

CURBING EXAMINATION MALPRACTICES THROUGH VALUE RE-ORIENTATION AMONG UNIVERSITY UNDERGRADUATES IN ABIA STATE

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Abstract

The study focused on Curbing Examination Malpractices through value Re-orientation among University students. The study used a descriptive survey for the research. The participants of this study included 140 undergraduate students and 20 lecturers who were chosen from Abia State University Uturu's faculty of education. Fifty final-year students and twenty lecturers selected from the study's population comprised the sample and sampling techniques. The research tool utilized in this study was made up of an undergraduate students' questionnaire drawn from a related literature review titled Curbing Examination Malpractices Through Value Reorientation Among Undergraduate Students Using Counselling Services, Good Study Habits and Attendance to Classes (CEMTVRAUSUCSGSHAAC). The study findings showed that a good number of the respondents adopted textbook skimming, in-depth cheating with calculators, phones, Online Searches, taking notes from others, group discussions, last-minute reading. Findings of the study also revealed that the majority of Nigerian university students in the study area attend lectures at least three times a week while the students hardly attend lectures four or five times a week. The findings also revealed that students never on their own visited counsellors except on a referral basis: The following recommendations were made in addition to the conclusion: Moral Education Training is required and should be made compulsory for all levels in school, Students should be counselled to believe in their own skills, potential, and willpower. They should also be taught that if other students can pass their exams honestly, so can they, among others.

Keywords: Curbing, Examination, Students, Malpractices, Attendance to Classes, Good Study Habits, Undergraduate.

Introduction

Education stands as the most valuable and enduring gift a country can bestow upon its citizens, as affirmed by Jegede (2013), education serves as the cornerstone for the growth and progress of any nation, explaining why every country strives to educate its populace, regardless of age. From primary school to university education, the utmost aim of education is to create highly qualified graduates, who can subsequently uphold and ensure quality standards across all government and private sectors, thereby advancing the nation. However, education currently lacking in quality, poses significant risks to individuals, families, schools and the entire nation. Quality education, in addition, holds the potential to elevate the country's standing educationally, socially, economically, politically, technologically and academically. Such education must adhere to set standards, and maintain regularity, appropriateness, and relevance. Furthermore, it must avoid anomalies, impoliteness, immorality, disloyalty, offensiveness, coarseness, licentiousness, inappropriateness, and poor standards. Amaele (2013) defines quality education as encompassing standards, effectiveness, quality, significance, suitability, and worth. Notably, high-quality education is universally acknowledged as a paramount instrument for fostering economic growth in any nation (Nason, 2015).

The researchers defined education as the ways and means of raising the totality of standards through training and retraining of individuals in society.

Over the years, examinations have been a widely utilized method in education to gauge students' abilities and evaluate their learning progress. It is a way of determining the degree of learning and the caliber of knowledge that students have absorbed during the teaching and learning process. Examination is the act of evaluating learning outcomes, according to Obidoa, Onyechi, and Okere (2013). Exams are acknowledged by Omemu (2015) as the most commonly used method of evaluation and as a formal assessment of the knowledge and skills of examinees. To maintain a standardized approach, examination bodies have established ethical guidelines for the proper conduct of examinations in Nigeria. Unfortunately, these ethics are often disregarded, and examination malpractices become a concerning issue.

Exam malpractice is any sort of cheating that involves either direct or indirect falsification of a student's test results and takes place before, during, or after an exam. Exam malpractice is any behavior that violates the examination body's norms and policies to the point that it deters the authenticity and consistency of the tests, as well as the genuineness of the given certificates, as posited by Shonekan (1996). Olowe (2004) defines exam malpractices as any infractions of exam conduct or process that occur at any stage, beginning with the formulation of the exam questions and continuing through their storage, distribution, writing, marking, scoring, and production. Any action that taints the examination process or keeps a student's actual assessment from occurring during an exam is considered examination malpractice, according to Ajayi (2004). As per Fatai (2005)'s definition, it encompasses any anomalous conduct exhibited by candidates or those entrusted with supervising the execution of an exam that clearly breaches the regulations set to access the integrity and management of the exam. Omotosho (1990) defined exam malpractice as dishonestly abusing a position of trust for one's own benefit. In Nigeria, exam malpractice has a

