

AN EXPLORATORY STUDY ON THE ROLE OF GUIDANCE  
AND COUNSELLING TEACHERS IN PREVENTING  
EXAMINATION MALPRACTICES IN SELECTED SPECIAL  
SCHOOLS IN WESTERN PROVINCE, ZAMBIA.

BY

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fulfillment of the requirements for the award of a degree of Master of  
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## **AUTHOR'S DECLARATION**

I, **Moola Kwalombota** do hereby solemnly declare that this dissertation represents my own work. I further certify that the work has not previously been submitted for a degree to the University of Zambia or any university.

Signed: ..... Date: .....

## **DEDICATION**

This work is dedicated to: my dear father Moses Kwalombota Lubinda who helped me to start my academic journey but was called in the yonder world before I could reach my goal- may his soul rest in peace, and to my mother Elizabeth Nasilele Moola who tirelessly worked hard to see me where I am. Thank you mum and dad for your effort.

**CERTIFICATE OF APPROVAL**

This dissertation by Moola Kwalombota is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Special Education of the University of Zambia.

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## LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASCA	American School Counsellors Association
CAI	Center for Academic Integrity
CASSON	Counselling Association of Nigeria
CBT	Cognitive Behaviour Therapy
ECZ	Examination Council of Zambia
EEPE	Examination Ethics Project
GCE	General Certificate of Education
HIV	Human Immunodeficiency Virus
MANEB	Malawi National Examination Board
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MoE	Ministry of Education
NAGCAZ	National Guidance and Counselling Association of Zambia
NECO	National Examination Commission
PTA	Parent Teachers Association
RET	Rational Emotive Therapy
REBT	Rational Emotive Behaviour Therapy
TOEIC	Test of English for International Communication
UNEB	Uganda National Examination Board
UNESCO	United Nations Educational Scientific and Cultural Organisation
USA	United States of America
WAEC	West African Examination Council

## ABSTRACT

The purpose of the study was to explore the role of guidance and counselling teachers in preventing examination malpractice in selected special schools in Mongu and Senanga districts in Western province of Zambia. The sample of the study comprised 88 respondents of which four (04) were Headteachers, four (04) were guidance and counselling teachers and eighty (80) were learners with disabilities of which forty (40) were learners with hearing impairment and the other forty (40) were learners with visual impairment. The study employed purposive sampling and simple random sampling procedures to select the sample from four special schools. Furthermore, the study used a descriptive survey research design and qualitative research methods. Interview guide, focus group discussion guide were used to collect data. Since the data was qualitative, thematic analysis was used to analyse this data. To ensure reliability of this study, the researcher used triangulation of methods and data sources. The study found that the role of guidance and counselling teachers in preventing examination malpractices was to prepare learners for examination by providing educational guidance and counselling services such as developing the learners' self confidence, guiding learners on good study habits, skills or learner centered learning methods, orienting learners on the examination ethics, equipping learners with study resources or supervising and monitoring learners' academic performance. Furthermore, the study revealed that guidance and counselling teachers were not often utilised by schools. Findings also revealed that guidance and counselling teachers faced a challenge in preventing examination malpractices due to lack of policy guidelines to govern the implementation of guidance and counselling services in schools. Lastly, the findings revealed that most learners did not often access guidance and counselling services in their respective schools. The study therefore, recommended that schools should utilise guidance and counselling teachers in preventing of examination malpractice.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter contains the background to the study, the statement of the problem, purpose of the study, study objectives and research questions linked to the objectives of the study, significance of the study, limitations, delimitation, definitions of operational terms and ends with a summary.

#### **1.1 Background of the study**

The role of guidance and counselling teachers in preventing examination malpractice has not been clear despite existence of the need.

To that effect, Ndhlovu (2014) articulated that the role of guidance and counselling teachers was immensely needed in Zambian schools as a result of problems such as poor academic performance, riotous or undesirable behaviours exhibited by the learners. Other problems include early pregnancies, truancy, school dropout, poor study habits, examination anxiety such as feeling of tension, apprehension, nervousness, worry, or having cognitive distraction created by task irrelevant thinking and other physiological stimulation of the autonomic nervous system that occurs in learners when they are about to undergo an evaluative process (Okorodudu & Ossai, 2004). Similarly, Gora et al. (1992) state that the increase in socio-economic, psycho-social, psychological, or academic problems has made the role for guidance and counselling teachers in schools more critical than in the past. For instance, a study by Mbugua and K'Okul (2013) investigated the psychological dispositions of anxiety among learners with visual impairment at Thika High School for the Blind in Kenya. Findings from the study showed that visually impaired students experience anxiety at different levels and this affected their psychological stability, made them unable to concentrate on their studies and in some cases, felt neglected and unappreciated.

Ndhlovu (2014) said that guidance and counselling has the role of supplementing home effort in the upbringing of the children and making possible adjustments to

situations they are subjected to in the school environment. He affirmed that most homes have devolved their problem laden children to learning institutions. The learners have problems with study techniques, how to prepare for examinations, relating with peers and some have undergone various abuses from the adults. He says guidance and counselling teachers help these learners out of the problems.

The current scenario displayed numerous dynamics in job requirements and the labour market. Guidance and counselling teachers equip learners with effective competitive skills consistent with the contemporary labour market dynamics. In describing the role of guidance and counselling teachers, Kelechi and Ihuoma (2011, p.52) say that,

As part of vocational guidance and counselling programme, career development enables guidance counsellors to assist individuals to identify and learn the skills by which they can be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively

Whitney-Thomas, Shaw, Honey, and Butterworth (1998) say that for students with special needs be it learning disabilities, mental retardation, visual impairment, hearing impairment, speech disorders and others, guidance and counselling teachers provide information about labour market trends to both the parents of learners with disabilities and the learners with disabilities themselves. Further the guidance and counselling teacher updates them on distinctive career trajectories and developments they should undergo in order to progress in a relevant career.

Ndhlovu (2014) states that guidance and counselling teachers aid the learners in their vocational development. Guidance and counselling teachers mould the learners in accordance with the vocation that suit the learner's interest, aptitude, personality and capabilities. Learners are placed in their most relevant career pathway so that they continue developing their career before they get into the world of work.

Egbochukwu (2008) said that the aim of guidance and counselling is to provide students with opportunities to develop knowledge and appreciation of themselves and others; to develop relationship skills, ethical standards and a sense of responsibility; to acquire skills and attitudes necessary to develop educational goals which are suited to their needs, interests and abilities; and to provide information that would enable them make decisions about life and career opportunities.

Day (2004) says that when school guidance and counselling teachers have time, resources, and the structure of a comprehensive program to work in, good things happen, that is, guidance and counselling interventions help the learners out of their diverse problems.

Nziramasa (1999) stated that most parents were heavily burdened with socio-economic issues; they are very busy for their children and have thus surrendered them to the school to nurture their children on their behalf. Correspondingly, UNESCO (2002, p.2) says that “African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people.”

One of the problems that has hit the education sector at all levels is examination malpractice. Onuka and Durowoju (2010) affirmed that the examination system in Nigeria had deteriorated to an extent that its validity and reliability remains debatable due to increasing prevalence of examination malpractices. Examination malpractice had become a ‘tradition’ world over at all levels of education resulting in unbridled increase in examination fraud. Wilayat (2009) says that examination ceased carrying its status as a measuring instrument for academic performance or evaluating the pedagogic achievement of learners. All this is a consequence of an absolute collapse of the entire system of examination management. Whether guidance and counselling teachers have a role to restore

the value of examinations by preventing examination malpractice remains a question.

Similarly, Vencat (2006) revealed that information from world over gave a clear testimony that examination dishonest had been a worldwide occurrence. In tandem with that, Examination Council of Zambia (2013) stated that the issue of examination malpractices was not unique to Zambia, but it was a global issue that examining boards were trying to resolve even at regional, continental and world levels. Throughout the continents, from Africa to America or Europe the concern of examination misconduct had become nerve-racking feature among the education providers. Czek' account ( as cited by Ogunji, 2011, p. 54) showed that 3-5% of candidates in an examination were likely to cheat with almost none of those pupils being caught and that cheating was a universal trend, whenever the environment provided an opportunity for cheating in examination, candidates took advantage to cheat in. It is evident beyond doubt that today the term 'examination malpractice' has become a 'house hold' term in our schools, homes or communities. This phrase 'examination malpractice' is a symptom of an educational problem that arises when a learner is not prepared for examinations and wants to pass examinations using fraudulent means. In order to prevent it, remedial interventions should be directed to the causative factors if, the symptom (examination malpractice) was to be prevented. In this regard learners should be adequately prepared psychologically and in terms of subjects' content so that they confidently sit for examinations. In view of the aforesaid, a question remains as to whether guidance and counselling teachers have a role in preventing examination malpractices in Mongu and Senanga districts.

MoE (1996) states that national education policy "Educating Our Future" affirmed the provisions of guidance and counselling services in schools and even said would strengthen the guidance and counselling services for its children. However, the role of guidance and counselling teachers was not spelt out. Furthermore, Ministry of Education, Science, Vocational Training and Early

Education (MESVTEE) (2013) – Zambia Education Curriculum Framework a curriculum policy did not provide the role of guidance and counselling in any of the two curriculum pathways in schools. In view of the heightened examination malpractices, the role of guidance and counselling teachers needed to be established.

### **1.1.1 Global situation about examination malpractice**

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 students 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 revealed 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 showed that approximately 80 percent of the students surveyed confessed that they cheated at least once in previous examinations. 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, Bennett, and Simon (2006) said that two first year medical students in India inserted a microphone and speaker inside a shirt clout, activated it on a cloaked cell phone, and colluded with their acquaintances outside to scan the textbook of answers for them. Furthermore, it was also noted that in 2003, a standardised 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 available before the examination date.

