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## IMPACT OF GUIDANCE SERVICE IN MINIMIZING EXAMINATION MALPRACTICE AMONG STUDENT IN COLLEGE OF EDUCATION KANGERE BAUCHI STATE, NIGERIA

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### Introduction

Education is an important that can be used to objectively evaluate and assess students' learning outcomes and ability to demonstrate knowledge and understanding of different concepts or ideas. Actions and practices that undermine the integrity of the examination process, therefore, pose a serious threat to the quality and credibility of the students' learning outcomes. Examination malpractices are an example of such actions that threaten the integrity of examinations, and/or damage the authority of those responsible for conducting them. Examination malpractice are also a threat to the validity and reliability of the education system. It is harmful not only to the moral development, but also the intellectual development of learners (Chilesh, 2010). It is a monster which had destroyed the

### Abstract

*This study investigated the impact of Guidance service in minimizing "Examination Malpractices" in College Of Education Kangere in Bauchi state Nigeria. The researcher used three research questions. The design used was experimental design. A sample of 165 students was drawn from the college through stratified random sampling techniques. The sample size was determined using power analysis formula. The population consisted of 3,130 respondents comprising 1,314 males and 1,816 female students aged between 17 years and above. A researcher-developed questionnaire containing 20 items was validated by experts, subjected to reliability test using Cronbach Alpha coefficient method to collect the data. Data was analyzed using mean ratings which revealed that out of the 20 proposed strategies investigated, the*

*respondents agreed that personal/social, educational and teachers' forum strategies will be useful in counseling students against examination malpractice in College of Education, Kangere in Bauchi state. This means that unless several social, educational teacher sensitization strategies are vigorously implemented, school counseling might not contribute much in the fight against Examination Malpractice as one and evil practice in tertiary institutions. The purpose of this study specifically sought to: find out the impact of guidance service minimize the rate of examination malpractice among students of College of Education, Kangere, determine the impact of guidance service minimize the rate of examination malpractice of male and female students and ascertain the impact of guidance service minimize the rate of examination malpractice on the basis of age.*

**Keywords:** *Minizing, Guidelines, College of Educations, Examination, Malpractice*

**f**abric of Nigeria's educational system. It is also considered as one of the various reasons for the decline in the quality of education in Nigeria. This is due to the fact that it results in a failure in the evaluation of the educational system, huge economic wastage, poor productivity in terms of the quality of output and wrong decision making in the educational system. It is however a behavior that has been learned and it is the belief of the researcher that this behavior can be unlearned and behavior that support the growth of education learned in its place. The nefarious practice of examination malpractices has continued to grow, spreading over schools, both secondary and tertiary institutions across the nation like a cancer. It has become a national disaster which now causes harm and lot of disrespect for Nigeria degrees outside the country (Alabi, 2015). Examination malpractices simply refer to the act of non-compliance with the rules guiding the conduct of examinations in order to gain extra advantage in terms of performance over and above other candidates.

According to Salami (2001), it is an improper conduct to one's advantage during examination. Omotsho (2003) viewed it as a dishonest use of position of trust for personal gains. While Oliyinka (2005) sees examination malpractices as deliberate act of indiscipline adopted by students or their privileged accomplices to secure facile success and advantage before, during

or after the administration of a test or examination, Onyechere (2008) defined it as an act of wrong doing that contravenes the rules of acceptable practice before, during and after an examination. Dibu-Ojerinde (2010) opined that, “ a dishonorable act that lead to the invalidation of examination results, cancellation of results, punishing candidates, loss of dignity for offenders, imprisonment of offenders, damage to the image of institutions, wastage of resources, erosion of sanity and host of other penalties. Omoegun (2010) stated, it as a misconduct “or improper practice in any Examination with a view to obtaining good result through fraudulent practice.

