

PSYCHOLOGICAL DIMENSIONS AND MEASURES FOR REPRESSING EXAMINATION MALPRACTICES AMONG ADOLESCENTS IN SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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Abstract: This study determined the psychological dimensions and measures for repressing examination malpractices among adolescents in secondary schools in Anambra state- Nigeria. The study adopted descriptive research design. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The population comprised all the 5,827 teachers and 261 principals from the 261 secondary schools in Anambra state. A sample of 1,200 teachers and 100 principals was randomly drawn from the 6 education zones using simple random sampling procedure. The instrument for data collection was researcher-structured questionnaire titled “Psychological Dimensions of Examination Malpractice” (PDEM). The validity of the instrument was determined by three experts. The reliability of the instrument was determined using Cronbach alpha method and alpha coefficient of 0.80 was obtained. Data collected were analyzed using the mean and standard deviation for answering research questions and Z-test for testing the hypotheses. The result of the study revealed that 14 psychological factors were identified by teachers and principals to be among those associated in examination malpractice while 9 measures were also identified as effective for quelling cheating in examination. Based on the findings, it was recommended among others that building of good social skills, emotional skills and cognitive restructuring of students should be embarked upon

Keywords: *Psychological dimensions, measures, examination malpractice, adolescents.*

Introduction

Education is essentially concerned with learning. Objectives are written to define changes in students' behaviour resulting from learning experiences. Educationists believe that these behaviours can be categorized into three domains namely the cognitive, the affective and the psychomotor. Students are assessed to

determine the degree to which they have learned the objectives set for the lesson. This assessment is also known as examination. In education, an examination is a test to evaluate or show the understanding, knowledge and ability of a student. Examinations can be scheduled at various intervals. For example, schools in Anambra state conduct mid-term examinations, end of term examinations and certificate examinations which include Junior Secondary

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School Certificate Examination (JSSCE), Senior Secondary School Certificate Examination (SSSCE) and National Examination Council (NECO). The students at the end of their senior secondary schools also sit for selection examination such as Universal Tertiary Matriculation Examination (UTME) organized by Joint Admissions and Matriculation Board (JAMB) for admission into university. Unfortunately examinations in most schools in Anambra state over the years has been characterized by all manner of unethical conduct/misconduct ranging from girafing, copying on any part of the body, coming into the examination hall with aids, impersonation, sorting with money and sex among others. These unethical conduct which violates examination guidelines/rules and regulations are referred to as examination practice.

Some authors and researchers have attempted definition of examination malpractice. Ede (2021) explained examination malpractice as an improper or illegal conduct by a candidate during examination with the aim of passing the examination. Tinibu (2017) noted that examination malpractice is academic dishonesty or academic fraud which involves any type of cheating on the part of either students or staff during examination. Oko and Adie (2016) assert that examination malpractice is any deliberate act of wrong doing, contrary to the rules of examinations designed to give a candidate an undue advantage. Oko et al further noted that illegal actions students take during examinations aimed at making good grades through cutting corners is termed examination malpractice.

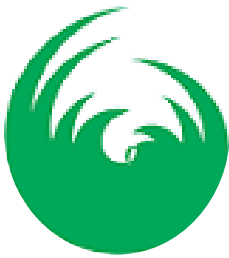
In the context of this research work, the researchers explain examination malpractice as acts, behaviours, attitudes and judgements which violate examination rules and regulations aimed at obtaining unmerited scores/grades, undeserved placement and selection by the candidate.

Examination malpractice can take any of these forms among others:

- Copying on any part of the body.
- Coming into the examination hall with solved question paper.
- Awarding wrong grades/scores to students. This coin has two sides namely: Awarding a lower score to attract sorting OR giving a higher score to compensate sorting.