Conde (2006) said that the Philippines' nursing board examinations were leaked before the date of examinations. The Philippines' Professional Regulation Commission affirmed that more than 42,000 nursing graduating candidates had access to the examination question 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 examinations. Additionally, some went to an extent of inserting micro receivers in their ears to receive external instructions from their associates during the examination process. It was reported that the numbers of candidates found copying outweighed the number of those who were caught in the past.

Straits times (2009, June 24) reported that in Seoul South Korea police had arrested two men suspected of enriching themselves by using advanced electronic gadgets to communicate answers to their acquaintances 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 International Communication (TOEIC).

### **1.1.2 African situation on examination malpractice**

In Nigeria, according to West African Examination Council/(WAEC) (2004) as cited in Alutu and Aluede (2006) revealed that the first officially recorded case of examination malpractice was noted in 1914 when candidates in the Senior Cambridge local Examination had prior access to question scripts before the examination. Ever since, there have been cases of irregularities reported on a yearly basis. But, the outstanding years were 1963, 1967, 1970, 1973, 1977, 1979, 1981, 1985, 1987, 1991, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, or 2003 (West African Examination Council, 2004).

Nkawihe (2013) reported that 392 candidates were disqualified during the 2013 MSCE examinations. Furthermore, Simutowe (2014, July 12) said that a Skyway headteacher was arrested for examination malpractices in Blantyre – Malawi. He

opened confidential envelopes not meant for his school and was convicted for 10 years with hard labour and a fine of K 300, 000.

Odongo (2014) said that in Uganda cases of examination malpractice were reported annually in all the examinations administered by the Uganda National Examination Board (UNEB). For instance in the 2013 Uganda Certificate of Education (UCE), 1,812 candidates out of 289,012 (0.63%) had their entire results cancelled after it was confirmed that they engaged in examination malpractices. In the previous year the number had been 1,035 (0.39%). On Average in the past five years 0.57% of the candidates have had their results cancelled due to their involvement in examination malpractices. The records show that 81.5% of the results cancelled were as a result of external assistance to the candidates by their teachers especially in Mathematics and Science. Also collusion among learners and smuggling of notes into the examination room were the other main ones.

### **1.1.3 Zambian situation on examination malpractice**

Examination Council of Zambia (ECZ) (2011) said that 311 candidates were involved in examination malpractices during the 2010 examination for Grade nine, Grade twelve and General Certificate of Education (GCE) as compared to 267 cases in 2011. Of that number 231 were grade twelve and GCE and 80 were grade nines. Additionally, Namaiko, (2013) reported that, the Minister of Education, Science, Vocational Training and Early Education observed that 310 cases of examination malpractices were recorded during the 2012 Grade twelve and nine examinations on top of that six teachers were found aiding the candidates in examination. This statistics incorporate both learners with disabilities and those without as there is no isolated statistics for learners with disabilities. ECZ (2011) records showed that, Western province which was the home of the study, became second on the prevalence of examination malpractice in 2010 examination for grades twelve, GCE and nine. Additionally, Mungandi-wa-Mungandi (2013) reported that in 2010 pupils at one of the secondary school in Western province rioted because they were not availed leakages by their teachers.

Examination Council of Zambia (2013) that they had received various reports of examination malpractices from members of the public. The Examination Council of Zambia had endeavoured to work towards attaining a culture of zero tolerance to examination malpractices. They had therefore implemented measures aimed at preventing malpractices from taking place at all levels of education and ensuring that those who had access to leaked materials were ejected from the entire examination process. The researcher conjectured as to whether guidance and counselling cannot have a role in remedying the problem of examination malpractices.

Sichone (2014) reported that the Minister of Education, Science, Vocational Training and Early Education said 253 cases of examination malpractices were reported for 2013 grade nine candidates, representing 0.09 per cent of candidates who wrote the examinations. This statistics incorporated both for learners with disabilities and for those without. Sichone (2014) further reported that the Minister of Education, Science, Vocational Training and Early Education said that 421 cases of examination malpractices were reported for grade twelve and GCE candidates, representing 0.40 per cent of candidates who wrote the examinations. He said the majority of the candidates who took part in examination malpractices were GCE candidates, and that 245 of the culprits were immediately expelled from the entire examinations. The researcher further doubts whether guidance and counselling could not have a role to play on the expelled candidates to prevent them from repeating the practice.

#### **1.1.4 Types of examination malpractices**

Jacob and Lar (2001) said that there were numerous types of examination malpractices in the examination process. They varied from smuggling of unauthorized materials to the examination hall, written information on paper, skin or body writing (tattooing) which students especially females wrote on hidden parts of their bodies, writing on tables, programmed electronic or sending prepared answers by teachers to students during examinations; disrupting the conduct of

examinations, buying examination papers, changing of grades after examination, misrepresentation of identity or impersonation (writing for another person), being written for (the impersonated), receiving external assistance, substitution of script, giraffing (copying) on the neighbouring candidate's work, whispering or examination hall communication, writing on currency notes or identity cards, substitution of answer sheets and change of examination scores or grades, others included leakages of questions to students before the examination or conniving with supervisors and school authorities to cheat.

Bande (2005) said that examination malpractices might include cheating in examinations through theft of other candidates' work, tampering with other candidates' works, carrying foreign informative resources, fabrication of results or showing disregard to academic regulations, embarrassing, threatening or assaulting invigilators and supervisors who failed to cooperate with them in their despicable practices. Correspondingly, Oluyeba and Daramola (1992) said that insulting or assaulting on supervisors or invigilators were types of examination malpractices.

#### **1.1.5 Effects of examination malpractices**

Alarape and Onokoya (2003) said that cheating was gradually becoming a means of getting ahead in academic circle. Most candidates would want to get higher grades through fraudulent means. However, Liman (1997) noted that examination malpractices had a paralysing effect on the developing nations. He said that the process was threatening the capabilities of future generation professionals a situation that might breed a future of social, political and economic insolvency.

For instance, examination malpractices had the potential to increase corruption practices in the country. West Africa Examinations Council/ (WAEC) and Examinations Ethics Project/ (EEP) survey, (2004) done in Nigeria showed that the existing correlation between examination malpractices and corruption in public offices meant that students who stole their ways to higher offices through

examination malpractice would not find it difficult to engage in corrupt practices when they were employed.

Secondly, examination malpractices discouraged good candidates from studying hard. Alutu and Alutu (2003) noted that examination malpractice rendered the objectives of examination invalid and affected the psyche and integrity of students who were hardworking and had thus resolved not to indulge in any form of cheating. Notwithstanding, good candidates might be tempted to believe 'If you cannot beat them, join them.' That might be felt especially as they saw that other candidates got away with their corrupt behaviours an aspect that might be contagious as more and more candidates would tend to join in examination malpractices.

Thirdly, Wilayat (2009) says examination malpractices discredited the value of certificates. For example, employers of labour required certain skills from their employees based on the certificates they held. However, some employers were disappointed when their employees performed grossly below average. The implication was that the employers would begin to rely more on their own tests and oral interviews than the certificates the applicants were holding in order to select suitable prospective employees. Additionally, Fibersima (2001) said that examination malpractices could lead to: production of half baked graduates from academic institutions, retarded educational growth and development, false sense of value and impression of candidates' capabilities and loss of confidence in candidates who were involved in examinations. Additionally, examination malpractice denied innocent students' opportunity for admission in Universities and Colleges. Many good students were denied admission to institutions of learning because the corrupt ones who got better scores and grades through examination fraud had been selected. The best brains that could help in research and development were likely to be rejected while seeking admission. The corrupt ones who were admitted continued in their behaviours that won them admission and subsequently wangled their ways through the programme.

Wilayat (2009) says examination malpractices also decreased job efficiency creating a serious implication on the gross domestic product of the country. For example, when the general quality and standard of human capital is of substandard as a result of examination malpractices, the nation may have half-baked personnel that may retard national economic development; similarly an incompetent teacher with a substandard content delivery may also be offloaded on the labour market which may in turn produce half baked learners. That would bring a string effect of examination malpractices on the educational system and the society as a whole. Despite the availability of guidance and counselling teachers in schools, examination malpractices had attained an alarming proportion and had also become endemic in educational system in Zambia. In view of the above, little was known about the role of guidance and counselling teachers in preventing examination malpractice in Zambian schools particularly schools in Mongu and Senanga districts.

### **1.2 Statement of the problem**

Despite availability of guidance and counselling teachers in schools, examination malpractices have attained an alarming level and have become endemic to the education system in Zambia. Examination Council of Zambia (2011) said that examination malpractices had become the most serious problem threatening the entire fabric of the education system in Zambia. The question that comes to mind is; what role guidance and counselling teachers play in preventing examination malpractices in Zambian special schools.

### **1.3 Purpose of the study**

The purpose of the study was to explore the role of guidance and counselling teachers in preventing examination malpractice in selected special schools in Mongu and Senanga Districts.

#### **1.4 Study objectives**

The following objectives guided the study:

- i. To establish the role of guidance and counselling teachers in preventing examination malpractices.
- ii. To determine the extent schools utilise guidance and counselling teachers in preventing examination malpractices.
- iii. To establish the challenges guidance and counselling teachers face in preventing examination malpractices.
- iv. To determine the extent learners access guidance and counselling services in their preparation for examinations.

#### **1.5 Research questions**

The following research questions guided the study:

- i. What is the role of guidance and counselling teachers in preventing examination malpractices?
- ii. To what extent do schools utilise the guidance and counselling teachers in preventing examination malpractices?
- iii. What challenges do guidance and counselling teachers face in preventing examination malpractices?
- iv. To what extent do learners access guidance and counselling services during their preparation for examinations?

