

EXAMINATION MALPRACTICE AND THE ROLE OF SCHOOL COUNSELLORS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Examination Malpractice and the Role of School Counsellors" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined examination malpractice and the role of school counsellors, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of examination; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with examination and malpractice. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 415 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 389 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.04). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.555$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.08, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.25$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on examination.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of examination malpractice and the role of school counsellors is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

The salience of examination in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of examination. The aggregate picture emerging from Salami and Salami (2023) points to a modest but consistent association between examination and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Bamgbose and Oyelaran (2020), in a survey of relevant stakeholders, concluded that the benefits of examination are unevenly distributed across groups. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, examination has become increasingly significant within the Nigerian landscape and beyond. Globalisation and technological change have intensified both the opportunities and the challenges associated with examination. Kalu and Famuyide (2020), in a survey of relevant stakeholders, concluded that the benefits of examination are unevenly distributed across groups. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Okonkwo and Famuyide (2023) extended earlier analyses by demonstrating that malpractice reinforces the effects of examination. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The relationship between examination and malpractice has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of examination and malpractice. Research by Okonkwo and Famuyide (2021) using mixed methods provided particularly rich insight into the mechanisms connecting examination and malpractice. Such findings reinforce the argument that examination deserves a place of priority on the development agenda. Alade and Ekwueme (2020), in a survey of relevant stakeholders, concluded that the benefits of examination are unevenly distributed across groups. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, examination has become increasingly significant within the Nigerian landscape and beyond. Auxiliary variables, including education, income, and location, further condition how examination is experienced across communities. Field evidence gathered by Osinachi and Chukwu (2016) suggested that stakeholder engagement materially improves the results achieved in matters of examination. Left unaddressed,