### **APPLICATION OF THE THEORIES IN DEALING WITH EXAMINATION MALPRACTICE**

The success or failure of the college organization depends on how effective the leader is. Lack of effective leadership in the college has contributed to the increase in examination malpractice to the extent that it has gained cultural status. Thus, the practice has been embraced by almost all the stakeholders of education such as lecturers, students, parents, communities and the society, as a whole. Therefore, dealing with examination malpractices in the education system today, will be a great stride towards effective school leadership. The college leadership, consisting of the rector and lecturers has the responsibility to apply these leadership theories, i.e. trait, behavioral and contingency theories, reviewed above, to deal with examination malpractice. In using trait theories to deal with examination malpractices, in colleges, college leaders should have some unique qualities or trait like integrity, assertiveness, and decisiveness as they go about their leadership roles. A lecturer, possessing such qualities, for instance, will always challenge students to imitate him/her. Students naturally develop special respect and reverence for such lecturers and usually take the word of advice given by these lecturers. Since leader's role is to influence followers to achieve a desirable goal of an organization. Leaders living the life of integrity for example will under no circumstance encourage or endorse examination malpractices. This kind of life prohibits malpractices such as examination malpractice.

Behavioral theories believe that leaders are not borne but can b e made. The theory encourages the college leadership to learn certain leadership behavior

that is necessary to be effective in college environment. Leadership behavior requires dealing with examination malpractices in the college include:

1. **Concern for people:** college rectors will do better in dealing with examination malpractice when they see their staff and students as people with needs, interest and problems. Lecturers for instance must consider the needs of their students, displaying concern for their academic welfare, and creating a friendly climate in the college and in the classroom.
2. **Concern for task:** Effective leaders emphasized the need to achieve concrete objectives. In the college situation, such behavior will always be geared toward achieving excellent academic performance. Such a leader can deal with examination malpractice by making sure that lecturers complete their syllabus on time and students are well prepared for both internal and external examination.
3. **Directive leadership:** Effective leaders do not always consult or wait for staff input; they characteristically make decision for others, and expect them to follow. A leader with this behavior will focus on instilling discipline in the college, and will not tolerate any form of discipline behavior from either staff members or students with respect to examination malpractices.
4. **Participative leadership:** Good leaders also share decision-making with their colleague or subordinates. College leaders who behave this way convince the lectures, to buy into the cooperate vision of the college, which will eventually lead to eliminating examination malpractice.

The contingency theory holds that there is no one best leadership style, and that an effective leader is someone who is able to adopt the most appropriate style of leadership which is most suitable to the work environmental of the organization. With the application of contingency theory, the college leaders, in dealing with examination malpractices, have to study the college environmental to determine the leadership trait or behavior that will be very suitable for effective college organization. This is because college differ from one based on the college environment. Therefore, it is important that the college leader should be well versed with the college environment so as to adopt the appropriate style of leadership to ensure success. For a new rector

or lecturer transferred from one college to another, he/she will do well when the culture and climate of the new college is known; whether, for instance, the college environment is examination malpractice prone or not. This will help in choosing the most suitable style of leadership strategy that was effectively used in college 'A' may not necessarily lead to effectiveness in college 'B' should same be used. Lecturers, in applying the theory in teaching will ensure effective teaching and learning which will eventually lead to reduction in examination malpractice in colleges.

### **CONCEPT OF EXAMINATION MALPRACTICE**

Various eggheads have attempted to define the concept examination malpractice from different perspectives. According to Shonekan (1996) as any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued. Ahmed (1993) sees it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody in any way tantamount to malpractices. Salami (1994) defines examination malpractice as an improper and dishonest act associate with examination with a view to obtaining unmerited advantage.

Argungu (1997) define examination malpractice as any irregularity which is premeditated and perpetrated by candidates or their agents with the intention of gaining undue advantage over others in an examination. Jega (2006) saw examination malpractice as any form of misbehavior that leads to the alteration of or a tempering with the prescribed ways of conducting examination in any given system. Any act of omission or commission which compromises the validity, reliability and integrity of any assessment or evaluation system (i.e. the violation of or disregard for examination ethics (Obo, 2008). Oluyeba and Daramola (1993) define examination malpractice as any irregular behaviour exhibited by candidate or anybody charged with examination inside or outside the examination hall before, during or after such examination. Ojirinde (2002) claimed that examination malpractice is no longer a desperate candidate's affair; rather school teachers and even principal are now involved in the perpetration of this vice.