The rate of examination malpractice in secondary schools in Anambra state is alarming and truly demands attention of all stakeholders in education. To buttress this point, no examination held by WAEC, NECO and JAMB was void of cheating. In the year 2019, a total of 1, 590, 173 registered and sat for SSSCE from 18, 639 recognised secondary schools in Nigeria including Anambra state and report by Olu Adenipekun, Head of Nigeria National Office of WAEC announced the withholding of the results of 180, 205 candidates for various forms of examination malpractice which represents 11.33% of the total number of candidates (Ewuzie, 2019). In the year 2020, 1, 538, 445 candidates sat for SSSCE across 19, 129 recognised secondary schools in Nigeria. Patrick Areghan, Head of the Nigeria National Office of WAEC disclosed that the results of 215, 149 candidates representing 13.98% of the entire students were withheld over reported cases of exam malpractice (Lukman, 2020). Again in the year 2021, 1, 573, 849 candidates registered SSSCE from 19, 425 recognised secondary schools in the country. The Head of the Nigeria National Office of WAEC named Patrick Areghan reported that WAEC withholds 170,146 results over examination malpractice (Bankole, 2021).

For NECO report by the Acting Registrar of the Council named Abubakar Gana in the year 2019 disclosed that 40, 630 cases of cheating in examination were recorded out of



1, 151, 016 candidates that sat for the examination (Adebayo, 2019). Again, in the year 2020, Godswill Obinna the Council Registrar said 39, 503 candidates sat for SSCE external and 6,465 cases of cheating were recorded (Nnaemeka, 2020). NECO registrar and chief executive officer, Dantali Wushishi reported in the year 2021 that 1, 233, 631 students sat for the examination and 33, 470 students were involved in various forms of cheating and thus their results withheld (Bankole, 2021).

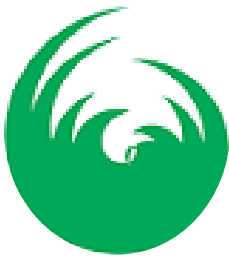
UTME is not left behind. JAMB spokesman Fabian Benjamin disclosed the arrest of 200 suspects in 2019 UTME over examination malpractice (Adedigba, 2019). In the year 2020, JAMB Head of Media, Dr. Fabian Benjamin reported that 195 candidates were indicted for examination malpractice (Ajidoku, 2020). Finally the registrar of JAMB Professor Ish-aq Oloyede disclosed that 40 cases of examination malpractice were recorded in 2021 UTME (Okeke, 2021).

This is alarming indeed and poses a great concern to any right thinking person that understands the implication on the economy and on these students who are the future leaders of tomorrow. Unfortunately and most painful still is the fact that almost all stakeholders in education beginning from parents, teachers, principals, examination bodies and students are implicated in examination malpractice during both internal and external examinations. It will not be an over statement that examination malpractice has eroded the quality of education, hindered the realization of objectives of secondary education as stated in the National Policy on Education as well as limits effectiveness of education as a tool for national development. Adequate manpower, research development, productivity and efficiency in the country's industrial and economic sectors are completely ruined by examination malpractice.

Some authors and researchers have studied the causes and solutions to examination malpractice but none to the best of the knowledge of the researchers have investigated the psychological dimensions and measures to examination malpractice. From review of literatures, the usual recommendation has been expulsion of the victims and imprisoning the culprits. A close and sincere survey into the matter at hand reveals that these recommendations has not changed anything over the years rather the students are busy bringing new innovations to cheating in examination.

Naturally, one cannot expect to get a new result doing something the same way all the time. This is what this research is out to address. Every behaviour is a manifest of one's thought and feelings and thus to get rid of this evil in our school system there is need for psychological approach and measures that will restructure the thoughts, feelings, attitudes and behaviours of the adolescents and thus bring emotional and psychosocial adjustment.