#### **1.6 Significance of the study**

It was hoped that the findings of the study might help to highlight the role of guidance and counselling teachers in preventing examination malpractices. It was also hoped that the results might help to alleviate examination malpractices. Apart

from that, it might add to the body of knowledge about the role of guidance and counselling teachers in preventing examination malpractices.

### **1.7 Limitations of the study**

Best and Kahn (2009) say that limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of a particular study.

The issue of examination malpractice is a sensitive one as such some schools were hesitant to grant the research permission to undertake this study at their institutions. In addition, the schools in the study are located in rural setting, therefore the involvement of guidance and counselling teachers in prevention examination malpractices might be different from those in urban set up.

### **1.8 Delimitation**

Cresswell (1994) says that delimitations are used to address how the study is narrowed in scope. This study focused on the role of guidance and counselling teachers in preventing examination malpractice in Sefula Secondary Special Unit, Sefula Special School for the blind, Senanga Secondary Special Unit and Senanga Special School for the deaf in Mongu and Senanga districts respectively. The Schools were chosen because records from Examination Council of Zambia showed that schools in Mongu and Senanga districts had experienced examination malpractices.

### **1.9 Definitions of operational terms**

The definition of terms explains how the following terms had been used in a study:

**Guidance and counselling:** This is a process of helping the individual to understand himself and his world better and thus be better equipped to solve life problems and overcome obstacles to his or her personal growth, which could be educational, vocational, social or personal.

**Examination malpractice:** This is an act or any acts of misconduct committed before, during or after the examination by either the candidates taking the examination or by officials assigned with the administration, evaluating or conducting the examination to help a candidate have personal advantage in an examination over their colleagues or mates who are competing in the same examination.

**Guidance:** This is an assistance given to an individual either by an adult or counsellor in order to help them discover themselves and cope with life situation.

**Counselling:** This is a relationship which exists between a counsellor and a counsellee in order to provide solution to a problem encountered by the counsellee.

**Counsellor:** Is one who counsels, assists or help the students or an individual to solve academic and psychological problems.

**Counsellee:** Is one who seeks advice or help from the counsellor in solving his/her personal problems.

**Disability:** A restriction or disadvantage imposed on an individual's functioning as a result of impairment.

**Examination anxiety:** Is a phenomenological, physiological and behavioral response that accompanies concern about possible negative consequences or failure on the examination or similar evaluative situation.

**Examination ethics:** These are laid down guidelines, rules and regulations, code of conduct or principles of behaviour required during an examination. Examination ethics may also be referred to as rules of conduct or principles of morality that point us toward the right or best way to act in examination.

**Impairment:** An identifiable defect in the basic functions of an organ or any part of the body system.

**Visual impairment:** Vision loss (of a person) either partial or total resulting from disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means such as refractive correction, medication or surgery.

### **1.10 Organisation of the study**

The study is organised into six chapters. The first chapter comprises the introduction, statement of the problem, purpose of the study, study objective, research questions, significance of the study, limitations of the study, delimitation, and definition of operational terms. Chapter two consists of literature review, while chapter three contains methodology. The research findings are presented in chapter four, while chapter five consists of discussion of the findings and chapter six contains the conclusion and the recommendations. The report ends with references and appendices.

### **1.11 Summary**

This chapter covered the introduction to the study. The background to this study emanated from the need to investigate the role of guidance and counselling teachers in preventing examination malpractices in schools. The chapter further presents the statement of the problem, purpose of the study, study objectives and research questions linked to the objectives of the study. Additionally, it covers significance of the study, limitations, delimitation, definitions of operational terms and ends with a summary.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review on the relevant literature under the following subheadings: description of guidance and counselling, history of guidance and counselling, types of guidance and counselling offered in schools, description of examination malpractices, causes of examination malpractices. In addition it presents reviewed literature on general role of guidance and counselling teachers in schools, extent schools utilised the guidance and counselling teachers, challenges guidance and counselling teachers face, extent learners' accessed guidance and counselling services in schools.

#### **2.1 Description of guidance and counselling**

Coyle and Dunne (2008) said that guidance and counselling are different terms although they are corresponding elements. As regards the description of guidance, Shahinshah (2010) says that the word 'guidance' is derived from the root word "guide" which means to lead, pilot, aid, direct, interact, manage, inform, assist or steer. Gladding (1996) submitted that guidance is a process of helping people make important choices that affect their lives. Similarly, Gibson and Mitchell (2007) say that guidance is an activity through which a teacher exposes pupils or students to the reality of the world and also helps them to choose their day to day life style. Further, Okobiah and Okorududu (2004) cited by Mapfumo and Nkoma (2013) stated that guidance in schools is made up of programmes of activities through which learners get help out of the problems. Considering the aforesaid definitions, it is evident beyond doubt that the role of guidance in schools is to help learners to make right decisions for their day to day life progression.

Regarding counselling, Goldberg (1980) defined counselling as an organised exploration of self and/or environment by a client with the aid of a counsellor in

order to clarify self-understanding and/or environmental alternatives so that behaviour modifications or decisions are made on the basis of broader cognitive and affective understandings. Congruent with this, Ebireri (2004) says that counselling is assistance rendered to an individual to accomplish behaviour modification or take decisions on the basis of greater cognitive and affective understandings of self and environment such that they become more effective and productive members of the society. Makinde (1981) describes counselling as an interaction process co-joining the counsellee, who is vulnerable and who needs assistance and the counsellor who is trained and educated to give this assistance, the goal of which is to help the counsellee understand him/herself and the reality of his or her environment. Similarly, Anagbogu (1988) defined counselling as a process of helping the individual towards overcoming obstacles to his/her personal growth, which could be educational, social, personal or vocational. Therefore, through counselling, learners can have a complete knowledge of themselves and their environmental realities so that they modify their lives to reach a well matched standard so that they effectively overcome educational, social, personal or vocational impediments.

As regards guidance and counselling, Idowu (1990) views them as an interventional process planned within a school set up through which the absolute development of pupils are stirred in areas concerning their personal, social, career, emotional and academic aspects. Additionally, Okeke (1994) discerns guidance and counselling as the process of assisting an individual to understand himself and his world better and thus be better equipped to solve life problems. Further, Lunenburg (2010) says that it is a planned and organised work meant to assist an individual to understand himself and his or her abilities and develop his or her potentialities in order to solve his or her problems so as to attain a well matched psychological, social, personal, educational and vocational status.

Mapfumo (2001) says that guidance and counselling services are offered at two diverse altitudes, the guidance level and the counselling level. Guidance category

is concerned with the educational, personal, social or vocational information delivered in an educational nature to groups of individuals with common agenda such as the potential job seekers who need information on job-seeking skills or students who need to be equipped with study strategies and general examination-taking techniques. On the other hand, Nayak, (2004) says counselling needs are more individual and responsive to confidential needs of a particular client. The clientele include those with examination anxiety, low self esteem, low self confidence, negative concept of self, attention-deficit disorders, drug abuse, sexual abuse which are handled through individual relationship between counsellors and their clients. Unlike guidance that can be done publicly, counselling is a private affair.

In a nutshell, guidance service is a curricular based programme which is developmental, preventative, suitable and responsive to the needs of the learners and is conveyed in an in-class milieu. On the contrary, counselling involves provision of services which are directed at responding to an individual learner's needs as they surface right through his or her school life span (Mapfumo, 2001).

Having reviewed what guidance and counselling is, it is clear that it plays a role in preventing malpractice of different kinds. However, it was not known what role the guidance and counselling teachers played in preventing examination malpractices in Mongu and Senanga districts.

## **2.2 History of guidance and counselling**

Having described guidance and counselling, it becomes necessary to look at its history. Discussing the history of guidance and counselling helps to put in context its role in preventing examination malpractices in schools.

The history of Guidance and counselling would be addressed in three perspectives: Global, African and Zambian viewpoints.

### **2.2.1 Global viewpoint**

UNESCO (1998) says that the first systematic work in guidance was practiced in the USA in the 19<sup>th</sup> Century by George Merrill at California School of mechanical arts in San Francisco, California. Merrill explained the contents of each trade to the pupils so that they could use that information to choose a specific vocation or career path.

The history of school counselling was formally noted at the turn of the twentieth century, although its foundational principles could be traced as far back as ancient Greece and Rome as perceived from the philosophical experiences of Plato and Aristotle. Furthermore, evidence of the techniques and skills of contemporary guidance and counselling services could be depicted in their devotion to the concept of confidentiality within the confessions by Catholic priests in the middle ages. In 1626, an initial manuscript about vocational choices 'The Universal Plaza of All the Professions of the World' authored by Tomaso Garzoni emerged. However, it was not until the twentieth century that official guidance activities were offered by specialised personnel (Schmidt, 1997; Gysbers & Henderson, 2001).

Krumboltz and Kolpin (2002) postulate that the development of guidance and counselling in the United States began with the social reform movement in the 1890s. As a result of rampant child labour and the difficulties people that lived in urban slums encountered, many people were outraged. In that regard, compulsory education movement and vocational guidance movement started and focused on guiding people into the labour force so that they became prolific members of society. In 1909 a social and political reformer who was also a pioneer in guidance field- Frank Parson- coined the term 'Vocational guidance' in his book 'Choosing a vocation' and was often accredited as being the "father" of the vocational guidance movement. His input at the Civic Service House led to the development of the Boston Vocation Bureau in 1909. The Boston Vocation Bureau designed a system of vocational guidance in the Boston public schools.

Further, the work of the bureau stimulated use of vocational guidance both in the United States and other countries.

