the findings and conclusion from this study, the following recommendations were made:

1. The government through the commissioner of Education should integrate examination malpractices in the school curriculum as one of the cross-cutting issues in the institutions of learning in order to enhance continuous awareness among learners on the various ways which this act of examination malpractice are being carried out.
2. Since examination is the only practical means used for assessment of the quality of people produced by our educational system, it is advisable that, the government through the commissioner of education should ensure that they do all they can to identify all the factors responsible for this act of examination malpractices in order to avert the negatives effects it has on our educational system.
3. The consequences of examination malpractices can not be overemphasize as thus, the study recommended that, educational administrators should ensure that they do all they can to prevent or reduce the level of examination malpractices in order to avert the negative consequences on students, our educational system and the nation at large.
4. The government through the Ministry of Education should create conducive learning environment where learning could take place without obstruction and they should also provide qualify teachers in all the secondary schools in Kogi State in order to bring the menace of examination malpractices under control.

Implications for Guidance

Most of the reviewed literatures clearly centred on the factors responsible for examination malpractices; the manner in which it is being carried out and how to reduce or minimised it. Consequently, the study also showed the efficacy of proper guidance service as a discipline that will foster the desire for self- reliance, national efficiency and national pride. Guidance service which aims at producing citizens with competencies, moral values and reasoned judgement that can effectively live and contribute positively to the economic, social and political development of the Nigerian society. The research findings granted school Counsellors, educationists, teachers and all other stake holders in the education industry the understanding and clear vision on how examination malpractice can be curbed. It also helped exposed the students especially at secondary school level to be able to identify the ills of examination malpractices and to develop the skills and the determination to approach any examination confidently. This study also created a basis upon which Guidance Services can be employed effectively to reduce the incidences of examination fraud in Nigeria.

The innovative aspect of the new secondary educational programme is the importance attained to the impacts of guidance services. Every day, every one of us encounters life situations, which call for thought, opinion making, decision making and action. Some of our experiences are familiar, some novel, some are casual, some of extreme importance. Everything we do, every decision we make and course of action we take is based on our held belief, attitude and values. Students do ponder over what and how to think, believe and behave so often what goes on in the classroom is irrelevant and remove from the real things that are going on in students' lives, their daily encounter with friends, with strangers, with peers, with authority figures, the social and academic tasks that display their egos.

Contributions to Knowledge

The findings of the study have provided greater insight on the various forms, factors, consequences and control of examination malpractices among senior secondary school students in Kogi State. The study has also brought to limelight that, there

is need for proper guidance of students and making teachers welfare a priority as measures of controlling examination malpractices in our schools.

Limitations of the Study

The following are the limitations of this study:

1. The thrust of this study was to find out the forms, factors, consequences and control of examination malpractices among all the senior secondary school students in Kogi State; Implication for Guidance but could only sampled few schools with a sample size of 255. The study was also limited to only public secondary schools in Kogi State.
2. The study is also limited in the area of instrumentation where the researcher used only questionnaire to collect data from the students.
3. Despite all the instruction given to the student on how to fill the questionnaire, two copies of the questionnaire were wrongly filled out of the total number of two hundred and fifty-seven (257) copies and this reduce the sample size of the study to two hundred and fifty five students (255).

Suggestions for Further Studies

Following the literature of the study, the researcher recommends further study in the following areas:

1. Influence of Guidance Service in controlling maladaptive behaviour among female students in Kogi State.
2. Adequacy of Guidance and Counselling services in curbing truancy among secondary school student
3. Effects of Examination malpractices on students academic performance in tertiary institution
4. Factors, consequences and control of examination malpractices in junior secondary schools in Kogi State.
5. A replication of this study should be made either with the same or different population on variables such as peer group influence, socio-economic status, and parental educational that were not previously investigated.
6. The scope of future researches should be expanded to cover wider area.

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APPENDIX I
Students Instrument on Examination Malpractice Questionnaire (SIEMQ).

SECTION A: PERSONAL DATA:

Instruction: tick (√) as appropriate

1. Gender: Male F M
 2. Location: Urban

SECTION B: RESEARCH STATEMENTS

Instruction: indicate your opinion on the questions asked as they appeal to you, for example:

Key: SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

PART ONE: FORMS OF EXAMINATION MALPRACTICES

S/no	Statement	SA	A	D	SD
1.	Leakage of question papers				
2.	Impersonation of candidates				
3.	Bribing of invigilators				
4.	Issuing of fake certificates for unattained degree				
5.	Swapping of answer booklets				
6.	Copying other students work during the examination				
7.	Sharing ideas during the examination				
8.	Sleeping with the examiner to earn undeserved mark				
9.	Bringing of foreign materials into the hall				
10.	The use of electronic device such as handset, scientific calculator, Bluetooth and so on.				

PART TWO: FACTORS OF EXAMINATION MALPRACTICES

S/no	Statement	SA	A	D	SD
11.	Poor implementation of examination rule				
12.	Students inadequate preparation for examination				
13.	Lack of self-confidence by students				
14.	Excessive greed's for money by invigilator				
15.	Students laziness to classroom works				

16.	Peer group influence				
17.	Poor invigilation				
18.	Lack of adequate trained teachers				
19.	Parental socio-economic factor				
20.	Poor reading culture				

PART THREE: CONSEQUENCES OF EXAMINATION MALPRACTICES

S/no	Statement	SA	A	D	SD
21.	Lowering of standard of certificate				
22.	Promote students laziness and laxity to read				
23.	Students professional inefficiency				
24.	Perpetual condemnation of one's conscience				
25.	Lack of motivation towards their study				
26.	Examination malpractices in Nigeria can also have a negative impact on the reputation of the institutions.				
27.	Examination malpractice promote corruption				
28.	Examination malpractice encourage fraudulent and other criminal behavior				
29.	Psychologically and sociologically, examination malpractice breeds sorrow and sense of condemnation				
30.	Examination malpractice render the goals of education invalid				

PART FOUR: CONTROL OF EXAMINATION MALPRACTICES

S/no	Statement	SA	A	D	SD
31.	Attitudinal or value change from certificate acquisition to knowledge acquisition				
32.	Prohibition of cell phone in examination hall				
33.	Building of examination halls to accommodate sizeable number of students				
34.	General change in societal value system				
35.	There should be adequate students preparation before examination				
36.	The use of adequate teaching resources				
37.	Provision of competent teachers				
38.	Provision of water tight security before, during and after the examination				
39.	Proper guidance of the students				
40.	Making teacher welfare a priority				