Adolescence is a transition period which spans between the childhood and the adulthood period. The adolescent is neither a child nor an adult and is caught in a field of overlapping forces and expectations. They have a lot of challenges ranging from problem of self identity to problem of adjusting to school work among others. Adolescents wrong notion about education has continue to trigger indulgence in examination malpractice. In Anambra state where this research is conducted, many adolescents from interview schedule with the researchers disclosed they are in school to satisfy the desire of their parents. Most of them especially the boys reveal that attending school is a waste of time since unemployment is the order of day in Nigeria and so while in school they are busy learning some trade/career on part-time mostly after school, during weekend, public holidays and on days they do not feel like going to school. To this effect, there is little



or no interest for academic tasks and to pass the examination in their language “Guys must sort out” which implies cheating in one way or the other.

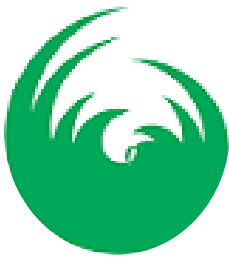
Adolescents indulgence in examination malpractice appears to link heavily on psychological factors relating to students which among others include: Over-schooling, learned helplessness, rote learning, cognitive distortions, external locus of control, poor social skills, low self esteem, family characteristics/parental style, negative self concept, poor emotional intelligence/skills, and non mastery of contents. Over-schooling is a situation where a student is faced with academic tasks far above what his mental ability, strength and attention span can accommodate. Okeke, Anene and Agu (2022) noted that understanding of contents far above the ability of a student is a mirage. For example in a situation where a student is preparing for 18 to 21 subjects in examination as seen from most schools in Anambra state, there is the tendency that he/she may not cope with reading the volumes involved in each subject and therefore to succeed in the examination the student may resort to cheating.

Learned helplessness is a basic principle of behavioural theory demonstrating that former/previous learning can result in drastic change in behaviour. Learned helplessness is a concept in Educational Psychology that explains why a student may accept and remain passive in negative situations in spite of their ability to change such situation. The students’ unwillingness to change these situations may have consequences such as cheating in examinations. Supporting this point, Ebenebe, Unachukwu and Nwosu (2021) noted that learned helplessness makes students believe that their behaviour/effort does not control learning outcomes/result. As a result of constant failures, the student thinks that no matter how hard he/she works, it can

never guarantee success. To pass in any examination, the student will indulge in examination malpractice.

Rote learning is the opposite of meaningful learning. A learner understands new information meaningfully if there exists in his/her mind of a suitable scheme. Most public secondary schools in Anambra state are poorly managed and funded by the government. There is scarcity of teachers resulting in situations where a teacher takes the students in more than one subject. The teacher is jack of all trade but master of none and so applies “Read and teach method”. Because of the teachers’ inefficiency and non mastery of learning contents, there is usually no existing schema and schemata on which the present learning should be anchored for proper understanding by the students. In this situation the only way students can attempt the academic task is through rote learning. Rote learning is an isolated and non transferable learning that can only be applied in the form or context in which it was learned and so during examinations the students’ will engage in cheating in order to succeed.

Cognitive distortions are thoughts that cause individuals to perceive reality inaccurately. Courtney (2021) noted that cognitive distortions is a potentially damaging pattern of thought that can result in disappointment, frustration and depression which are enemies to success in life including academics. Any student in this situation will likely indulge in examination malpractice. Restructuring of their cognitive will help them think and act properly. Egbunike and Nwankwo (2021) assert that cognitive restructuring implies teaching students’ how to reduce negative thoughts, feelings and actions thus replacing them with better and more beneficial thoughts. Rational thinking is vital for success in all areas of life including academics. Many students as a result of the nation’s economy, peer and parental influence develop irrational and illogical



thoughts which affect their actions and behaviours towards their studies and examinations.

Emotional intelligence will help students' in managing academic stress. Okeke, Okorie, Idioha and Oramadike (2021) observed that low emotional intelligence affects one's formation of strong relationship which can result to feeling lonely, isolated and inability to engage in collaborative activities. They also noted that high emotional intelligence empowers students understanding of their emotions and how to control them which boost social relationship which is necessary for academic success.