According to Nwana (2000), examination malpractice is described as the massive and un precedence abuse of rules and regulations pertaining to



internal and external examination, beginning from the setting of such examination through the making of the examinations, their marking and grading, to the release of the results and the issuance of certificates. Examination has two main distinct concepts. First, to achieve the purpose for which it is designed and second, to be a reliable consistent means of measurement (Wilayat, 2009). Examination malpractice is however, commonly defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantages or disadvantage (Wilayat, 2009). Fassai (2006) adds that examination malpractice may be understood as “misconduct or improper practice, before, during or after any examination by examinations or others with a view to obtaining good result by fraudulent means”.

Olushola (2006) stated that examination malpractice is an unlawful behavior or activity engaged in by students to have personal advantage in an examination over their college or mates who are taking the same examination. Malpractice could be committed before, during or after the examination by either the student taking the examination or by officials assigned with the administration of the examination. Dike (1996) from the psychological point of view saw examination malpractice as all forms of cheating with directly or indirectly falsify the ability of the students. It refers to counter practice that is against the ethics of examination. It is also an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluate process. Philemon (2007) define examination malpractice as a deliberate act of wrong doing which is contrary to officials rules, and is designed to place a candidate at an unfair advantage over others. It is further referred to as careless, illegal or unacceptable behavior employed by a candidate when subjected to an evaluation process. In line with that, Okwu (2006) says examination malpractice is an act of omission or commission which compromises the validity and integrity of any examination. It is a couter-practice that is against examination ethics; it is an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process.

Similarly, Fatai (2005) describe examination malpractice as any irregular act exhibited by candidates or anybody charged with the conduct of examination, which is clearly a breach of the rules governing the conduct and integrity of the examination. It is viewed as any act carried out before, during or after an

examination, which against the standard norms set for the proper and orderly examination management. It has been further describe as an action done to gain unwarranted” benefit over other candidates which is against the rule and regulations governing the conduct of specific examination process.

### **CAUSES OF EXAMINATION MALPRACTICE**

There are varied factors that lead to examination malpractice. A study by Adeyemi (2010) undertaken in Bauchi State in Nigeria investigated teacher’s perception of examination malpractices among secondary school student. The findings revealed that one major cause of examination malpractices in the schools was indiscipline among students and threat made many of them to be involved in examination among many students was also found to be a cause for examination malpractice. Other important causes included the non-implementation of the examination malpractices decree and the lack of effective supervision of students during examination.

Czek (2000) noted that the increasing pressure on lecturers to be seen as successful encourage them to cheat so as to avoid embarrassment when the learners performed poorly in an examination. The lecturers think that when student fail in examination that would surface their incompetence in content delivery. That aspect had prompted lecturers to help their students in order to have a good name with their supervisors. That could even lead to promotion because passing student even through examination malpractice, if not caught, was a plus on the part of the lecturer and the college. Nnna (1997) said the lecturers on their part encourage examination malpractices because they lacked the zeal to work and at the end would want to be praised for a job, which was never done thus graduating learner who did not have abilities for which they were examined.

Onuka and Durowoju (2013) said overloaded curriculum burdens the students who are expected to master all the contents in order to successful pass an examination; that may result to memory failure, examination phobia or anxiety on the part of the student. Also, the maximum subjects that student should be allowed to register for should give room for adequate preparation for examination. These should be subjects that are directly related to the vocational ambition of students.

Oderinde (2003) says that examination malpractice could also be ignited by the student desire to pass the examination at all cost. Threat implies that the

attitude towards achieving paper qualification at all cost had assumed a great dimension in the educational system at the expense of commitment to serious academic work. Furthermore, Ugo and Odimba (2010) submitted that there was over-reliance on results of examination to secure higher education or to get jobs by the student. Consequent upon that, learners resorted to various corrupt practices to succeed in examinations.

A study by Alutu and Aluede (2006) assessed the perception of tertiary institutions learners' about examination malpractices and examination ethics in the Benin Metropolis of Nigeria. The study revealed that majority of the student believed that their indulgence in examination malpractice was a common occurring, which would be difficult to eradicate. Further, parents, lecturers and college rectors were found to encourage cheating in examination. They study also revealed that majority of the student had an off bean notion about examination ethics; believing that examination ethics entitled among others setting next to someone in order to copy from his/her paper during the examination.