lengthy history that dates back to the period of colonialism. The first instance was recorded in 1914 as a result of a question paper leak during the Senior Cambridge exam, according to Kpangban et al. (2008). Malpractice in exams has remained a problem in the nation ever since. According to Onuka and Amoo (2011), it was first present in basic and rudimentary forms in earlier years but progressively spread, particularly in the 1970s. It is imperative to emphasize that exam malpractices have spread recently, affecting not just public body final exams but school assessments, external exams, especially those required for certifications or admissions, and school evaluations. Exam malpractice is a common issue throughout exam seasons, when new and creative methods of cheating surface and are occasionally discovered. Examination malpractice is a concernedly common occurrence in secondary schools, especially during public exams such as the Senior School Certificate Examination (SSCE). Oneychere (2004) highlights that cheating during both internal and external tests has practically become common among students.

Exam malpractices, according to Maduemezia (1998), were present but at a very low level with simple tactics until 1970 when candidates began to impersonate other people, which led to a rise in the practice. Additionally, it has proliferated quickly and wildly, always improving the techniques used. However, she determined that twenty-two groups of people were responsible for this crime in Nigeria and came to the conclusion that the candidates, or students, made up only 14% of the group. The term "examination malpractices" refers to any irregular behavior displayed by candidates or any action taken by any stakeholder that violates the norms and policies governing the conduct of examinations, jeopardizes the integrity of the examination process, or is done in order to gain an unfair advantage, according to the definition provided by UNESCO in 2019 as stated in Cambridge Assessment International Education's definition (2020).

Statement of the Problem

The fact that exam malpractice in Nigeria is rapidly rising is very worrisome and calls for concern in the minds and steps of individuals, as examination malpractice has reached to the point of no return. The offence of examination malpractice is not only committed by children in primary schools, adolescents and teachers in secondary schools, undergraduates in tertiary schools but by the adults in the society through forgery and impersonations. In engaging in examination malpractice, a child in primary starts by piping and stretching his neck, while a secondary school student starts by murmuring and soliloquizing to each other, others whisper and exchange materials or write on their bodies among other means.

Examination malpractice is the reaction of the body and mind to questions, statements, discussions, explanations and provision of answers to unknown issues. In this case, the body can take ill, move in and be unsteady while the mind can go abstract, thereby making the victim to look around for help or bargain for certificates. This later its education to devastation in most of our tertiary schools today, many students absent themselves from classes, studying and counselling services when they are organized.

These students hope to perform magic during tests and examinations unfortunately they get confused, maladjusted, and restless and finally come with poor grades or failures from their schools due to lack or poor interest in studying, attendance to classes or unawareness of the importance of counselling services.

Some of the reasons for these examination malpractices include reading facilities, crowded unconducive studying environments with equipment and poor human resources.

Students and lecturers from Abia State University Uturu and Michael Okpara University Umudike in Abia State, Nigeria, were the only participants in this study.

The research study contributed significantly to reducing the rising number of instances of examination malpractice at our universities, increased zeal during supervision and invigilating, improved utilization of counselling service, engaging in good study habits and attending classes on a regular basis.

"Examination malpractices include any action or attempted action that contravenes the rules and regulations set by an examination board, aimed at unfairly improving one's own or another candidate's grade or test score." Definition by West African Examinations Council (WAEC): "Exam malpractice is any dishonesty committed prior to, during, or following an examination or any conduct capable of undermining the integrity and credibility of the examination process.

Examination Malpractice has grown to be a serious problem for those involved in education as well as for patriotic individuals in Nigeria, in Africa, and the rest of the world. It is noteworthy that instances of exam malpractice occur in almost every official exam that is administered in Nigeria and other African nations. According to Ekere (2009), students are growing more adept at cheating even with all the precautions put in place to prevent examination misconduct. Exam malpractices have been attributed, among other things, to government policies that are certificate-oriented, parents, teachers, insufficient teaching and learning resources, student laziness, teacher and invigilator corruption, examination bodies, and other factors. It is clear that Nigeria's educational system lacks a strong value orientation at every level of education, from primary schools to universities. Exam malpractice, misappropriation of funds by students and teachers, embezzlement, exploitation of students, and misuse of authority by lecturers are only a few examples of how this lack of morals manifests itself. Positive moral standards have been undermined in schools by these dishonest activities. Thus, the productivity and social acceptability of graduates are severely impacted by corruption and the lack of a values-driven approach in society.