Some family characteristics or parental styles and rearing practices is counter-productive and may as well get children involved in antisocial behaviours including examination malpractice. Onyekuru and Kabiri (2017) noted that parents' actions impact on their children development. Parents who taught their children good qualities like diligence, endurance, honesty and model their behaviour to such training will certainly rear up good children while parents who collaborate with their children in examination malpractice through sorting of teachers, buying question papers, registration with miracle/special centres are leading their children to the same direction.

Self esteem is a positive or negative orientation toward oneself, an overall evaluation of one's value or worth. Nwokolo and Oguzie (2021) observed that self esteem which is the opinion or belief a person has about himself/herself influence his behaviours, for example in examination and consequently affects his/her performance and achievements. They opined that self esteem is a big determinant of one's actions and behaviour including engagement in cheating in examination. A person with

high self esteem will detest examination malpractice because of the accompanying shame and reproach.

The researchers as mentioned earlier observed that examination malpractice is escalating at an alarming rate and this is detrimental to the Nigerian economy. There is therefore need to restructure the students thought, behaviours and emotions which will enhance their good conduct in examination thereby getting rid of this social evil out of our educational system. There is no doubt that "when a person thinks well, he/she will certainly act/behave well". This is what this study is set to achieve and two research questions and two null hypotheses were formulated to guide the study.

Research Questions

1. What are the psychological factors implicated in adolescents' indulgence in examination malpractice in secondary schools in Anambra state-Nigeria?
2. What are the psychological factors that could be effective in repressing examination malpractice among adolescents in secondary schools in Anambra state-Nigeria?

Hypotheses

1. The perceptions of teachers and principals will not differ significantly on the psychological factors implicated in adolescents' indulgence in examination malpractice in secondary schools in Anambra state- Nigeria.
2. The opinions of teachers and principals on psychological measures considered as effective in repressing examination malpractice among adolescents' in secondary schools in Anambra state-Nigeria will not vary significantly.

Method



This study made use of descriptive survey design. Data were collected and analyzed from only a few people considered to be representative of the population. The study was carried out in Anambra state-Nigeria and the population consists of all the 261 principals and 5,827 teachers in the 261 secondary schools. 1,200 teachers and 100 principals were randomly selected. Therefore the sample of the study stood at 1,300 subjects. Stratified random sampling technique was employed to ensure a fairly equal representation of the variables for the study. The stratification was based on male schools, female schools and community/co-educational schools. Then from each section, selection of teachers and principals was by simple random sampling. In selecting the teachers for the study, PTC (Parents Teachers Council) teachers also known as part-time teachers as well as teachers in grade levels 7-8 were not used for the study because of their limited experience in teaching. Only teachers in grade levels 9 and above were used for the study. The reason is that most of them have teaching experiences from 8 years and above and also are WAEC and NECO invigilators, supervisors and examiners. This implies that they have witnessed students' indulgence in examination malpractice both in internal and external examinations and such will be in the best position to furnish the researchers with the correct information needed for this study.

Two different instruments were used for data collection namely:

1. Unstructured interview schedule with selected students, teachers and principals from the chosen schools for the study. The information elicited together with review from

related literatures helped in the construction of the questionnaire for the study.

2. A researchers-developed questionnaire titled "Psychological Dimensions of Examination Malpractice" (PDEM), with 23 items structured on a 4-point likert scale ranging from agree, disagree, strongly agree to strongly disagree.

The instrument was validated by three specialists in Education for face and content validity. The reliability of the instrument was determined using Cronbach alpha and an overall reliability of 0.80 was obtained. The researchers administered the questionnaire directly to the chosen sample.

Before administering the instrument in any of the chosen schools, the researchers held a brief meeting with the respondents to explain to them some of the psychological terms used in the questionnaire. The aim is to enhance their understanding of the psychological concepts which is vital to the correct filling of the questionnaire. The research questions were answered using mean and standard deviation with the acceptance point for the items as 2.50 while means below 2.50 were rejected. Z-test was used for testing the hypotheses for the study due to the large sample size.