### **FORMS OF EXAMINATION MALPRACTICE**

The following are some of the forms of examination malpractice:

#### **Impersonation**

Entails the hiring of touts to write examination by appearing in the heels as the genuine candidates. Atonka (2010) stated that male candidates sitting in for girls and verse versa in some sensitive papers, twins writing examination for each other in continuance with the school examination officers/invigilators or supervisory and other examination officials.

#### **Collusion**

Arises when an assigned invigilator or supervisor receiving or giving assistance to candidates in the examination hall for gratification (Irfan,2008).

#### **Examination Leakages**

A situation where question paper are seen by student prior to the writing of the examination and are traceable to the persons connected with the custody of the question papers (Jones,2003)



### **Inscription**

Students have now advanced to the level of inscribing materials or information on anything like parts of their body, for example palms, things, baby papers; dresses, handkerchiefs, rulers, purses, chairs, tables, walls of examination halls and so on. Some students even code points and synthesize their notes in such a way that they will be the only one that could understand and use them for cheating (Dennis, 2001).

### **Dubbing**

An arrangement involving the invigilator or supervisors whereby candidates are allowed to copy from each other in the hall (Bilkis, 2001).

### **Mass Cheating**

Mass cheating is traceable to large scale organized cheating involving school, authorities, examination officials and candidates through the answering of the questions on the chalkboard for the candidate to copy (Nwafor, 2004).

### **Smuggling of answer scripts**

Smuggling of answer scripts involves candidates having external assistance to take to and from the examination hall answer scripts duly prepared by syndicates in convenience with invigilators and/or supervisors and other examination officials (Bukar, 2008).

### **PERSONAL CONNECTION**

There are cases where some influential students make use of godfathers in politics, economic high towers, parents, and cult members to influence the outcome of examination (Rizana, 2008).

### **PROCUREMENT OF ANSWER BOOKLETS**

This is one of the ways the syndicate operates; whereby they have enough current answer booklets through the assistance of the examination body personnel. They tactically exchange written answer booklet with their candidates before stoppage time and/or in connivance with the school examination officer and the assigned supervisor (Soozie, 2000).

### **FACTORS PREDISPOSING STUDENTS TO EXAMINATION MALPRACTICE**

Researchers have been looking at examination malpractice to determine the factors predisposing students to examination malpractice. As research has

progressed, researchers have moved from examination malpractice being the main cause of poor test performance to examination malpractice being influenced and combined with internal and external predisposing factors. Theories have been developed and progressed through the years showing the advancement and understanding of examination malpractice and the predispose factors.

### **LACK OF DISCIPLINE**

The findings of a study conducted by Adeyemi (2010) revealed that one major cause of examination malpractices in colleges was indiscipline among students that made many of them to be involved in examination malpractices.

### **EXAMINATION ANXIETY AND LEARNING DEFICIT**

The learning deficit model explains that test-anxiety is the result of not being prepared for the test (Bodas & Ollendick, 2005). This inadequacy preparation could be caused by inability to learn, possible because of an undiagnosed learning disorder, and/or poor study habits. Students who lack efficient study strategies are not able to adequately prepare for test and therefore may be prone to an increase of anxiety. According to Achio et al., (2013) student, more to even the well prepared if enough guidance and counseling is not given to student.

### **POOR LEARNING ENVIRONMENT**

Students are victims of their poor learning environment (Ijaiya, 2004). From poor infrastructure in the college to inadequate number of lecturers as well as poor attitude of lecturers to work, parental carelessness and government's inadequate budget for education, the environmental appears hostile for even serious student while the unserious ones use it for making excuses for their non-performance (Olatoye, 2000). This is very typical in rural colleges where student from such colleges at the end of the day write the same standardized examination just as their colleague in well-endowed colleges in the urban areas. This situation compels student to use any means available to pass their exams.

### **Truancy and Absenteeism**

Truancy and absenteeism have been noted as the main causes of examination malpractice (Achio et al, 2013). Rev. Asare Bediako, a bishop of the Methodist

church of Nigeria commented that the nation's education system was jeopardy with the prevailing trend of truancy and absenteeism in a many universities (Daily Graphic, 2013).