When value reorientation is discussed, it relates to the moral standards that people or social groups accept (Word Net, 2012). Value orientation is also understood to entail having a high moral intelligence and firmly creating strong values in order to promote the success and advancement of Nigerian society. It involves a profound shift in the core beliefs of an individual, organization, or

society, enabling them to perceive the world in new ways and achieve outcomes that were previously deemed unattainable (Asobie, 2012). Additionally, it signifies the improvement of moral character through the rejuvenation of one's innermost nature.

Reorientation is the deliberate process of moving something in a new or different direction by modifying, realigning, or correcting it. According to Osisioma (2012), value reorientation is the conscious effort to change the existing character and norms in Nigeria or to realign and modify the character, mindset, and norms of the Nigerian people in a fresh and distinct direction, particularly with regard to the nation's contemporary politics. This shift places a greater emphasis on the development of values like honesty, patriotism, hard work, and a strong dislike of societal vices in place of corruption, embezzlement, dishonesty, and general indiscipline (Okafor, 2014). Value reorientation, according to Njoku (2011), is fostering virtues that can help Nigeria overcome its many problems and move in the direction of greatness. If Nigeria adopts and embraces moral principles, it may quickly revolutionize the educational system, as can be seen by closely examining this definition. Exam malpractice may significantly decline if these ideals were to change the attitudes and behaviors of Nigerians, particularly undergraduate students.

One essential tool that can help in developing the country is guidance and counseling. In order to accomplish the aforementioned goals, guidance and counseling play a crucial role in creating a well-rounded person who will blend in and make great contributions to both society and their own well-being. According to Gibson (2011), Guidance and Counselling can be defined as a systematic and professional process that involves helping individuals understand themselves better, explore their potential, and make informed decisions regarding personal, educational, and career goals. In the words of Cormier and Hackney (2012), Guidance and Counselling is a collaborative and supportive approach that facilitates personal growth and problem-solving by providing individuals with emotional support, guidance, and resources to address various challenges in their lives.

Gysbers and Henderson (2006) define Guidance and Counselling as a comprehensive process that encompasses a range of activities aimed at assisting individuals in acquiring skills, knowledge, and attitudes to make effective choices in their educational, vocational, and personal lives. According to Gladding (2017), Guidance and Counselling is a helping relationship that empowers individuals to explore their feelings, thoughts, and behaviours, leading to greater self-awareness and the development of problem-solving and coping skills. For Capuzzi and Gross (2019), Guidance and Counselling involves the application of psychological principles and techniques to facilitate personal and interpersonal growth, foster emotional well-being, and enhance decision-making processes.

Therefore, there is a need to examine strategies for curbing examination malpractices through value reorientation among undergraduates in Nigerian Universities using counselling services, good study habits, and attendance to classes. To achieve this, it is essential to emphasize

the significance of Counselling as the most powerful medium for reaching out to people effectively. Various means like banners, posters, and billboards can be employed to convey the message of national development and cultural values. Sustaining a well-cultured education and forging new paths to success requires a strong emphasis on Art Education. Nothing, in the opinion of Unagha and Ibenne (2010), is of more priority than expanding one's horizons, overcoming obstacles, and creating discoveries that raise one's status in society. Thus, promoting Art Education can pave the way for a better future for the nation and its citizens.

Reducing or eliminating examination malpractices by students and their elders could be achieved if positive steps are employed by counsellors and teachers to counsel and teach students at all levels from concrete to abstract, by bits, known to unknown or steps by steps.

The study has also equipped lectures with the exposure that they are meant to improve and uplift Nigerian's standard of education and not to assist students to lower the standard. As students consult counsellors for more knowledge, engage in good study habits by making timetables, reading from concrete to abstract, step by step, known to unknown with rapt concentrations, definitely there would be good road maps for embracing value reorientation that would make to shun examination malpractices and embraced high academic standard and total achievement of their life cycle, as well as make meaningful contributions to research works, to schools, students, parents, teachers curriculum planners, educationists, counsellors and the society at large.

