
EXAMINATION ANXIETY AND PEER INFLUENCE AS CORRELATES OF EXAMINATION MALPRACTICE AMONG PSYCHOLOGY STUDENTS, BENUE STATE UNIVERSITY MAKURDI

By

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Abstract

This study employed cross-sectional survey design to investigate examination anxiety and peer influence as correlates of examination malpractice among students of Psychology, Benue State University Makurdi. The participants were 240 undergraduate students of psychology at the Benue State University Makurdi. They comprised 120 (50%) male and 120 (50%) female students. Their ages ranged from 18-49 years with a mean age of 29.04 (SD=3.45). Simple random sampling technique was used to draw the participants for the study. For the purpose of data collection, the Test Anxiety Scale, Examination Malpractice Questionnaire, and Peer Pressure and Conformity Scale were used in the study. Three hypotheses were raised and tested using Pearson's Product Moment Correlation Coefficient and Multiple Regression analysis. The results indicated that, there was a significant positive relationship between examination anxiety and examination malpractice among Psychology Students of Benue State University, Makurdi. Also, there was a significant positive relationship between peer influence and examination malpractice among Psychology students of Benue State University, Makurdi. Lastly, there was a significant joint influence of examination anxiety and peer influence on examination malpractice among psychology students of Benue State University, Makurdi. It was therefore recommended that, the leadership of the department of psychology and the lecturers therein should endeavor to counsel students before taking semester examinations. This will help the students overcome the impending anxiety that comes with sitting for examinations and also curb examination malpractice notably motivated by anxiety. It was also recommended that parents, guardians, lecturers and school counselors should encourage their wards/students against bad influences from their peers. They should be encouraged to keep peers that are academically sound and also endeavor to study regularly so as not to contemplate cheating when it is time for examination.

Key Words: Examination Anxiety, Peer Influence, Examination Malpractice.

Introduction

Since the advent of western education in Nigeria, examination has been the major instrument used for the evaluation of learners' achievement in schools. Examination is a means of assessing the quantity and quality of knowledge that a student has accumulated at the end of a teaching-learning process. The application of tests and examinations helps the lecturers to adjust their instructional strategies in the process of teaching and learning in the university (Guven, 2017; Lyness, 2013). Consequently, if students' performance in examination is encouraging, then it indicates that the lecturers' methods of teaching are appropriate, efficient and effective. Therefore, success in examination serves as a good motivator for students, lecturers, university administrators, employers of labour and all stakeholders in the education sector. On the other hand, failure to excel demoralizes all stakeholders in education including students (Anzene, 2014).

Among students, it is the craving to succeed and avoid frustration and/or embarrassment associated with failure that induces engagement in examination malpractice, which has threatened the foundation of educational systems worldwide. Examination malpractice is thus the "act of using fraudulent means to project oneself as possessing knowledge, perpetrated by violating the rules" (Beilock, Gunderson, Ramirez & Levine, 2010:12). Other authors have seen it as the process of obtaining something valuable by use of deceit or fraud thereby violating the rules dishonestly (Soni & Kumari, 2017; Nnam, & Inah, 2015). Examination malpractice has graduated from mere stretching of the neck (giraffing) to see what another candidate is writing during examination or consulting unauthorized notes or books inside or outside the examination hall, to such sophisticated methods as the use of paper chips, micro-computers and mobile phones to intimidate those concerned with the administration of examination (Nwamuo & Ihekweba, 2014; Cornelius-Ukpepi, Ndifon & Erukoha, 2012). This growing menace of examination malpractice among undergraduate students is becoming a worrisome phenomenon worldwide and especially in Benue State University.

In Nigeria, cases of examination malpractice before, during and after examinations at different levels of education abound (Okorodudu, 2013; Nyamwange, Ondima & Onderi, 2013). For instance, in 2006, 324 students in Nigeria were blacklisted and banned by the Federal Government from registering University Matriculation Examination (UME), due to their involvement in different forms of examination malpractices (Federal Ministry of Education, 2007). In many states, the rate of examination malpractice is alarming (Iruoje, 2015), this poses the question of how this students make it through the process of admission into university. According to Dada (2014), poor preparation of candidates for examination and the compromising attitude of the entire society are responsible for examination malpractice. Similarly, Egbo (2006) identified seven causes of examination malpractice as; moral decadence, poor facilities in schools, indiscriminate closure of schools, fear of failure, corruption, home factors and bad invigilators. In support, Chaminuka and Nudzo (2014) identified fear of failure and inadequate preparation for examinations, shortages of learning and teaching resources among other factors as possible causes of examination malpractice. Other researchers such as Chukudi-Oji (2013) attributed examination malpractice to scarcity of textbooks, incessant closure of educational institutions due to strike and students rampages as causes of the cheating. These aforementioned factors are physical and situation, which neglects the role of cognitive and emotional factors in predicting indulgence in examination malpractice. However, psychologists have also implicated the role of psychosocial factors such as anxiety and peer influence on engagement in examination malpractice behaviours.