### **Lack self- efficacy**

Self-expectation or self-efficacy is a belief about the ability to perform on many given task. These beliefs are learned from different constitutions in life (Bandura, 1994). Lack of self-efficacy to pass examination due to ill-preparedness has also been advanced as a student factor (Ijaiya, 200; Achio et al., 2013). Student's normally feel insecure to write examination and pass well due to lack of preparation for the exams.

### **PREVALENCE OF EXAMINATION MALPRACTICE IN COLLEGES OF EDUCATION**

Mize, Rogers and Gibbons (2002) noted that the problem of cheating, or academic dishonesty was not a new phenomenon in America. They acknowledge that cheating among student in America was on the rise in the past 60 years and that cheating had evolved just as the world's technology had. They further reveled that a recent survey found that 80% of the top students listed in the who's who in American schools admitted to cheating additionally, McCabe (1999) of the center for academic integrity (CAI) in Nashville- USA, said that closer to 7,000 students from 26 small-to-medium-size institutions were surveyed and the results show that approximately 80 percent of the students surveyed confessed that they cheated at least once in previous examination.

Similarly, McCabe, Trevino and Butterfield (2001) concluded from a meta-analysis of a longitudinal research on cheating in academic institutions in America that cheating was prevalent and that some forms of cheating had increased dramatically in the last 30 years. Kathleen, Anuj, Hopra, Bennet, and Simon (2006) said that two first year medical student in India inserted a microphone and speaker inside a shirt clout, activated it on a cloaked cell phone, and colluded with their acquaintanceship outside to scan the text book of answers for them. Furthermore, it was also noted that in 2003, a standardized entrance examination for six influential management schools was cancelled after it was noted that some candidates had seemingly paid

about \$10,000 for each examination question to be availed before the examination date.

Conde (2006) said that the Philippine's professional regulation commission affirmed that more than 42,000 nursing graduating candidates had access to the examination questions before the examination. Balfour (2009) also reported that over 1000 of 775,000 candidates who competed for 13,500 vacancies in China were caught cheating for the annual civil service examination. Additionally, some went to an extent to inserting "micro receivers in their ears to receive external instructions from their associates during the examination process. It was reported that the numbers of candidate found copying out weighted the number of those who were caught in the past.

Staits times (2013) reported that in Seoul South Korea police had arrested two men suspected of enrich themselves by using advance electronic gadgets to communication answers to their acquaintance who were writing an examination. The duo levied students from 28 university huge sums of money in exchange for answers in the Test of English for Intention Communication (TOEIC). Examination council of Nigeria (ECN) (2014) said that 311 candidate were involved in examination malpractices during the 2014 examination for grade nine, grade twelve and general certificate of education (GCE) as compared to 267 cases in 2014 of that number 231 were grade twelve and GCE and 80 were grade nines. Additionally, Namaiko, (2015) reported that, the Ministry of Education, observed that 310 cases of examination malpractices were recorded during the 2012 Grade twelve and nine examination on top statistics Incorporated both learners with disabilities and those without as there is no isolated statistics for learners with disabilities. ECN (2014) records showed that, Southern provide which was the home of the study, became second on the prevalence of examination malpractice in 2014 examination for grades twelve, GCE and nine.

### **TYPES OF GUIDANCE SERVICE**

There are five types of guidance service, namely; educational guidance service, vocational guidance service and group guidance service.

#### **Educational guidance service**

The educational guidance service in guidance and counseling in a guidance service which takes care of all issues associated with education as they related to the physical environment of the school, the structural make-up of the

school, activities within the school, student it take, student progress, and adaptability within the school. To this end, Olayinka (1999) says that academic counseling is assisting students make the most appropriate sue of their educational opportunities. Also Egbule (2006), define educational guidance service as assistance given to pupils and student that enable them function well in the school. He continues by saying that it assists them in understanding themselves and how their potentials could be developed. With these definitions, educational guidance and counseling for the adolescents is sin-qua-non if they must achieve maximally.