Furthermore, Gybsers and Henderson (2001) said that school guidance and counselling services was initiated at the emergence of Industrial Revolution. This was the period that saw a swift growth in the industrial sector, social protest, social reform and utopian idealism. To this end guidance and counselling was initiated to tackle the negative social conditions associated with the industrial issues. Hughes (1971) says that industrial revolution instigated the commencement of vocational guidance that was started to help individuals to choose and to prepare for a most relevant vocation.

Schmidt (1993))says that an increase in divergent population enrolled in schools led to the introduction of school guidance and counselling services. Additionally, after 1900s, the world wars dictated the emergence of school guidance services as student needed counselling services to overcome the traumatic war experience they had during the world war.

Krumboltz and Kolpin (2002) say that after World War II many in the counselling field adopted the 'nondirective' or 'client-centered' counselling strategies moving away from old trend of testing. American psychologist Carl Rogers was directly responsible for that shift. The new approach minimised counsellors' advice-giving and stressed the creation of conditions in which the client controlled the counselling content. In the 1950s the American School Counsellor Association/ (ASCA) was born and expanded the professional identity of the school counsellor.

By 1918 there were documented reports of vocational guidance in Uruguay and China. In France, secondary school counselling was started in 1922 and by the late 1930s was adopted by the educational system and considered as an essential part in guiding learners in their educational endeavours and preventing deviant behaviour among them.

Taylor(1971) states that school counselling was introduced in Britain schools in reaction to societal transformation which created conditions that necessitated attention for individual needs. He states that urbanization,decline in family tradition and industrial revolution led to the introduction of vocational counselling. Industrial revolution and urbanization created emotional instability among the learners as they were studying under high anxiety due to high competition. Learners were under pressure to choose a vocation as a result of that vocational counselling was started to help the learners in selecting their vocational ambitions.

Klingman and Ajzen (as cited by Karayanni 1985, p.297) stated that school counselling services had started in Israeli schools in the 1960s. The services that were introduced focused on the learners' vocational needs as well as educational development.

Yuk Yee and Brennan (2004) say that in Hong Kong, school guidance and counselling started in the 1950s. That was due to variations in children's background, increased developmental, social and personal problems, lack of motivation in academic activities, rise in deviant classroom behaviour and juvenile delinquency. In that regard school guidance and counselling services were initiated in order to assist the learners overcome educational, personal, social and vocational problems.

### **2.2.2 African viewpoint**

As regards history of guidance and counselling in Africa, UNESCO (1998) affirmed that the literature on guidance activities in Africa is somewhat sparse. However, guidance activities can be traced in Nigeria in the 1950s. In other countries such as Malawi, Tanzania, Swaziland and Zambia guidance did not exist until 1960s.

Idowu (2004) says that the genesis of formal guidance and counselling in Nigeria dates back to 1959, a year in which a group of Catholic Reverend Sisters at St.

Theresa's College, Oke-Ado, Ibadan organised a formal careers guidance programme for their graduating final year students. Professionals were invited to give vocational talks to the students. The Careers Day conference as it was later christened, gave learners an opportunity to interact with, listen to and ask questions from the professionals about labour market and the fields of work. Later that formed the basis of the Ibadan Careers Council in 1962 which was later transformed into Nigerian Careers Council in 1967 with the participation of other states of the federation.

Denga (1986) says Nigerian civil war of 1967 disrupted the activities of the council but in 1976, the Counselling Association of Nigeria (CASSON), an offshoot of the Nigerian Careers Council, was launched. The activities of CASSON provoked the development of guidance through conferences, publications, seminars and other professional activities of individual members or the collective efforts of the organisation.

The Kenyan government also recognised the need for school guidance and counselling. In 1971, guidance and counselling was introduced in Kenya through the recommendation of Kenya Education report. The "Report of the National Committee on Educational Objectives and Policies of 1976" recommended that guidance and counselling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976). As a result guidance and counselling played a role in preventing examination malpractice in the Kenyan education system.

Chireshe (2006) says the introduction of the school guidance and counselling services as supportive services to learners was started in Zimbabwe after its independence in 1980. In 1983 the establishment of the Schools Psychological Services (SPS) within the Zimbabwe Ministry of Education, Sport and Culture provided a platform that responded to the personal, educational and career needs of students in schools. Similarly, Ndanga (1994) said that an increase in

responsiveness in the range of individual differences in intelligence, interests, motivation and needs as a result of the expansion in Zimbabwean education resulted in the introduction of school guidance and counselling services in schools. Learners were guided and counselled against many vices including examination malpractice.

UNESCO (1998) said that in 1963 Botswana introduced school guidance and counselling in the education system. Since 1985, after a policy direction seminar on guidance and counselling, Botswana directed her emphasis on making guidance and counselling an integral part of education process. Its role is to deal with personal, social, vocational and educational needs of learners.

### **2.2.3 Zambian viewpoint**

Ministry of Education (2003) said that the introduction of guidance and counselling services in Zambia dates back to 1967. In 1970, the Ministry of Education instructed all secondary schools to appoint teachers as careers masters. These appointed teachers helped learners in career choices. In 1971, Career Guidance Unit was established in Zambia. An officer under the psychological services at the Ministry of Education headquarters in Lusaka was appointed to coordinate, organise and inspire the work of careers teachers in secondary schools. In 1981, the operations of psychological services were transferred to Examination Council of Zambia.

Ministry of Education (2003) says in 1990, the career guidance unit was renamed School Guidance Services and was responsible for career guidance and even embraced HIV and AIDS related issues, child abuse and life skills. Guidance and counselling included: educational, personal, social or vocational guidance and counselling. Headteachers were mandated to appoint guidance and counselling teachers who reported to district coordinators who in turn reported to Senior Education Officer- Guidance at the provincial headquarters. Senior Education Officers- Guidance reported to the Principal Education officer- school guidance at

the Directorate of Teacher Education and Specialised Services in Lusaka. In order to have trained guidance and counselling teachers a course on Guidance, Counselling and Placement was introduced at Technical and Vocational Teachers College and at National In-Service Training College respectively. In 2003 an association called National Guidance and Counselling Association of Zambia (NAGCAZ) was formed with Dr Phiri the current Minister of Education, Science, Vocational Training and Early Education as its first chairperson. Its role was to enhance professionalism among guidance and counselling teachers in the country.

A study by Kasonde-ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt and Southern provinces assessed the impact of guidance and counselling services offered in high schools in order to ascertain its significance to the changing needs of Zambian children in schools. The findings revealed that guidance and counselling services were available in schools and its impact was significant. However, this study did not bring out the role of guidance and counselling teachers in preventing examination malpractices in Mongu and Senanga districts.

### **2.3 Types of guidance and counselling provided in schools**

There are various types of guidance and counselling services provided in schools but according to Makinde (1981) the major service area of guidance and counselling is educational, vocational and personal. Educational guidance and counselling assists learners in their curriculum and school life choices. Vocational guidance and counselling helps learners to choose and prepare for a career that is well-matched with their interests and aptitudes while personal and social guidance and counselling assist the individual to behave appropriately in relation to other members of the society.

Coyle (2008) said guidance and counselling is understood to have three main roles which are: personal, educational and vocational guidance and counselling. Similarly, Mapfumo and Nkoma (2013) say that guidance and counselling in high schools in Zimbabwe has three main roles:

personal, educational and vocational guidance and counselling. These three roles of guidance and counselling relate to examination and prevention of examination malpractice. Examination is an educational related issue and when learners are not adequately prepared for examination, they may involve themselves in examination malpractices. The next section therefore reviews what examination malpractices are and their causes.

#### **2.4 Description of examination malpractices**

Philemon (2007) defined examination malpractice as a deliberate act of wrongdoing which is contrary to official rules, and is designed to place a candidate at an unfair advantage over others. It is further referred to as a careless, illegal or unacceptable behaviour 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 counter-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) described 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 and after an examination, which is against the standard norms set for the proper and orderly examination management. It has been further described 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.

Ugo and Odimba (2010) described examination malpractice as any action which makes it impracticable to use an examination in evaluating a candidate's level of proficiency in absorbing, reproducing, and where suitable, relating the acquired knowledge in real life endeavours. It also refers to examination malpractice as any negative departure from the set standards and acceptable norms in the conduct of

examination. Alabi (2003) says examination malpractice is rated as one of the greatest problems that undermine the foundations of education development.

Having described examination malpractices it still remains unclear as to what challenges guidance and counselling teachers face in preventing examination malpractices in schools.

## **2.5 Causes of examination malpractices**

There are varied factors that lead to examination malpractices. A study by Adeyemi (2010) undertaken in Ondo State in Nigeria investigated teachers' perception of examination malpractices among secondary school students. The findings revealed that one major cause of examination malpractices in the schools was indiscipline among students and that made many of them to be involved in examination malpractices. Further, insufficient preparation for the examinations 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 examinations.

Czek (2000) noted that the increasing pressures on teachers to be seen as successful encouraged them to cheat so as to avoid embarrassment when the learners performed poorly in an examination. The teachers think that when students fail in examinations that would surface their incompetence in content delivery. That aspect had prompted teachers to help their pupils in order to have a good name with their supervisors. That could even lead to promotion because passing pupils even through examination malpractice, if not caught, was a plus on the part of the teacher and the school. Nanna (1997) said the teachers on their part encouraged 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 learners who did not have abilities for which they were examined.

Onuka and Durowoju (2013) said overloaded curriculum burdens the candidates who are expected to master all the contents in order to successfully pass an examination; that may result to memory failure, examination phobia or anxiety on the part of the students. Also, the maximum subjects that candidates 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 the learners.