Purpose of the Study

The study's purpose is to evaluate the effect of Curbing Examination Malpractices through value reorientation among undergraduates in Nigerian Universities using counselling services, good study habits, attendance to classes.

Specific objectives are to:

- i. Examine the positive patterns of Nigerian University students in the study area.
- ii. ascertain the level of class attendance of Nigerian University students in the study area
- iii. Identify the approaches used by Counsellors in Curbing Examination Malpractices in the University in the study area;
- iv. Determine the effect of these approaches used by Counsellors in Curbing Examination Malpractices in the University in the study area.

Research Questions

The following questions will be addressed in the study:

- (i) What are the positive study patterns of the Nigerian University students in the study area?
- (ii) What is the level of class attendance of Nigerian University students in the study area?
- (iii) What are the approaches used by counsellors in Curbing Examination Malpractice in the University in the study area?

- (iv) What is the effect of these approaches used by Counsellors in Curbing Examination Malpractices in the University in the study area?

Hypotheses

The study null hypotheses were tested at the 0.5 level of significance and served as a guide to the study.

H₀₁: There is no significant relationship between class attendance of Nigerian University students and the Government reduction of exam malpractice in the study area.

H₀₂: the approaches used by Counsellors in Curbing Examination Malpractices do not significantly reduce the level of exam malpractices.

Methodology

The study utilized a descriptive survey research design. In this form of study design, a group of people or items are researched by gathering data through questionnaires or interviews, then analyzing the data to establish facts. This design describes what exists or the current status of existence (Nkwocha & Akanwa, 2017). Since the researcher used a questionnaire to gather data from the respondents, the design was deemed appropriate for this particular study. The location of study was in Abia State at Michael Okpara University of Agriculture, Umudike, and Abia State University, Uturu. The population of the study was 140 comprising of a random selection of 50 undergraduate students and 20 counsellor lecturers from the two selected Universities. The researcher used a questionnaire instrument titled: "Impact of Curbing Examination Malpractices through Value Reorientation Among Undergraduates in Universities Using Counselling Services, Good Study Habits, and Attendances to Classes". The questionnaire was designed by the researchers using a four-point rating scale of Strongly Agree (SA) 4, Agree (A) 3, Disagree (d) 2 and Strongly Disagree (SD) respectively, from where the data for the study were raised.

Three specialists from the psychology department, one from each subject, as well as measurement and evaluation experts from Michael Okpara University of Agriculture Umudike, validated the instrument. Using Cronbach Alpha Statistics, the instrument's reliability was assessed and the result was a 0.68m reliability coefficient index. In order to address the study questions, the acquired data were analyzed using the mean and standard deviation. It was agreed when the mean cut-off benchmark was 2.50 or higher, and disagreed when it was less than 2.50. Furthermore, t-test statistics were used to assess the two hypotheses at the 0.05 level of significance.

Results

The tables below present the findings of the data analysis from the research questions that were addressed.

Research Question 1:

What are the good study habits of undergraduate students in the study area?

Table 1: Mean and Standard Deviation of the Participants Responses on the good study habits of the undergraduate students in the study area n=140

S/N	ITEM STATEMENTS	X	S.D.	Remarks
1.	Textbook Skimming	2.84	1.08	Agreed
2.	In-depth Study	2.81	0.85	Agreed
3.	Online Searches	2.98	0.91	Agreed
4.	Note-taking	2.98	0.94	Agreed
5.	Group Discussions	3.00	1.07	Agreed
6.	Last-Minute Reading	3.27	0.95	Agreed
7.	Active Engagement	1.87	1.05	Agreed
8.	Visual Aids	2.57	1.07	Disagreed
9.	Pre-reading use Previewing nooks	2.85	0.93	Agreed
10.	Adaptive Reading of note books	1.78	1.14	Disagreed
Cluster mean		2.411	1.01	

KEY: X = mean, S.D = Standard deviation, Rmks. = Remarks.

In Table 1, the respondents' means range from 2.57 to 3.27, all of which are higher than the 2.50 cut-off threshold. This suggests that most of the respondents adopted Textbook Skimming, In-depth Study, Online Searches, Note-taking, Group Discussions, Last-Minute Reading, Active Engagement, Pre-reading and Previewing. Visual Aids and adaptive Reading were reading patterns not adopted by the respondents in the study area. Additionally, the standard deviation of each question falls between 0.85 and 1.14, indicating that respondents' answers were quite close to one another and within a reasonable range of the mean.