One variable implicated in the prediction of examination malpractice is anxiety. Examination anxiety is a state of uneasiness, worry or feeling of uncertainty about impending or on-going programmes, examinations or tests (Okorodudu & Ossai, 2014). Anxiety is known to have both positive and negative impact on the behavior of a person depending on the level exhibited (Bette, 2014). Moderate anxiety serves as a driving force to motivate a person to work harder to attain set goals (Dada, 2014; Ojonemi, Enejoh, Enejoh & Olatunmibi, 2013). Students preparing for examination require some moderate level of anxiety to give him the propensity to study harder. This gives an indication that he has a task to accomplish that may not be easy but possible with adequate preparation. But when anxiety becomes high, it can be threatening both to the health of the person and the behavior that the person may exhibit (Oko & Adie, 2016; Emaikwu, 2012). In line with this, Otu (2009) revealed that test anxiety, parental socio-economic background, and attitude significantly predict students' cheating tendencies during examination. However, these assertions have not been established among psychology students of Benue State University Makurdi.

Peer influence is another major factor that seems to account for good conduct and/or misconduct among students in examinations and other academic activities (George & Ukpong, 2013). If a particular behaviour is sanctioned by a group, members tend to avoid such behaviour. On the other hand, if the behaviour is approved, whether considered positive or negative by the society, it becomes a norm or mode of conduct among the peers (Gerdeman, 2012). The relationship between student's beliefs about their peers' attitude toward cheating and the likelihood of their engagement in dishonest behaviour has been established in literature (Green, Angoff & Encandela, 2016). Researchers have found that students with the perception that their peers condemned academic dishonesty were less likely to cheat. This result led to the conclusion that peer disapproval is the most important determinant of changes in cheating behaviour (Grills-Taquechel, Norton & Ollendick, 2010).

In the Nigerian educational system, the issue of examination malpractice has become endemic (Furo, 2015; Okorodudu, 2013). It has now become a contemporary shame. This is because it has greatly ridiculed the products and certificate churned out (Ikediashi, 2010). Nigeria is now graded with reliability of half-baked graduates, low productivity and poor job performance, certificate racketeering and qualification inflation. Although examination malpractice attracts ugly penalties in the country such as rustication, it nevertheless fails to increase in strength and sophistication (Ikura, 2014; Onuka & Durowoju, 2013). The incidence of examination misconduct in Nigeria has become so widespread that there is almost no examination anywhere at all levels of the formal school system, without one form of sharp misconduct or the other. Due to the ugly situation in Nigeria, the country occupies the number one position in the world's examination malpractice index (Omeri, 2012). The most disturbing aspect of it all is that parents, lecturers and leaders who are supposed to be actively involved in eradicating examination misconduct are instead aiding and abetting it in one way or the other, thereby increasing its' tendencies among students (Okorodudu, 2013). The menace is a cause of worry for all stakeholders as well as adherents of moral and ethical uprightness in the Nigerian society. Therefore, this study investigated examination anxiety and peer influence as correlates of examination malpractice among students of Psychology, Benue State University, Makurdi.

Rationale for the Study

The determinants of examination malpractice are multifactorial. It is noteworthy that students' anxiety levels and peers play big roles in their lifestyle be it academic or social. As such, examination malpractice would not really be an exception if the same case applies. The quest to eliminate examination malpractice in Psychology department, Benue State

University Makurdi has been a matter of concern since the creation of the department in the university. However, many pre-existing studies on examination malpractice among students have either focused attention on the prevalence and effect of examination malpractice with little or no attention given to the roles of anxiety and peer influence in predicting malpractice behaviour. This has led to the dearth of interventions in this area. Therefore, psychologists have also joined the race to assist educationists in identifying the psychosocial predictors of examination malpractice. Many other studies in alien cultures have investigated the roles of test anxiety and peer pressure on cheating behaviour. However, majority of these studies are not indigenous nor carried out specifically among psychology students. It is against this background that this study investigated examination anxiety and peer influence as correlates of examination malpractice among students of Psychology, Benue State University Makurdi.