### **Vocational guidance service**

Vocational guidance service in guidance and counseling according to Jones (2006) is the process of assisting the individual to choose occupation, prepare to enter into and make progress. Jones (2006) goes further to list the following as the reasons for vocational guidance and counseling in the school system. They are: to help student understand themselves in term of their abilities, aptitude and interests, to provide student with boarder views about the world work, to enhance students awareness of the various options opened to them and give them the confidence threat they can make a reasonable choice from the various options available, to develop in the student the concept of variety of roles in the society and to develop the spirit of job satisfaction and motivation as well as self-actualization in the students after a choice of carer has been made.

### **Personal and social guidance service**

Personal and social guidance is the process of helping an individual to know how to behave with consideration towards other people. Primarily, personal and social guidance helps the individual to understand himself, know how to get on with others, learn manners and etiquette pursue leisure time activities, practice social skills, develop family and family relationship, and understand social roles and responsibility (Elios, 2001).

### **Individual guidance service**

Individual guidance service is as described by Gilbert (2008) a personal and dynamic relationship “between two people who approach a mutually defined problem with mutual consideration of each other to the end that the younger



or less mature or more troubled of the two is aided to a self-determined resolution of his problems. It is an individual matter as there is only one person who is to be aided.

### **Group guidance service**

Group guidance service refers to procedures of guidance in which it is a group of more than one individual which is helped to solve problems of the group members (Irfan, 2001).

### **IMPACT OF GUIDANCE SERVICES IN MINIMIZING EXAMINATION MALPRACTICE AMONG STUDENTS**

One of the important concerns in examination and examination malpractice research is the reduction of examination malpractice rate. Most studies that examined the effectiveness of interventions/method for minimizing rate of examination malpractice remain unpublished. Therefore, it is difficult to know through too few studies available, which technique are more efficient in minimizing rate of examination malpractice. Many measures and strategist have been proposed to conceptualize the issue of examination malpractice as well as many ways in approaching its strategies.

Seyoum (2011) said that the role the counselor and other school personnel in providing quality education in school revealed that guidance and counseling teachers and other school personnel such as: the principal, teachers, school health personnel, and administrative staff could collaborate in enhancing the provision of quality education, reduce or solve educational, vocational and socio-political problems. He further expressed that the cooperation of the school counselor and the other school personnel could help to reduce poor academic performance, examination malpractice, high rate of drop out, deviant behavior and wrong choice of courses and career among student.

A study by Ogu and Odimba (2010) in Jalingo – Nigeria was designed to find out how effective guidance services could be used to tackle examination malpractices. It was discovered that a significance difference exist between the satisfaction of the counseled and non-counselled. Those counseled showed ability to study and high self- confidence towards the examination. There is growing evidence that there is a significant and positive relationship between effective guidance service and student learning and achievement (Johnson, Uline & Perez, 2011). Robinson, Lloyd and Rower (2008) stating

that school counselor have greatest influence on student outcomes when their efforts are instructional focused (as cited in Johnson, Uline, & Perez, 2011). This reveals that school guidance service plays very vital role in improving the academic performance of student in schools. In a review of search on “How Guidance Service Influence Student Learning”, Leithwood, et al., (2004) in a affirming the cardinal role of school guidance service, opines that “effective educational guidance service influence makes a difference in improving learning. There is nothing it new or especially controversial about that idea”, as explained earlier, one of the objectives of education in Nigeria is to prepare the young ones to face the future challenges and develop them to meet the nation’s manpower requirement. Examination therefore becomes one most appropriate means of assisting the performance of student and the school as whole. The secret behind an excellent school is an excellent guidance service and that of a failing school is a weak guidance service (Leithwood & Riehl, 2003).

### **SUMMARY**

Major findings of the study were that:

1. Guidance service significantly minimized student examination malpractices.
2. There was no significant gender influence on the impact of guidance service on student examination malpractice.
3. It was also found out that guidance service had reduction effect on examination malpractice of students in various age groups. The test of null hypothesis three confirmed that this minimizing impact of guidance service on students’ mean ratings of their examination malpractice did not differ significantly due to age.

### **CONCLUSION**

In conclusion, the significant impact of guidance service was manifested in student reduction of examination malpractice. In addition, gender and age did not prove significant determinants of the impacts of guidance on the reduction of students’ examination malpractice. Hence the researcher feels strongly that this service is a valuable guidance service that should be used to reduce examination malpractice among secondary school student.

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