Oderinde (2003) says that examination malpractice could also be ignited by the learners' desire to pass the examination at all cost. That implied 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 examinations to secure higher education or to get jobs by the students. Consequent upon that, learners resorted to various corrupt practices to succeed in examinations.

A study by Alutu and Aluede (2006) assessed the perceptions of secondary school learners' about examination malpractices and examination ethics in the Benin Metropolis of Nigeria. The study revealed that majority of the students believed that their indulgence in examination malpractice was a common occurrence, which would be difficult to eradicate. Further, parents, teachers and school principals were found to encourage cheating in examinations. The study also revealed that majority of the students had an off beam notion about examination ethics; believing that examination ethics entailed among others sitting next to someone in order to copy from his/her paper during the examination.

A survey by Adegoke (2010) which was carried out to investigate examination malpractice among secondary school students in Mushin Local Government area in Lagos State revealed that the major reasons for examination malpractice included parental pressure for good grades and the value attached to certificate.

Certificates have been seen to surpass the educational output capacity of candidates hence they resort to cheating so that they get good grade or certificates in order to find easy entrance into the next competitive grade, admission to tertiary education or labour market.

Oluyeba (1996) attributed greed for financial or material benefits, lack of integrity and moral uprightness and poor teaching and learning situation as the main cause for examination malpractice. Other causes are unenabling environment for reading and learning process, intense competition for few vacancies in the next level of education and in employment market or too much premium on certificate and unwholesome societal values which placed more premiums on wealth accumulation at the expense of merit, hard work and integrity.

Ajayi, Oparade and Aiwola (1997) reported a study involving 480 students from 10 secondary schools in Ibadan Municipality in Nigeria. They found that candidate got involved in examination malpractices due to laziness, poor teaching, and inadequate supervision in schools, negative parental attitude, desperation for certificates and the desire to obtain good grades.

Some causes of examination malpractices included inadequate funding of schools (Maduabum & Maduabum, 1998), laxity in prosecuting offenders (Uwadiae, 1997) inability of students to cope with school work, candidates' inadequate preparation and desire to pass at all costs, poor sitting arrangement, too much emphasis on paper qualification and non completion of syllabuses (Adamu, 1998).

Adekale (1993) identified poor preparation for examinations, low morality, and poor school facilities as causes of examination malpractices while Ijaiya (1998) found socio-economic factors to be causes of examination malpractices. Public examinations conducted by the West African Examinations Council (WAEC) and National Examinations Commission (NECO) revealed that certain factors were responsible for the incidence of examination malpractices in public examinations.

Those were: inadequacy of trained teachers, insufficient teaching facilities in schools, and inadequacy of teaching equipment, desire to achieve success by all means, corrupt WAEC and NECO officials and supervisors or difficulty in getting admission into tertiary institutions.

A study by Udoh (2011) considers the causes of examination malpractice in the Nigerian education system with a view to suggest new ways of combating the problem. The results indicated that poor study habits, paucity of educational facilities, and inability of schools to cover prescribed syllabuses were significant causes of examination malpractice in the country.

A study by Badejo and Gandonu (2010) attempted to examine students' perception of the predisposing factors towards examination malpractice among students in Lagos universities. The study revealed that students, academic staff and the university authorities were contributory factors in the incidence of examination malpractice.

Oniye and Alawaye (2008) attempted to investigate the view of female students about the causes of and solutions to examination malpractices from ten selected schools in Asa Local Government Area of Kwara state. The findings revealed that inadequate preparation for examination, lack of self confidence, ill equipped schools, lack of good study habits were considered as the causes of examination malpractice.

Having discussed causes of examination malpractices, it still leaves a question as to what is the role of guidance and counselling teachers in Mongu and Senanga in preventing examination malpractices in schools.

## **2.6 The role of guidance and counselling teachers in schools**

CASSON (2003) says the functions of guidance and counselling teachers in a school are: providing orientation services to new learners; providing educational counselling; providing vocational counselling; providing personal, social

counselling; providing referral services; providing follow-up services; operating as school placement and liaison officer or learners' record keeper.

CASSON (2003) says that as part of guidance and counselling teachers' schedule of duties, he or she does the following: first and foremost he or she organises orientation or induction service to them on the history, philosophy, status, programmes, achievements, problems, rules and regulations, clubs or aspiration of the school and urges them to identify themselves with the development of the school which would subsequently interpret into their own progress. The guidance and counselling teacher serves as a parent-*loco parentis*-especially to those whose parents or guardians are far from the school setting. Additionally, he or she could organise orientation/induction services to new members of staff. Also the guidance and counselling teacher supervises and monitors learners' school performance regularly. He or she administers tests on academic matters, scores them, analyse and interprets them then uses them for counselling interventions or for referral purposes. He or she provides counselling services to learners with study problems. He or she guides learners on academic matters such as choice of school subjects and the completion of Junior Secondary Course or Senior Secondary Course Examination Forms.

American School Counsellors Association /(ASCA) (1999) says that it is the duty of the guidance and counselling teacher to collaborate with teachers, other professionals or parents on learners' scholastic performance. He or she handles disruptive or problematic learners, groups or classes and help to modify their behaviour. He or she also keeps records of learners' academic progress, analyse the results and plan intervention strategies such as provision of remedial work or Individualised Educational Plan (IEP)(Lockhart, 2003). Additionally, he or she equips learners with study skills and provides them with necessary resources for studying and further identifies learners with special educational needs such as the gifted pupils, learners with disabilities, underachievers, repeats, frustrated learners and so forth. The guidance and counselling teacher can guide and counsel teachers and parents on academic matters concerning their children.

Campbell and Dahir (1997) opine that the guidance and counselling teacher provides students with occupational information such as job hunting skills, job maintenance and administer vocational tests such as occupational interest inventories, scores and interprets the results and use them in counselling learners and parents on vocational matters. The guidance and counselling teachers also promote vocational development in learners through organisation of careers talks, vocational tours to professional and vocational centers or uphold vocational clubs and organises vocational experience such as holiday jobs, attachment or pilot schemes. Furthermore, the guidance and counselling teacher provides counselling services to learners on their personal and social matters and problems. Additionally, he or she fosters personal and social development in students through individual and group programmes such as school exchange programmes, self-management skills, social skills or training in assertiveness.

CASSON (2003) states that the guidance and counselling teacher provide referral services of learners whose problems are not within his province to other professionals with technical knowhow such as medical doctors, physiotherapists, social worker, psychologists or special educationists. He or she processes, evaluates and uses data and other inputs from other professional for counselling interventional processes. At times he or she invites resource persons to come to the school and give information on their area of expertise. The counsellor may also take up cases referred to him for counselling, assessment, placement, or consultations and gives feedback to the referring agencies or professionals.

UNESCO (1998) says that the guidance and counselling teacher further provides follow-up services. This is done in collaboration with school teachers, members of the multidisciplinary team, parents or even observing the learner in both indoor and outdoor activities, he or she can have a home visit to the learners' homes. Also, he or she also operates as a school placement and liaison officer. He helps the learners to undergo assessment that will help to place the learners in their most appropriate learning *milieu* such as special schools, helps learners in subject

selection or careers that meet their aptitude or personality. He or she collaborates with the tertiary institutions of learning or prospective employers for vocational information and provide it to the learners or give information about the learners and provide to the tertiary institution of learning or prospective employers.

American School Counsellors Association /(ASCA) (1999) says that the primary role of guidance counsellors in regard to special needs learners is to serve on multidisciplinary teams that identifies the educational and counselling needs of special needs students, share this information with appropriate professionals, staff and parents, and use a team approach to address those needs. In order to facilitate this process, guidance and counselling teachers can develop checklists of learners' behaviors or characteristics (Lockhart, 2003). Similarly, Reis and Colbert (2004) said that without appropriate knowledge and understanding of the needs and characteristics of specific groups of learners with disabilities, guidance and counselling teachers may not know how to contribute to their educational, vocation, personal or social development.

Reis, McGuire, and Neu(2000) said that guidance and counselling teachers should emphasize on learners' abilities and talents, as opposed to focusing solely on their deficits. They can also encourage the acquisition and use of compensation strategies to address learning disabilities, such as books on tape and other technological aids, as well as the acquisition of targeted study and learning strategies. These materials can centre on career awareness, vocational interests predominantly associated with their vocational choices, educational requirements of careers they desired and other career related issues.

Black and Langone(1997) said that guidance and counselling teachers have a role in advocating for wide perspective vocational plans that center on the learner's interests and abilities or increase future vocational choices. Vocational discovery activities implemented at the primary and secondary school sectors can prepare students with special needs for example, learners with hearing or visual impairment to make career options in young adulthood.

Lapan, Gysbers, and Sun (1997) say that the essence of school guidance and counselling services incorporated the aspects of enhancing the learners' scholastic performance; minimise the learners' school dropout rates, developing learners' effective study habits, preparing students for examinations and the labour market or creating a least restrictive learning *milieu* (Oniye and Alawane, 2008).

Ndhlovu (2014) says that guidance and counselling has various roles it plays in schools. One of the major roles is the enhancement of the learners' optimum development. He contends that the learner's total development is not the offspring of one school subject but a sum total of all the school curriculum provisions of which guidance and counselling is part. Congruent to that is an assertion by MESVTEE (2013) that elaborates that education is an important tool for preparing an individual for a better life in adulthood and for national development. To achieve that, guidance and counselling is important for the production of the full and well rounded developed learner- physically, intellectually, socially, affective, morally or spiritually- who will fit in society and contribute positively for his or her good and society at large. An analysis of this literature brings hope that guidance and counselling teacher can play a role in preventing examination malpractice in Zambian schools.