Results

Research Question 1: What are the psychological factors implicated in adolescents' indulgence in examination malpractice in secondary schools in Anambra state-Nigeria?

Table 1: Mean and Standard Deviation Scores of Principals and Teachers Responses on Psychological Factors Relating to Students' Indulgence in Examination Malpractices



S/N	ITEMS	Principals (N=100)			Teachers(N=1,200)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
1	Over-schooling which involves over burdening, over tasking and stressing the students	3.21	0.85	Agree	2.87	0.86	Agree
2	Learned helplessness	3.68	0.56	Agree	2.67	0.92	Agree
3	External locus of control	2.88	0.84	Agree	2.75	0.95	Agree
4	Lack of meaningful learning/rote learning	3.05	0.80	Agree	3.49	0.60	Agree
5	Cognitive distortions (wrong thoughts and beliefs)	3.69	0.55	Agree	3.80	0.62	Agree
6	Peer influence and pressure	3.85	0.39	Agree	2.58	0.84	Agree
7	Negative self concept	3.08	0.46	Agree	2.70	0.87	Agree
8	Low self esteem	3.27	0.68	Agree	3.61	0.53	Agree
9	Poor social skills	3.25	0.51	Agree	3.33	0.62	Agree
10	Poor emotional skills	2.76	0.83	Agree	3.22	0.54	Agree
11	Non-mastery of contents Non-mastery of contents Non-mastery of contents	2.76	0.83	Agree	3.20	0.54	Agree
12	Academic anxiety	2.72	0.94	Agree	3.52	0.73	Agree
13	Academic frustration	2.80	0.91	Agree	2.95	0.84	Agree
14	Parental style/family characteristics	2.57	0.84	Agree	3.26	0.53	Agree
Cluster Mean and Standard Deviation		3.11	0.71	Agree	3.14	0.71	Agree

As evidenced from the result in table 1 above, the principals and teachers agreed with the mean scores of 2.50 and above that among the psychological factors associated

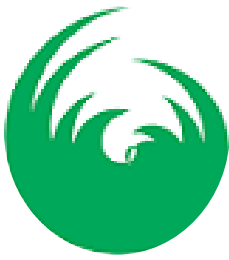
with students engagement in cheating during examinations include: over-schooling, learned helplessness, external locus of control, lack of meaningful learning/rote learning,



cognitive distortions, peer influence and pressure, negative self concept, low self esteem, poor social skills, poor emotional skills, non-mastery of contents and academic anxiety.

Research Question 2: What are the psychological factors that could be effective in repressing examination malpractice among adolescents in secondary schools in Anambra state-Nigeria?

S/N	ITEMS	Principals (N=100)			Teachers (N=1,200)		
		$\bar{x}$	SD	Decision	$\bar{x}$	SD	Decision
15	Building good schema/schemata to empower students' understanding	3.20	0.73	Agree	3.17	0.67	Agree
16	Cognitive restructuring	2.60	0.89	Agree	2.55	0.93	Agree
17	Building good social skills	3.15	0.47	Agree	2.74	0.73	Agree
18	Building good emotional skills	2.55	0.66	Agree	2.63	0.75	Agree
19	Good parental upbringing, rearing styles and advice	2.56	0.77	Agree	3.26	0.71	Agree
20	Emphasizing knowledge and skill acquisition rather than certificate	3.40	0.64	Agree	2.51	0.98	Agree
21	Proper academic counseling and mentoring	2.62	0.73	Agree	2.58	0.84	Agree
22	Selection of school subjects should base on mental ability and interest and not on peer influence	3.08	0.46	Agree	3.22	0.54	Agree
23	School curriculum should be adapted to students' mental ability, attention span and age to avoid over schooling	2.94	0.67	Agree	2.82	0.79	Agree



Cluster Mean and Standard Deviation	2.94	0.67	Agree	2.82	0.79	Agree
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Table 2: Mean and Standard Deviation Scores of Principals and Teachers Responses on Psychological Measures Considered Effective in Repressing Examination Malpractices in Secondary Schools