Research Question 2: What is the level of class attendance of undergraduate students in the study area?

Table 2: Mean and Standard Deviation of the Respondents' Responses on the level of class attendance of undergraduate students in the study area N =140

S/N	ITEM STATEMENTS	X	S.D	Rmks
1.	Once a week	2.82	1.04	Agreed
2.	twice a week	2.79	1.10	Agreed
3.	Three times a week	2.72	1.10	Agreed
4.	Four times a week	1.45	0.98	Disagreed
5.	Five times a week	0.98	0.97	Strongly Disagreed
Cluster Mean		1.35	0.94	

KEY: X = mean, S.D = Standard deviation, Rmks. = Remarks.

In Table 2, the respondents' means for the times they responded once, twice, and three times a week range from 2.72-2.82, all of which are above the 2.50 cut-off threshold. This suggests that most undergraduates in the study region who responded to the survey attend lectures three or more times a week on average. Conversely, students rarely attended lecturers four or five times a week. Additionally, the standard deviation of each question falls between 0.97 and 1.10, indicating that respondents' answers were quite close to one another and within a reasonable range of the mean. According to the study's findings, the majority of the undergraduate students in the research region attend lectures three or more times a week on average.

Research Question 3: what are the approaches used by guidance and counselling services in Curbing Examination Malpractices in the University in the study area;

Table 3: Mean and Standard Deviation of the Participants Responses on the approaches used by guidance and counselling in Curbing Examination Malpractices in the University in the study area N=140

S/N	ITEM STATEMENTS	X	S.D	Rmks
1.	Open and Non-Judgmental Communications	2.61	1.02	Agreed
2.	Counselling on Stress Management	2.67	1.00	Agreed
3.	Parental Involvement	2.61	1.09	Agreed
4.	Follow-up and Monitoring of studies	1.99	0.84	Disagreed
5.	Referral to Counselling Support Services	1.93	0.86	Disagreed
6.	Highlighting Consequences of our study habits and poor attendance to classes	2.63	1.06	Agreed
Cluster Mean		2.74	0.96	

KEY: X = mean, S.D = Standard deviation, Rmks. = Remarks

Table 3 presents the average response of the participants on Open and Non-Judgmental Communications, counselling on Stress Management, Parental Involvement and Highlighting Consequences as approaches used in Curbing Examination Malpractice by guidance and counseling

Malpractices in the study Universities range from 2.61-2.63 which are all above the cutoff point of 2.50. This implies that the guidance and counselling agents in the study area use the above approaches to educate the students on Examination malpractice. While Follow-up, monitoring and Referral to counselling Services were rarely used approaches by the counsellor for counselling services in the study. In addition, the standard deviation of each item varied between 0.84 and 1.09, indicating that respondents' answers were reasonably near to each other and within a reasonable range of the mean.

Test of Hypotheses

The following null hypotheses were developed and evaluated at the significance level of 0.05:

Hypothesis One

H₀₁: There is no significant relationship between good study habits and class attendance of undergraduate students and the reduction in exam malpractice in the study area.

Table 4: T-test analysis of Mean Ratings on the relationship between good study habits and class attendance of undergraduate students and the reduction in exam malpractice in the study area

Variables	N	Mean	S.D	df	t-cal.	t-crit.	Decision
Class attendance	56	2.95	0.93				
Examination malpractices	10	2.83	1.09	70	1.59	0.44	Accepted

The information in Table 4 demonstrated that, at a 0.05 level of significance and with 70 degrees of freedom, the computed t-value is 1.59 and the t-critical value is 0.44. The null hypothesis, which claims that there is no significant association between undergraduate students' attendance and good study habits and the reduction of test malpractices in the study region, is rejected since the computed value is greater than the t-critical value. Thus, the alternative hypothesis is accepted.

Hypothesis Two

H₀₂: the approaches used by guidance and counselling services in Curbing Examination Malpractices do not significantly reduce the level of examination malpractices.