Examination Anxiety and Examination Malpractice

Eremie and Ikpa (2020) evaluated cognitive test anxiety and examination malpractices among students in Rivers State. The correlational research design was adopted for the study. The population of the study was 66,164 respondents, while the fluid survey sample calculator was used to draw a sample size of 382 respondents from the population. The simple random sampling technique was adopted for the study. In this study, two instruments were used for data collection. They were structured questionnaires titled as follows: ‘Cognitive Test Anxiety Questionnaire’ (CTAQ) which is to measure students’ cognitive test anxiety and ‘Examination Malpractices Questionnaire’ (EMQ) as to measure the level of examination malpractices among students. Content and face validation of the research instrument was carried out by an experts in the field of Measurement and Evaluation and a lecturer guidance and counseling in Rivers State University, while the Pearson’s Product Moment Correlation analysis was used to obtain the reliability index 0.74. The data collected were analyzed using descriptive statistics of mean and standard deviation, and inferential statistic of Pearson’s Product Moment Correlation analysis to answer the research questions and to test the formulated hypotheses at 0.05 alpha level respectively. It was found that there is a significant relationship between excessive trembling, feeling of hopelessness, low self-esteem, affective tension and examination malpractices among students in Rivers State. It was concluded that we live in a test taking society and that when students are anxious before and during tests, it results to their involvement in examination malpractice. Among others, the study recommended that examinations and continuous assessment tests as well as assignments should be well planned to avoid excessive trembling on the students which most likely triggers cognitive test anxiety. That notwithstanding, this study suffers the limitation of failing to cover undergraduate students of Benue State University in the scope of the study.

Modesta, Odiato, Adenugba and Edun (2019) examined self-efficacy, test anxiety and examination malpractices among secondary school students in Ogun State, Nigeria. Three instruments on Examination Malpractice Questionnaire (EMQ), General Self-efficacy (GSE) scale and Test Anxiety Inventory (TAI) were used in the study. The instruments were administered to 210 randomly selected students from a stratified sample of three schools in Odeda Local Government Area of Ogun State. In the study, 70 students were randomly selected from the population of SS1 students of each school. Pearson Product Moment Correlation Coefficient was used to answer research questions one and two, while Independent Sample t-test was used to answer research questions three and four and regression estimation technique was used to analyze research question five. The result showed that there was a significant negative relationship between self-efficacy and examination malpractice. It was also evident that, there was no significant relationship between test of anxiety and examination malpractice. Also, the level of examination

malpractice among secondary school students differs significantly across gender. The result also showed that, the level of examination malpractice among secondary school students differs significantly across age group. Finally, a joint effect of self-efficacy, test anxiety gender and age on examination malpractice was found among secondary school students. However, this study is criticized for limiting the study population to secondary school students in Ogun state.

Tope (2011) investigated Age, Sex and Test Anxiety as a predictor of Examination Malpractices among Secondary School Students using Ijebu-Ode Local Government Area of Ogun State. Two hundred students were randomly selected from four secondary schools in the area. The instrument utilized for the study was a questionnaire named “Questionnaire for Examination Malpractice among Students” (QMAS). Four hypotheses were tested and the result showed that the predictive combined factors of age, sex and test anxiety influences students’ participation in examination malpractices. Data was analyzed using step wise regression analysis. Based on the findings, adequate counseling assistance should be given to students to shun examination malpractices, and further research should be carried out on the other predictive factors that make students to engage in examination malpractices aside age, sex and test anxiety. This study also shares the shortcoming of leaving undergraduate students out of the scope of the study. More so, it was not conducted in Benue State.