According to American School Counsellors Association/ (ASCA) (1999), the primary role of guidance and counselling teacher in regard to special needs students is to serve on multidisciplinary teams that work to identify the educational and counselling needs of learners.

A study by Bartlett and Burton (2009) evaluated the impact of comprehensive developmental guidance implementation on pupils with visual impairments in South Africa. Results showed that in schools where guidance and counselling services were fully operational, learners behaved well and recorded less disciplinary cases.

According to Day (2004) guidance and counselling practices are an efficient and effective way of supporting and helping students deal with problems and issues in educational, vocational and personal areas. Substantiating Day's conception, Marín (2006) stated that an essential aspect of the guidance and counselling service is assisting students in knowing the personal strengths and weaknesses, providing information on one's option, helping the student in the analysis of this information and aiding them in the college admission counselling process.

Cáceres (1976) said that once students' academic programme commences the process of guidance and counselling should begin, taking into account their academic qualifications such as their grade point average, academic course selection, standardised test scores, financial needs, location and size of the educational institutions, as well as other personal preferences of the learners and family.

A study by Hatlen (2001) investigated the effects of educational guidance and counselling on the pass rate at 'O' level for pupils with visually impairment in Texas school for the blind. In that study the experimental group was exposed to educational guidance services in the group counselling while the control group was not. The findings showed that the educational guidance intervention was effective and indeed pupils with visually impairments passed and favourably competed with the sighted peers.

A study by Onuka, and Durowoju (2013) that looked into the role of some stakeholders in effectively curbing examination malpractices in Nigeria suggested that the government should go back to what was obtainable the old school years when guidance and counselling teacher was attached to each school. Students failed in life because they were not well guided and properly informed. The guidance and counselling teachers played a significant role within the school system. The government should ensure that each school has a qualified guidance counselling teacher who would not be burdened with class work.

A study by Ossai (2011) in tertiary institutions in Delta State investigated whether study habits can be a predictor of students' examination behaviour. It was found that study habits were a significant predictor of examination behaviour. Therefore, it was recommended that educational practitioners especially counsellors should use measures of students' study habits as indicators of their disposition towards engaging in examination malpractices thereby administering proactive counselling on learners before they sit for examinations.

Ossai (2004a) reports that proactive or preventive counselling approach should be adopted by guidance and counselling teachers to reorient students who are prone to engaging in examination malpractices. Proactive counselling in this case refers to professional services provided by a trained counsellor to prevent a student from engaging in examination malpractices and this is predicated on objective assessment of students study habits prior to sitting for examinations. The researcher wondered whether the strategy could not be used by guidance and counselling teachers in Mongu and Senanga Districts to prevent examination malpractices.

Onyinyeowuamanam (2005) in Seyoum (2011) said that the role of the counsellor and other school personnel in providing quality education in schools revealed that guidance and counselling 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-personal problems. He further expressed that the cooperation of the school counsellor and the other school personnel could help to reduce poor academic performance, examination malpractice, high rate of drop out, deviant behaviour and wrong choice of courses and career among students.

A study by Mopelola (2007) investigated the effectiveness of counselling intervention in curbing examination malpractices in selected Lagos State

secondary schools, particularly the use of Rational Emotive Therapy (RET) of Albert Ellis and Robinson's SQ3R (Survey, Question, Read, Recite, Review) study habit technique. It was revealed in the study that: counselling intervention had a significant effect on the attitudes of male and female subjects towards examination malpractice. There was significant difference between the attitudes of experimental participants before and after the treatment towards examination malpractices. Based on the findings, recommendations were made towards the curbing of examination malpractices in the education sector, which included: The need for teachers, school administrators and government to encourage group counselling programmes such as talks and workshops for students, exposure of parents, guardians, teachers and the public to seminars which can change their illogical thoughts and ideas about their children achievement through cheating. Regular meetings of Parents and Teachers Association (PTA) towards the discouragement of the menace could be undertaken. The researcher wondered whether these results and recommendations could not be applicable to Zambia in general Mongu and Senanga districts specifically.

A one shot experimental study by Shobola, Olatomide and Omoyemiju (2011) in Nigeria examined the effectiveness of guidance training on the perception of Senior Secondary School Three towards examination malpractice. Results of the study showed that the treatment on examination malpractice had significant impact in reducing examination malpractice. Also, participants' parents' occupation, educational level and familial nurture had no combined contributions on the effects of guidance training on students' perception of examination malpractice. Based on the findings, it was concluded that guidance training in form of guidance talk, seminar, workshop and interaction can be effective in curbing examination malpractice and other related academic malpractice among students.

Alutu and Aluede (2006) suggested that the guidance and counselling teacher could partner with the school authorities and students to set up examination ethics

clubs that would teach the examination ethics. Further, the guidance and counselling teacher could partner with Parents Teachers Association and other significant others to initiate strategies that would help to inculcate in the learners the virtues of responsibility during the examination process. The researcher wonders if that strategy might not be of help if used to prevent examination malpractices in Mongu and Senanga districts.

Ademoroti and Imam (2013) examined the role of guidance and counselling in curbing examination malpractice in Nigerian educational assessment among all the stake holders in education industry. It was discovered that counselling can be of much interventional assistance in bringing re-orientation of students, teachers, the school and the society. Also provides social, orientational and psychological counselling as an antidote for examination malpractice in Nigeria.

Ebireri (2004) attempted to examine how counselling could assist students of the faculty of education at the University of Maiduguri to stand against examination malpractice. In this regard, the project laid the base of its results on an earlier research made by Mallum (1983) who found out that a significant difference existed between the life satisfaction of the counselled and non-counselled. Based on the foregoing, recommendations were made to the faculty of education, the institution and the National Universities Commission as follows: The faculty of Education at the University of Maiduguri should request for the employment of more trained, qualified and competent Doctors and professors who have the traits for counselling students to assist the few ones present, establish a well-equipped students counselling unit for students of the faculty, encourage more research to be carried out in the area of counselling students on their various problems including examination malpractice. The following recommendations were given for the University of Maiduguri: the university should organise seminars on examination ethics at least once in each semester; it should employ more trained, competent and qualified Doctors and professors who have the trait for counselling the faculty of Education students on their problems including examination

malpractice; it should finance the establishment of well-equipped counselling unit at the faculty of education in the institution and recognise counselling as a veritable tool for fighting against examination malpractices.

Shertzer and Stones (1977) say that guidance services that could be offered to students, includes orientation service of which could be given to students at the point of registration on the ethics of examination as well as punishments for engaging in each form of examination malpractice. Secondly, through information service, students can be provided with information on all that is needed of them in the conduct of examinations. Thirdly through appraisal service, data could be collected, organised and interpreted in light of students' history and possibilities for engaging in examination malpractice. Sources of information could be family background, medical records, academic records and reports from teachers. Fourthly, the planning, placement and follow-up service; in this regard, the planning service should assist students plan their time and improve their study habits. While placement and follow up service should ensure that those students who engage in examination malpractice should receive some form of "rehabilitative counselling" and follow up the counsellee, to ensure that they do not relapse back into examination malpractice.

Ossai, Ethe, Okwuedei and Edougha(2014) say that guidance and counselling programmes in the school system is aiming at helping students improve in their study habits so as to be fully prepared for writing their examinations confidently without engaging in examination malpractices. He therefore suggested that school guidance and counselling teachers should help students who score low in these sections to improve their study habits as well as control their examination anxiety levels since poor study habits and high examination anxiety are always significantly correlated with positive tendency to engage in examination malpractices. The implication of this correlation is that when guidance and counselling teachers help students to improve their study habits and reduce their examination anxiety levels, they were less prone to engaging in acts of

examination malpractices. Therefore, the researcher wonders as to whether this strategy could not be used by guidance and counselling teachers in Mongu and Senanga districts.

Ossai, (2013) in Ossai, Ethe, Okwuedei and Edougha(2014) says guidance and counselling teachers should subject pupils to relevant counselling therapies such as Cognitive Behavior Therapy (CBT) and Rational Emotive Behaviour Therapy (REBT) to reform or re-orientate them before they sit for the actual examinations. Moreover, students who are identified to be prone to examination malpractices based on their scores in the examination behaviour Inventory would be assisted further through study habits induction and self-regulated learning strategies. Research had shown that counselling therapies and study habits induction were very useful strategies for improving students' academic performance due to their efficacy in reducing debilitating examination anxiety which otherwise led to involvement in examination malpractices.

A study by Ogu and Odimba (2010) in Jalingo - Nigeria was designed to find out how effective guidance and counselling services could be used to tackle examination malpractices. It was discovered that a significant difference exists between the satisfaction of the counselled and non-counselled. Those counselled showed ability to study and high self confidence towards the examinations.

The reviewed literature clearly shows that guidance and counselling teachers have a role of providing educational, vocational, social and spiritual guidance and counselling services in schools. Literature has also brought out that the learners who received guidance and counselling showed willingness to study and high self confidence towards examinations. However, the reviewed literature still leaves a knowledge gap in that it does not bring out the role of guidance and counselling teachers in preventing examination malpractices in Mongu and Senanga districts of Zambia.

Having known that guidance and counselling teachers have a role of providing educational, vocational, personal, social, and spiritual guidance and counselling, we will in the next section review literature on the extent to which schools utilise services of guidance and counselling teachers.

## **2.7 Extent to which schools utilise services of guidance and counselling teachers**

A study by Chireshe (2011) conducted in Zimbabwe sought to establish the extent to which guidance and counselling teachers were utilised. The study found that both school counsellors and learners utilised the services which resulted in personal, social, career and vocational benefits.