Table 5: Correlation

	Measure of Coefficient Correlation		Approaches used by guidance and counseling services	Level of examination malpractices
Approaches used by guidance and counselling services	Person	Correlation	1	0.76
		Sig. (2-tailed)		
	N		140	0.001
Level of examination malpractices	Person	Correlation	0.76	1
		Sig. (2-tailed)		
	N		0.001	140

Source: Field Survey 2023

The correlation result in Table 5 showed that the approaches taken by guidance and counseling services to curb examination malpractice also showed a strong correlation, with the correlation coefficient (r) equaling 0.76. This means that the level of examination malpractice was reduced at a probability level of $p < 0.01$, indicating that the coefficient is significantly different from zero (0). In light of this, it was determined that there was evidence linking the approaches employed by guidance and counseling services in Curbing Examination Malpractices to a direct and positive correlation with a lower incidence of examination malpractice among students in the research area ($r = 0.76$, $p < 0.001$).

Summary of Correlation Output for Hypothesis I

Pearson correlation (r) = 0.76

N = 140

Sig. (2-tailed) = 0.001

Decision Rule:

Compare the p - value with 5% significance level (0.05), if;

P -value < 5% level of significance; reject the Null hypothesis (H_0)

P - Value > 5% level of significance; accept the Null hypothesis (H_0)

Therefore, the null hypothesis was accepted together with the alternative hypothesis since the p value (0.001) < 0.05 was rejected. Accepting the alternative hypothesis allowed us to draw the conclusion that there is evidence of the effectiveness of the approaches employed by guidance and counseling services to curb examination malpractices, with a direct and positive relationship to a lower level of examination malpractice among university students in the study area.

Discussion

The study findings were discussed based on the outcomes of the data analysis done to address the research questions.

- i. The study findings showed that the majority of the respondents adopted Textbook Skimming, In-depth Study, Online Searches, Note-taking, Group Discussions, Last-Minute Reading,

Active Engagement, Pre-reading and Previewing. Visual Aids and adaptive Reading were reading patterns not adopted by the respondents in the study area.

- ii The finding is related to the study of Abdillah (2010) who revealed that In-depth Study, Online Searches, and Note-taking. Group Discussions, Last-Minute Reading, and Active Engagement reading were some reading techniques employed by Indonesian University EFL students.
- iii. According to the results of the class attendance survey conducted among Nigerian university students in the study area, most of the students attend lectures three or more times a week on average. However, the students seldom attend up to four or five lectures a week. Additionally, the standard deviation for each question ranges from 0.97 to 1.10, demonstrating that the respondents' responses were comparable to one another and that they did not deviate much from the mean.
- iv. The findings also revealed that students never on their own visited counsellors except on a referral basis.

The findings on the approaches used by Counselling Services in Curbing Examination Malpractices in the Universities in the study area revealed that Open and Non-Judgmental Communications, Counselling on Stress Management, Parental Involvement and Highlighting.

Consequences of not studying and attending classes were approaches used by Counsellors in Curbing Examination Malpractices in the Universities. This implied that Counsellors use the above approaches to educate the students on the consequences of Examination malpractice in society.

The study tested the Null Hypothesis, which holds that there is no significant correlation between the reduction in exam malpractice in the study area and the attendance of Nigerian University students in class. The results showed that the t-critical value at 70 degree of freedom and the 0.05 level of significance was 0.44, and the calculated t-value was 1.59. The null hypothesis, which claims that there is no significant correlation between Nigerian University students' attendance in class and the reduction in exam malpractice in the study area, is thus rejected because the computed value is higher than the t-critical value. Thus, the alternative hypothesis is accepted.

The Null Hypothesis which states the approaches used by guidance and counselling in Curbing Examination Malpractices do not significantly reduce the level of exam malpractice were also tested the result revealed that a strong relationship between the strategies employed by guidance and counseling in curbing exam malpractice and a decline in exam malpractice at a probability level of $p < 0.01$, indicating a significant difference in the coefficient from zero (0). It may therefore be concluded that there is proof that the approaches used by guidance and counselling in Curbing Examination Malpractices have a direct and positive relationship with the reduction in the level of exam malpractice among university students in the study area ($r = 0.76$, $p < 0.001$).

Implications for Counselling

The fear of long-term school sessions can be distracting and dissatisfying, thereby making the students not study and not attend classes; in this case, the counsellor should train students with needed skills to understand that education power either in public jobs or self-unemployed jobs.