Table 2 shows the mean responses of principals and teachers on psychological measures that could be effective in quelling examination malpractice among adolescents in secondary schools in Anambra state-Nigeria. The following items has mean of 2.50 indicating the respondents agreement. They include: Building good schema/schemata to empower students' understanding, cognitive restructuring, building good social skills, building good emotional skills, good parental upbringing/rearing styles and advice, emphasizing knowledge and skill acquisition rather than obtaining

certificate, proper academic counseling and mentoring, selection of school subjects should base on mental ability and interest and not on peer influence and school curriculum should be adapted to students' ability, attention span and age to avoid over-schooling.

Hypothesis 1: The perceptions of teachers and principals will not differ significantly on the psychological factors implicated in adolescents' indulgence in examination malpractice in secondary schools in Anambra state-Nigeria.

Table 3: Summary of the Z-test on the Principals and Teachers Perceptions on the Psychological Factors Associated with Adolescents Indulgence in Examination Malpractices in Secondary Schools

Respondents	N	$\bar{X}$	SD	DF	Cal.z	Crit.z	Decision
Principals	100	3.11	0.71	1,298	-0.41	1.96	Accepted
Teachers	1,200	3.14	0.71				

Result in table 3 above shows that the value of calculated z which is -0.41 is less than the value of critical z of 1.96. Therefore null hypothesis 1 is accepted. Thus, the perceptions of teachers and principals do not differ significantly on the psychological factors implicated in adolescents' indulgence in examination malpractice in secondary schools in Anambra state- Nigeria.

Hypothesis 2: The opinions of teachers and principals on psychological measures considered as effective in repressing examination malpractice among adolescents' in secondary schools in Anambra state-Nigeria will not vary significantly.



Table 4: Summary of the Z-test on the Principals and Teachers Perceptions on Psychological Measures Considered Effective in Repressing Examination Malpractices among Adolescents in Secondary Schools

Respondents	N	$\bar{X}$	SD	DF	Cal.z	Crit.z	Decision
Principals	100	2.94	0.67	1,298	1.69	1.96	Accepted
Teachers	1,200	2.82	0.79				

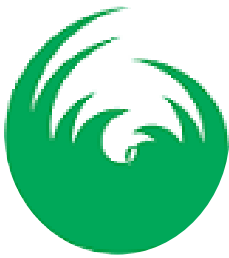
From table 4 above, the value of calculated z which is 1.69 is less than the value of critical z of 1.96. Null hypothesis 2 is therefore accepted while the alternative is rejected. Thus, the opinions of teachers and principals on psychological measures considered as effective in repressing examination malpractice among adolescents' in secondary schools in Anambra state-Nigeria do not vary significantly

Discussion of the Findings

Findings of the study identified from the perceptions of principals and teachers the following psychological factors to be among those associated with students' indulgence in examination malpractice in secondary schools in Anambra state-Nigeria: Over-schooling, learned helplessness, external locus of control, lack of meaningful learning/rote learning, cognitive distortions/wrong thoughts and beliefs, peer influence and pressure, negative self concept, low self esteem, poor social skills, poor emotional skills, non-mastery of contents, parental style/family characteristics, academic anxiety and academic frustration. The findings agrees with the findings of Okeke et al (2022) that all aspects of life including social, religious, marital, economic, educational and vocational is full of challenges, hurdles and problems therefore a student's intellectual ability or intelligence quotient is not enough on its own to

achieve academic success hence the need for proper emotional intelligence. A student lack of control over his/her emotions may result to some empathy or relationship challenges which wheels tremendous influence on his/her academic pursuit and performance. The study of Onyekuru et al (2017) also align with this study as they observed that there are certain characteristics that are generally identified with a well functioning family which include support, love, caring for other family members, providing security , maintaining a sense of belonging, open communication and making each person within the family feel important, valued, respected and esteemed. They noted that these characteristics encourage students' academic success and therefore examination malpractice will be out of place. Supporting the above findings, Okeke et al (2022) noted that over-schooling is academic overload which could result to frustration and complete phobia for school. Any learning content far above a student mental ability affects his/her understanding which invariably influence academic achievement and performance. In this situation, the only way a student will attempt examination is by engaging in examination malpractice.