Peer Influence and Examination Anxiety

Agunbiade and Ajayi (2018) investigated test anxiety and peer influence on secondary school students’ involvement in examination malpractices. The study was carried out in Lagos Metropolis. The population for the study consists of secondary school students in Education District II in Lagos state. The study adopted ex-post-facto design and made use of a sample of 250 students randomly selected from five senior secondary schools in the area of study. Research instrument titled “Test anxiety and Peer Influence on Secondary School Students’ Involvement in Examination Malpractices Questionnaire (EMQ)” was used for data collection. Three hypotheses were tested at 0.05 level of significance. Data collected were analyzed using one and two-way analysis of variance statistics. The study’s findings revealed that high test anxiety and high peer influence resulted in high involvement in examination malpractices among secondary school students. It was also found that test anxiety and peer influence jointly determine involvement in examination malpractices among the students. It was recommended that students should invest sufficient time to their studies and engage in group discussion for effective learning and multiple streams of ideas. Students should avoid keeping bad and unprofitable association so that they will not be lured into examination malpractices. They should associate with people of integrity who will positively influence their value systems and behaviours. This study employed an ex-post facto design as opposed to the cross sectional design employed in the present study.

Anierobi, Nwikpo, Okeke and Unachukwu (2018) ascertained how peer influence and self-esteem of secondary school students relate to their attitude towards examination malpractice in Anambra State. Two research questions and two hypotheses tested at 0.05 level of significance guided the study. The correlation survey design was adopted for the study. The participants were selected through simple random sampling. A total of 1300 SS2 students from the population of 8,978 SS2 students in the 174 co-educational public secondary schools in Anambra State made up the sample for the study. Three sets of questionnaires titled “Self-Esteem Scale (SES)”, “Peer Influence Scale (PIS)” and “Attitude towards Examination Malpractice Scale (ATEMS)” were used for data collection. The instruments were validated by three experts and the reliability of the ATEMS and PIS were

ascertained using Cronbach's alpha and they yielded Cronbach's alpha coefficient of 0.85 and 0.76 respectively while the SES yielded 0.74 in Nigerian secondary school setting. Data were analyzed and hypotheses tested using Pearson Product Moment Correlation Coefficient. The findings showed that peer influence has negative correlation with students' attitude towards examination malpractice. Self-esteem has positive correlation with students' attitude towards examination malpractice. Based on the findings it was concluded that students' have negative attitude towards examination malpractice based on peer influence. It was recommended among others that students should be encouraged to have positive sense of worth about themselves and also be enlightened on the strategies of avoiding and or coping with negative peer influence to shun examination malpractice. This study however, failed to employ a sample of undergraduate students from Benue State University Makurdi into the study.

Bassey and Iruoje (2016) investigated test anxiety, attitude to schooling, parental influence, and peer pressure as predictors of cheating tendencies in examination among secondary school students in Edo State, Nigeria. Ex-post facto research design was adopted for the study. Using stratified random sampling technique, 1200 senior secondary two (SS2) students were selected for the study. A 60-item, four-point Likert type questionnaire developed by the researchers was used for data collection. The data collected were analyzed using multiple regression analysis. The results revealed that test anxiety, attitude to schooling, parental influence and peer pressure jointly significantly predict students' cheating tendencies in examination. The result also showed that about 34.2% of the total variation in cheating tendencies is accounted for by test anxiety, attitude to schooling, parental influence and peer pressure. It was recommended that teachers, parents and counselors should identify strategies of reducing test anxiety, develop students' positive attitude to schooling, and advise students not to imitate their peers' unwholesome ways of life, as these will help reduce cheating tendencies during examinations. Despite the contributions of this study to knowledge, the study rather employed an ex-post facto design as opposed to the cross sectional design employed in the present study. Therefore, the following hypotheses were postulated.

- i. There will be a significant relationship between examination anxiety and examination malpractice among students of psychology, Benue State University Makurdi.
- ii. There will be a significant relationship between peer influence and examination malpractice among students of psychology, Benue State University Makurdi.
- iii. There will be a significant joint influence of examination anxiety and peer pressure on examination malpractice among students of psychology, Benue State University Makurdi.

Design

This study adopted Cross-sectional survey design to investigate examination anxiety and peer influence as correlates of examination malpractice among students of psychology Benue State University Makurdi. Cross-sectional survey is the collection of information from different respondents at a single point in time. This type of design utilizes different groups of people who differ in the variable of interest. The study design is appropriate because it allows the researchers to compare many variables at the same time without any form of manipulation.

Participants

The participants for this study were 240 undergraduate students of psychology at the Benue State University Makurdi. They comprised 120 (50%) male and 120 (50%) female students. Their ages ranged from 18-49 years with a mean age of 29.04 (SD=3.45). Among them, 232 (96.7%) were Christians while the remaining 8 (3.3%) were Muslims. Still among them, 60 (25%) were in 100 level, another 60 (25%) were in 200 level, 60 (25%) were in 300 level and the remaining 60 (25%) were in 400 level.