Counsellors should also create awareness for the students to study, attend classes and still locate good jobs, from the internet for office or self-reliant good enterprises.

Counsellors should assist the students to discover their potential and talents to their next level of choices.

Counsellors should employ their good strategies to assist students to utilize effectively their positive throughout and good reading to excel in future rather than leaving school in search of quick money that does not last using value reorientation auctioned on acquisition of education, training and skills.

Conclusion

Addressing examination malpractice are complex societal issue that remains challenging to eradicate. Examination malpractice has been observed as a multifaceted problem resisting all previous attempts at resolution. Consequently, any endeavour to tackle this issue must address its underlying causes. Exam malpractices are a sign of a serious moral collapse in Nigerian society. It is therefore advised that everyone support high moral standards and foster positive attitudes by providing efficient moral education in schools as a means of addressing this problem of examination malpractices in society. On the strength of the findings, it is concluded that the most effective and efficient intervention strategy to curb examination malpractice from the perspective of stakeholders is good orientation through the provision of counselling services.

Therefore, the effort of Counselling services in the schools should be motivated and encouraged by the authorities concerned in our universities. Hence, a lack of good orientation among these students is likely to spark novel ways of cheating during examinations.

There is sufficient evidence to show that a dearth of counseling services for students contributes to indiscipline in our universities. Additionally, fear of feeling inadequate, insecure, and poor socializing lead to students acting in an unpleasant manner. There was also evidence of exam cheating among the students, and most of the time, this is done by students to create chaos and offer an explanation for their subpar performance. Counseling services have been identified as the primary cause of discipline cases in educational institutions. Counseling services are also available to all students who might need help with personal issues, not just problematic students who have broken university rules. In addition, there are insufficient resources available to develop students into contributing members of the dynamic community. The study's conclusions demonstrate the critical responsibilities counseling services play in improving student discipline

and lowering exam malpractice. Specifically, counseling services help students overcome personality defects and make realistic decisions. It teaches students how to think critically about their lives and futures and how to deal with challenges. Additionally, it helps delinquent students adjust their behavior and become more self-aware. It is also clear that effective advice and counseling have been hampered by the absence of counseling services, resources, and private rooms. Additionally, it is challenging for them to be successful in fostering student discipline in our universities due to a lack of legal and policy framework, as well as the scarcity of qualified teachers and counselors.

Value Re-orientation Checks

- ◆ Tests given to students should be reworked for them to understand the answers better.
- ◆ Essays should be combined with objectives while setting tests.
- ◆ Tests and Examinations should be based on what students are exposed to during teaching and learning.
- ◆ Settings of questions should be made simple for easy understanding as complex questions lead to examination malpractices.
- ◆ There should be a security check as only students who attend classes should be allowed into examination halls.
- ◆ Teachers should announce test times and dates earlier in the classes before giving the questions.
- ◆ Regular students in the class should be applauded and praised as incentives.

Recommendations

In the light of the fact that prior strong measures implemented have not been able to lower the prevalence of examination malpractice in our secondary schools, the following recommendations can be employed:

1. All levels of education require moral education training therefore, it should be made compulsory.
2. Students should be encouraged to believe in their own abilities and counseled to think that if other students can pass their exams honestly, they can too.
3. In order to promote hard work, counselors should assist students in developing the mindset that nothing worthwhile comes easily.
4. Parents and guardians should help their children develop good study habits so they can thrive in the classroom.
5. Research results have also demonstrated the importance of assistance and counseling in improving university students' discipline, and as such, these programs ought to be established and carried out in educational institutions across the board.

6. To minimize exam malpractice, the Ministry of Education should arrange for administrators, teachers, guidance counselors, and counselors to get in-service training on how to use guidance and counseling to help students develop better study habits and attend classes.
7. Efficient guidance and counseling orientation programs ought to be implemented as integral components of universities, and budgets for school administrations should include resources for counseling and the provision of a comfortable atmosphere.
8. The government should set up practical departments and centers for counseling and guidance, which would motivate educators at all levels to receive the necessary training and equip them with the necessary counseling and guidance abilities.
9. Teachers and lecturers should deem it necessary to teach students at all levels from known to unknown, concrete to abstract bits-by-bits and steps to steps to make teachings and learning friendly as well as interesting to students.

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