Laosebikan (1980) said school administrators of the old authoritarian order think that teachers who opt for guidance and counselling were evading teaching which to them, was the principal and most significant purpose of the school. Thus, guidance and counselling in most schools was struggling to find a firm stand, because many school managers and even other teachers did not utilise its services.

Ndhlovu (2014) states that learners maybe faced with social, academic or psychological upheavals from which they cannot rescue themselves, in this regard the counsellors worked with the learners to find a solution to their problems.

Eseré (1998) reported that although guidance and counselling had been institutionalised in the educational and training systems in Nigeria, varied factors are still hindering its practical operations. For example, in most schools where guidance and counselling existed, guidance and counselling teachers were converted to mere clerks. As a result schools did not utilise fully the services of guidance and counselling teachers.

Nwagwu (1996) in Seyoum (2011) reports that guidance and counselling in Africa had been to a great extent neglected in schools. He attributed it to non availability of counsellors in most schools, learners shunning guidance and counselling out of ignorance, and that the public did not recognise counselling as

a vital component of the learning process. He added that guidance and counselling teachers were least approached by learners on academic aspects or any other concerns.

A study by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt and Southern provinces of Zambia assessed the impact of guidance and counselling services offered in high schools in order to ascertain its relevance to the changing needs of Zambian children in schools. The results of the study showed that, out of 858 pupils who participated in the study, 628 (73.2%) indicated that guidance and counselling services were available in their schools and that both the pupils and teachers said that guidance and counselling services were relevant. However, this study did not look at the role of guidance and counselling in preventing examination malpractices.

A study by Ajowi and Simatwa (2010) conducted in Kisumu district in Kenya examined the role of guidance and counselling in promoting student discipline in secondary schools. The findings showed that guidance and counselling was minimally used to promote student discipline in secondary schools. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools instead of guidance and counselling.

Daniel (2004) reported that despite the fact that higher education in Ethiopia is faced with repugnant challenges in the learners' education arrangements, the higher education teachers still despised the role of guidance counselling teachers in schools. Guidance and counselling services were extremely disregarded. Guidance and counselling teachers were not appointed and schools were not allocated material resources for guidance and counselling.

A study by Tamilenth and Mbewa (2012) conducted in high and basic schools in Petauke District in the Eastern Province of Zambia looked at the impact of guidance and counselling services on grade nine (9) and twelve (12) pupils. The findings revealed that very little was done in the areas of guidance and counselling. As a result its impact was not felt by the pupils.

The reviewed literature clearly shows that most schools did not utilise the services of guidance and counselling teachers. Can this be attributed to this high rate of examination malpractices? This study therefore, becomes necessary in filling up the knowledge gap on the roles of guidance and counselling teachers in preventing examination malpractices in schools with particular reference to schools in Mongu and Senanga districts.

### **2.8 Challenges Guidance and Counselling Teachers face in providing their services.**

The 1996 National Education Policy, “Educating Our Future”, provides no clear policy guideline on the role of guidance and counselling teachers. It merely highlights that it will collaborate fully with all other interested agencies and further strengthens its own child guidance and counselling services. Such a vague policy is a recipe for challenges to guidance and counselling teachers. There is need to identify these challenges in order to alleviate them in schools.

Chireshe (2006) established that Zimbabwean school guidance and counselling services were negatively affected by lack of training of school counsellors, lack of material resources and the non availability of a guidance and counselling policy. Chivonivoni (2006) reports that guidance and counselling services were also negatively affected by the Headteachers’ negative attitudes towards its provision in schools.

A study by Auni, Jepchirchir, Odhiambo and Lyanda (2014) which examined the determinants of guidance and counselling programme on learners’ social adjustment in public secondary schools in Siaya District in Kenya found out that guidance and counseling departments were faced with: lack of facilities and resources; inadequate training of teacher counsellors; and teacher counsellors being members of the disciplinary committees in schools.

Communication is very important in the counselling process; it is through communication that the client may share his or her views with the counsellor and

in which the counsellor would respond. This entails that language barrier can block communication which may subsequently terminate the counselling relationship. Kaufman (1996) explained that both the process and ultimate effectiveness of psychotherapeutic intervention are directly dependent upon language, the bridge through which the counsellor and the counsellee express each others' views. Pollard (1998) also reports that if communication is not effective with a deaf client; there is a high probability of misdiagnosis and inaccurate case conceptualisation. Halgin and McEntee (1986) state that communication problems hinder the development of a therapeutic alliance and increase the likelihood that the client will drop out of therapy. Further, communication breakdown brings about long pattern misunderstanding, isolation, and oppression in the client's life. Within the counselling relationship, linguistic and cultural differences would manifest themselves in a variety of ways. For example, deaf clients may wait for the therapist to prompt conversation and may provide short, simple responses that lack richness and content. Communicating with the deaf requires understanding of the deaf culture. The counsellor should be conversant with sign language or use a competent interpreter in a counselling process if effective counselling relationship is to be meaningful. This is the same with learners with visual impairment because they may not be reading some of the non verbal communication modes the counsellor may employ.

A study by Ajowi and Simatwa (2010) conducted in Kisumu district in Kenya reports that obstacles of guidance and counselling in schools since 1999 when guidance and counselling departments were established in schools in Kenya to address academic career and discipline issues were negative attitudes by parents and students towards guidance and counselling services and incompetence among the heads of departments of guidance and counselling who were merely appointed by the Teachers Service Commission without proper training and in-service training to enhance their competence.

Brigman and Campbell (2003) reported that school counsellors in American schools are subjected to varied challenges such as conflicting roles. That

happened when guidance and counselling teacher was delegated varied roles which conflict his or her guidance and counselling roles thus hindering the effectiveness of guidance and counselling provisions. These have had adverse effects on the counselling provisions. As a result, Lloyd (1999) suggested that school should develop guidance and counselling policies on ethical issues concerning how they would manage role ambiguity to uphold the school counselling expertise.

Ndhlovu, Kasonde-ngandu, and Phiri (2012) conducted a qualitative study on the relevance of guidance and counseling services offered on learners in selected schools in Zambia. The study found that learners got wrong information or took wrong subject combinations because most of the personnel that were offering guidance and counselling were not qualified.

Eseré (1998) reported that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function which may be adopted or ignored without causing harm to the provision of quality education.

A study conducted by Alutu (2005) reported in Seyoum (2011) reported that out of the ninety-six public institutions in Benin City, only twenty-five had at least one practicing counsellor. Fourteen schools with practicing counsellors were sampled in this study. Data analysis revealed guidance counselling services were faced with many obstacles which jeopardised effective delivery of the services resulting in educational wastage. It was found that funds for provision of basic guidance services were lacking. Most of the vital counselling services needed for quality education were the least regularly performed in schools, for instance use of psychological tests and keeping of a cumulative record folders.

Mutie and Ndambuki (2003) echo similar sentiments by reporting that Kenya still has a long way to go in school guidance and counseling due to: lack of trained

personnel in the area; most schools do not have sufficient funds to carry out the programme effectively; teacher counsellors are overloaded with lessons and therefore unable to give proper guidance in schools and; that the guidance teachers are mainly involved in career guidance thus leaving out other aspects needed in guidance and counselling like discipline issues and social relationships. The reviewed literature shows that guidance and counselling teachers face several challenges in Schools. The question that still remains unanswered is, can we attribute these challenges to unclear role of guidance and counselling teachers in schools?

### **2.9 Access to guidance and counselling services by learners in schools.**

A study by Darling- Hammond and Bransford (2005) conducted on information and choices of subjects in a senior school in San Francisco revealed that there was inadequate evidence that subject choice by school pupils with visually impairments was considered. Furthermore, results revealed that 35% of pupils had not gotten information on subject combinations offered by the school. The study concluded that pupils in senior school were not able to make optimal decisions due to insufficient relevant information.

A study by Seyoum (2011) attempted to establish the impact of guidance and counselling services in enhancing quality in higher education institutions. The findings of the study were that students did not have sufficient knowledge on the kind and impact of guidance and counselling services offered in the university campuses.

A study by Rashid and Sitra (2005) evaluated educational guidance in Malaysia and the findings showed that high school pupils with visual impairments who accessed educational guidance and counselling services ranged between poor and moderate. The study also revealed that access of educational guidance services for the pupils attending general upper high school in urban areas and country municipalities was well accessed than in small towns and rural setting.

A study by Muema and Kiilu (2013) conducted in Machakos- Kenya examined the factors influencing learners' access to guidance and counselling services provided in seven (7) public and four (4) private randomly select schools from which twenty (20) form three were randomly selected from each secondary schools. It was found out that 61% of 220 learners accessed counselling services in their respective schools. Subject teachers and parents influenced students to seek counselling services.

A study by Moyles (2007) done on 200 learners with visually impairment to survey their experiences and perception of school guidance in India revealed that half of the pupils who had an encounter with counsellor said guidance and counselling was beneficial while the other half said it was not beneficial. Some pupils said it was not beneficial because the counselling process lacked confidentiality as information shared during the counselling process was leaked to teachers, parents and other members of staff.

A study by Tuchili (2008) that evaluated school guidance and counselling services in one of the basic schools and two day high schools in Lusaka, Zambia revealed that pupils accessed guidance and counselling services but there were still a number of challenges encountered which needed to be set right such as guidance and counselling teachers' need for training and guidance and counselling only offered to grade twelves (12s).

A study by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt and Southern provinces in Zambia assessed the impact of guidance and counselling services offered in high schools in order to ascertain its relevance to the changing needs of Zambian children in schools. In trying to find out how pupils with interpersonal problems received help in schools, it was found out that most of them talked to their fellow pupils about the problem. They went to the counselling teacher as a last resort because of lack of confidentiality among most

school counsellors. This may imply that few pupils accessed guidance and counselling from school counsellors.