Findings of the study also revealed that the following psychological measures could be effective in repressing students' engagement in examination malpractice. These



include: Building good schema to empower students' understanding of concepts, building good emotional skills, building good social skills, cognitive restructuring, good parental upbringing/rearing styles and advice, emphasizing knowledge and skill acquisition rather than obtaining certificate, proper academic counseling and mentoring, selection of subjects should base on mental ability and interest rather than on peer influence and school curriculum should be adapted to students' mental ability, attention span and age to avoid over-schooling among others.

The findings of the study corroborates with that of Egbunike et al (2021) that cognitive restructuring will help students get out of their academic challenges, restructure their faulty cognition and thought pattern. They noted that man is both rational and irrational and the irrationality in man sometimes create problems for them while the rational help them look at the problem critically and proffer solutions to reduce their academic problems which include cheating in examinations. Also, Nwokolo et al (2021) in their study disclosed that the students' in a personal interaction revealed that if they had the ability to comprehend what their teachers taught them, they would have no reason to indulge in examination malpractice. On this the researchers wish to point out that some factors like over-schooling and lack of meaningful learning may be the causative factor and so teachers are advised shun monetary gains, discharge their duties of teaching with "conscience and fear of God" and avoid "eye service" to help impart on the students' understanding.

Conclusion

From the findings of the study, the researchers conclude as follows:

1. Over-schooling, learned helplessness, lack of meaningful learning/rote learning, external locus of control, low self esteem, cognitive distortions, poor emotional skills, poor social skills and family characteristics were some of the psychological factors implicated in adolescents' indulgence in examination malpractices in secondary schools in Anambra state-Nigeria.
2. Some of the psychological measures considered to be effective in repressing examination malpractices among adolescents' in secondary schools in Anambra state-Nigeria include cognitive restructuring, building good schema to empower students' understanding of lessons taught, building good social skills, building good emotional skills, good family/parental upbringing and rearing styles as well as proper academic counseling and mentoring among others.

Recommendations

Based on the findings of the study, the researchers recommend as follows:

1. Students' belief about education determines the attention and dedication they will give to its pursuit, thus the need for proper academic advice, counseling and mentoring. On this note psychologists and guidance counselors should adopt the use of Cognitive Behavioural Therapy (CBT) and Rational Emotional Therapy (RET) as well as learning principles to change maladaptive thoughts, beliefs and feelings that underlie academic/educational problems.
2. Once a student is handicapped in understanding of contents/lessons in the classroom, the only way he/she can attempt examination is through cheating/malpractice. Understanding of contents is what gives students boldness, courage and trust to sit for examinations. On this note the researchers recommend that government should recruit trained, qualified and experienced teachers, organize



regular seminars and trainings for the in-service teachers to equip them with skills and knowledge required for meaningful learning.

3. School administration/authority should encourage academic and social activities such as collaborative studies, games and sports, debate, speeches during assemblies among others. This will help to boost self esteem, positive self concept and also build good social skills and emotional skills of the students.
4. Government of Nigeria should not take with levity the destinies of the young adolescents. The researchers therefore recommend that school curriculum should be planned by qualified, proven and experienced experts in education and no longer on the basis of “power and connection” and also all sections on secondary education in her National Policy on Education be practically implemented to take care of psychological factors such as over-schooling, rote learning and non-mastery of contents which are identified to be among those necessitating students’ indulgence in examination malpractices.

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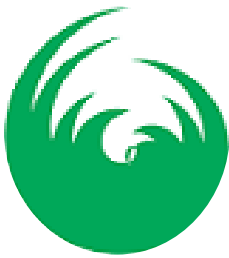
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