Sampling

For the purpose of this study, simple random sampling technique was used to draw the participants for the study. In doing this, each psychology student from the 4 levels of study (100-400 level) had an equal chance of being selected to participate in the study. This technique was used to eliminate systematic bias. Subsequently, all the individuals were given an equal chance to participate in the study.

Instruments

For the purpose of the study, the researchers assessed the participants' sex, age, religion and level of study.

Test Anxiety Scale: Examination anxiety was measured using the Test Anxiety Scale developed by Nist and Diehi (1990). The scale was used to determine if a student experiences mild or severe levels of test anxiety. The 10 item scale is assessed on a 5-point Likert format of 1 (never) to 5 (always). No items were noted to be reverse scored. The authors reported a reliability coefficient of .88. Meanwhile, the present study obtained an alpha coefficient of .83 from a pilot study conducted among undergraduates of Federal University of Agriculture, Makurdi and .79 from the main study among undergraduates of Benue State University Makurdi. This indicates that the scale is reliable enough to be used for the study.

Examination Malpractice Questionnaire: Examination malpractice was measured using the Examination Malpractice Questionnaire developed by Duvie and Eluwa (2016). The researchers constructed a questionnaire titled, Examination Malpractice Questionnaire (EMQ) for the purpose of assessing indulgence in cheating behaviour during examinations. No items were noted to be reverse scored. The reliability of the 12 items instrument was 0.77 (Cronbach's alpha). The present study reported an alpha coefficient of .87 which indicates fitness.

Peer Pressure and Conformity Scale: The researcher used the Peer Pressure and Conformity Scale (Santor, Messervey & Kusumakar, 2000) to measure peer influence. Responses are provided on a five-point Likert scale ranging from Strongly Agree (1) to Strongly Disagree (5). The reliability and validity of the instrument were .87 and .79 respectively. Sample of items in this scale includes; "At times, I have broken rules because I have been urged by friends to do so".

Procedure

This study was conducted among psychology students of Benue State University Makurdi. The researchers obtained approval from the university management and the consent of the students were also sought and obtained before administration of the questionnaire. The administration of the questionnaires was done when students are seated in their various classes and the departmental park. Those who consented to participate were instructed on

how to respond to the questionnaire. The researchers administered 250 copies of the questionnaire, however, only 240 copies representing a return rate of 96% were returned and found useful for data analysis.

Data Analysis

Data analysis for this study involved the use of descriptive and inferential statistics. The descriptive statistics involved mean, standard deviation, frequencies, and percentages. While inferential statistics involved the use of Pearson's Product Moment Correlation Coefficient and Multiple Regression Analysis.

Results

Hypothesis One: This hypothesis stated that there will be a significant relationship between examination anxiety and examination malpractice among students of psychology, Benue State University. This hypothesis was tested using Pearson's Product Moment Correlation and the result is presented in table 1.

Table 1: Pearson's Product Moment Correlation showing the relationship between examination anxiety and examination malpractice among students of Psychology, Benue State University Makurdi.

Variables	Mean	SD	r	df	Sig.
Examination Anxiety	54.98	6.30	.246	238	.000
Examination Malpractice	27.27	3.82			

Result in table 1 shows that there was a significant positive relationship between examination anxiety and examination malpractice among Psychology Students of Benue State University, Makurdi [$r(238) = .246; p < .001$]. The result showed a positive score indicating that the more anxious the students are, the more their likelihood to engage in examination malpractice and the less anxious they are, the less the chances of engaging in examination malpractice. The result further showed that examination anxiety explained 6.1% of the variance in examination malpractice. Based on this result, hypothesis one was supported.

Hypothesis Two: This hypothesis stated that there will be a significant relationship between peer influence and examination malpractice among students of psychology, Benue State University. This hypothesis was tested using Pearson's Product Moment Correlation and the result is presented in table 2.

Table 2: Pearson's Product Moment Correlation showing the relationship between peer influence and examination malpractice among students of Psychology, Benue State University Makurdi.

Variables	Mean	SD	r	df	Sig.
Peer Influence	10.67	3.29	.267	238	.001
Examination Malpractice	27.27	3.82			

Result in table 2 shows that there was a significant positive relationship between peer influence and examination malpractice among Psychology Students of Benue State University, Makurdi [$r(238) = .267; p < .001$]. The result implies that as the level of peer

influence among student increases, their inclination to indulge in examination malpractice also increases and as their level of peer influence reduces, their predisposition to examination malpractice also reduces. The result further showed that peer influence explained 7.1% of the variance in examination malpractice. Based on this result, hypothesis two also supported.

Hypothesis Three: This hypothesis stated that there will be a significant joint influence of examination anxiety and peer pressure on examination malpractice among students of Psychology, Benue State University Makurdi. This hypothesis was tested using Multiple Regression analysis and the result is presented in table 3.

Table 3: Multiple Regression showing the joint influence of examination anxiety and peer pressure on examination malpractice among Psychology students of Benue State University, Makurdi

DV	Predictor(s)	R	R ²	F	df	β	t	Sig
Examination Malpractice	Constant	.593	.352	63.003	2, 232		6.899	.000
	Exam. Anxiety					.674	10.025	.000
	Peer Influence					.684	10.170	.000

Result in table 3 shows that there was a significant joint influence of examination anxiety and peer influence on examination malpractice among psychology students of Benue State University, Makurdi [$R^2=.352$; $F(2,232)=63.003$; $p<.001$]. Observation of coefficient of determination [$R^2=.352$] shows that both examination anxiety and peer influence jointly accounted for 35.2% of the total variance observed in examination malpractice among psychology students of Benue State University, Makurdi. Based on this result, hypothesis three was also supported.

Discussion

Hypothesis one was tested to find out if there will be a significant relationship between examination anxiety and examination malpractice among students of psychology, Benue State University Makurdi. Result shows that there was a significant positive relationship between examination anxiety and examination malpractice among Psychology students. This means that students with high levels of test and examination tension will be more likely to engage in cheating behaviours during the test or examination and vice versa. This result agrees with that of Eremie and Ikpa (2020) who also revealed a significant influence of examination anxiety on malpractice behaviour. In support, Modesta, Odiato, Adenugba and Edun (2019) revealed an association between test anxiety and malpractice during examination. This study also supports the present finding except that it was obtained among secondary school students. Still in concordance, Tope (2011) also found a linkage between test anxiety and test malpractice. However, there are no opposing findings.

Hypothesis two was tested to find out if there will be a significant relationship between peer influence and examination malpractice among students of psychology, Benue State University Makurdi. The result showed that there was a significant relationship between peer influence and examination malpractice among Psychology students. This implies that students who are under the influence of their peers who encourage cheating in examination will also be more likely to cheat in examination. Therefore, this finding is in agreement with that of Anierobi, Nwikpo, Okeke and Unachukwu (2018) who found relations between peer pressure and examination malpractice among students. Similarly, Bassey and Iruoje (2016) also found that peer pressure influences examination malpractice among students. That notwithstanding, this finding also lacks the opposing support of other studies in this area.

Hypothesis three was tested to find out if there will be a significant joint influence of examination anxiety and peer pressure on examination malpractice among students of psychology, Benue State University. Results indicated that there was a significant joint influence of examination anxiety and peer influence on examination malpractice. The findings of this study are in agreement with the findings of Agunbiade and Ajayi (2018) who found a significant joint influence of test anxiety and peer influence on examination malpractice among students. Also, another supporting study by Bassey and Iruoje (2016) found joint linkages between peer pressure and test anxiety on malpractice during examination.

Conclusion

Based on the result of this study, it is concluded that examination anxiety is a significant determinant of examination malpractice among psychology students of Benue State University Makurdi. Similarly, peer pressure is also deemed a significant predictor of examination malpractice among psychology students of Benue State University Makurdi. Lastly, examination anxiety and peer pressure are significant joint determinants of examination malpractice among psychology students of Benue State University Makurdi.

Recommendations

Going by the result of these findings, it was recommended that, the leadership of the department of psychology and the lecturers should always counsel and encourage students before each examination will be written. This will help the students overcome the impending anxiety that comes with the sight of examinations papers so as to curb or eliminate examination malpractice notably triggered by anxiety.

It was also recommended that parents, guardians, lecturers and school counselors should encourage students against bad influences from their peers. They should be encouraged to keep peers that are academically sound and also endeavor to study regularly so as not to contemplate malpractice when it is time for examination.

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