UNESCO (2000) stated that most African schools' guidance services were left in the hands of teachers who were not trained in guidance and counselling and with high teaching loads. The implication of this finding is that even though guidance and counselling was available in schools, many pupils did not access it.

A study by Skuy, Hoar, Oakley-smith and Westaway (2007) looked at the perceptions of the guidance teacher as a preferred helping agent in some South African Schools. The results indicated that pupils selected guidance teachers less often than parents and friends as helping agents and that, in most areas of concern, the extent to which guidance teachers were selected was negligible.

The literature reviewed shows that few learners accessed guidance and counselling in schools due to various reasons. Therefore, if most learners did not access guidance and counselling in schools, it implies that they also did not receive guidance in not indulging themselves in examination malpractices. In addition, the literature reviewed still showed knowledge gap in terms of role of guidance and counselling in preventing examination malpractices in Zambia. As a result, the study became necessary.

## **2.10 Summary**

This chapter has reviewed literature on role of guidance and counselling teachers in preventing examination malpractices. Review of the available literature shows that examinations are an educational related issue which falls within educational guidance and counselling. Literature also brings out that guidance and counselling teachers can play a role in providing educational, vocational, spiritual, personal guidance and counselling services to learners in schools. As regards the role of guidance and counselling teachers in preventing examination malpractice in schools, available literature does not bring it out. As a result, the role of guidance and counselling teachers in preventing examination malpractice in Mongu and Senanga districts special schools still remains unclear.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **4.0 Introduction**

This chapter presents the methodology employed in the study. Orodho (2003) defines methodology as the scheme plan used to generate responses to research questions. It describes the research design that was employed, target population, sample size, sampling procedures and research instruments. It also describes the data collection procedures and how the data was analysed in order to answer the research questions. In addition, it describes the ethical considerations that were made during data collection. It ends with a summary.

#### **3.11 Research Design**

A research design is a plan of the proposed research work. Khotari (2004) explains that a research design is a pre-plan of the methods that are to be used for the data collection. It takes account of techniques to be adopted in the analysis, while adhering to research objectives, time or monetary resources available. Ghosh (2003) points out that a research design is not a rigid plan to be followed without deviation, but a series of flexible guide posts to help the research maintain the focus of the study. This study adopted a qualitative descriptive survey research design which is a non experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings, and habits.

Cresswell (2009:4) says that "... a qualitative research is a means of exploring and understanding the individual or group attributed to a social human problem." This entails that an individual or group becomes the hub of the study. Additionally, Ndhlovu (2012) says that qualitative research is a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. The

study does not interfere with the respondent's environment but undertakes the study right in its natural state.

Bryman (2008) says that a qualitative research design has various characteristics: it is inductive or contextual, naturalistic, process bound, meaning oriented or descriptive.

Bogoan and Biklen (1998) say that qualitative research is inductive. By being inductive it entails that no hypothesis or theory is provided but the aim is to see a phenomenon take shape as data is being collected and examined thus making it contextual.

Hammersely and Atkinson (2009) say that by being naturalistic it means that qualitative research is undertaken in a natural premises or location of the participant. They further explain that the researcher does not interfere in the routine life of the participants or their social or natural setting. Information is collected from the respondents without disturbing their day to day way of life. The significance of the naturalistic characteristic of the qualitative research is that it recognises the entirety of the human being, that is, the motives, the values, the beliefs, the intentions and the discourse because all these are imbedded in the social and cultural aspects of people.

Bogoan and Biklen (1998) explain that qualitative research design is process bound; meaning the researcher is not only interested in the outcome of the revelation of the results of the research but also on what goes on before one makes a conclusion. In addition, Pettigrew (1997: 338) in Bryman (2008) looks at the process as being "... a sequence of the individual and collective events, actions and activities unfolding overtime in context." This design does not therefore distort the participant routine but gather the data within that context.

The characteristic of a qualitative research design being descriptive survey implies that the research adopts an exploratory nature of data collection other than dwelling much on figure description. The direct quotations of the participants are used so as to stick as close as possible to the participants' point of view. In this

regard the researcher tries as much as possible to understand the social phenomenon from the perspective of the participants.

The aforementioned attributes of a qualitative descriptive survey research design were put into consideration by the researcher to explore the role of guidance and counselling in preventing examination malpractices was being explored. Further, relevant methods were employed in order to ensure that the research was contextual, meaning oriented, naturalistic, process bound and descriptive.

### **3.12 Population**

Kombo and Tromp (2009: 76) refer to population as "... a group of individuals objects or items from which samples are taken for measurement." The population in this study comprised all the learners with disabilities, guidance and counselling teachers and Headteachers in selected special schools in Mongu and Senanga districts.

### **3.13 Study sample**

Orodho and Kombo (2002) say that a sample is a selected number of individuals or objects from a population. The selected sample contains elements representative of the characteristics found in the entire group. The sample therefore comprised of eighty-eight (88) respondents of which four (04) were headteachers, four (04) guidance and counselling teachers and eighty-eight learners with disabilities (40 learners with hearing impairment and 40 learners with visual impairment). In any research, the background information of the respondents is considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalisation of the results (Bernard and Ryan, 2010). This section, therefore, presents respondents' background information considered crucial in this study such as gender, age range, class level and degree of impairment of learners. It also includes number of Headteachers and type of schools. Background information for guidance and counselling teacher includes: gender, information on whether they are trained in counselling, number of guidance and counselling teachers interviewed, and their qualifications. The

respondents from the field gave their demographic details which describe them for the purpose of statistical verification as recommended by Kothari (2008). Kothari observed that for any research study to have credibility, the characteristics of the respondents must be presented. The description of the sample shown on tables 1,2,3,4 and 5 below.

Table 1: *Study sample size.*

Sample	Size
Headteachers	04
Guidance and counselling teachers	04
Learners with disabilities	80
Total	88

Source: fieldwork 2014

Table 2: *Biographical data of learners with hearing impairment*

Gender	Age range	Grade	Degree of Hearing impairment		Total
			Deaf	Hard of hearing	
Male	13- 24	8 -12	15	05	20
Female	15 - 24	8 -12	16	04	20
Total			31	09	40

Source: Field work 2014

Table 3: *Biographical data learners with visual impairment'*

Gender	Age range	Grade	Degree of visual impairment		Total
			Blind	Low vision	
Male	13 - 24	8-12	11	09	20
Female	13 - 21	8-12	07	13	20
Total			18	22	40

Source: Field work 2014

Table 4: *Guidance and counselling teachers' biographical data*

Gender	Trained in guidance and counselling		Number of guidance and counselling teachers	Qualification			
	YES	NO		Cert	Dip	Degree	Total
Male	01	00	01	00	01	00	01
Female	03	00	03	00	00	03	03
Total	04	00	04	00	01	03	04

Source: Fieldwork 2014

Table 5: *Head teachers' biographical data*

Gender	Number of Headteachers	Type of school				Qualifications			
		Sec-GRZ	Sec-Mission	Pri-GRZ	Pri-Mission	Cert	Dip	Degree	Total
Male	03	01	00	02	00	00	01	02	03
Female	01	00	01	00	00	00	00	01	01
Total	04	01	01	02	00	00	01	03	04

Source: Field work 2014

### 3.14 Sampling procedure

The study employed purposive sampling and simple random sampling procedures to select the sample. This study employed purposive sampling to select the four (4) headteachers and four guidance and counselling teachers. Best and Kahn (2009) explain that qualitative research employs the naturalistic inquiry which has design strategies of emergent design, flexible and purposeful sampling, studying real world situations as they unfold naturally. Kombo and Tromp (2009) also say that the power of purposeful sampling procedure lies in selecting information rich cases for indepth analysis related to the central issue under study. In view of this, purposive sampling was chosen for the study because the research needed a

sample that was rich with information on the role of guidance and counselling teachers in preventing examination malpractice in schools.

Furthermore, the study used simple random sampling. Chilisa and Preece (2005) say that simple random sampling is a procedure used to select a sample out of a population such that every member of the population has equal and independent opportunity to be part of the sample. This was used because the supposition was that variations in the characteristics of the respondents were not going to affect the answers to the research questions.

Simple random sampling was used to select learners with hearing and visual impairments. Names of pupils were written down on pieces of papers respectively. The papers were put in a container. A draw was conducted from which the papers were randomly picked from the container until the required sample number of twenty respondents was met. This was done at each school. During the selection process each selected element was returned to the container before the next selection was done. That was done to ensure that the probability of the selection remained equal during the selection process. The process was done separately for boys and girls. As a result, 80 learners were selected for the sample.

### **3.15 Research Instruments**

An interview guide was used in this study. Mugenda and Mugenda (1999) say that interviews are preferred due to their flexibility in data collection and that they provide room for probing which yield indepth answers about opinions, observation, perceptions, experiences, knowledge, description of activities and actors. Further, conversations employed were rich and detailed. Confirming this view, Lindlof and Taylor (2000) say the advantage of a semi structured interview guide is that it allows for new questions to be brought up during the interview as a result of what the interviewee says. Through this instrument, the researcher was able to collect useful information related to the study.

Apart from the semi-structured interview, focus group discussion guide was used. Brayman (2008) says that focus group discussion is a type of group interview that

embraces several respondents inclusive of the moderator. A topic for discussion is raised for the group to discuss. In this technique, participants hear or modify each other's views so that a collective meaning may be constructed within the session. Modification of views adds to the advantages of a focus group as that enriches the output. The whole essence of focus group research is to identify trends in the perception of the people.

The focus group was imperative in this study since it excavated collective views and understanding of the role of guidance and counselling teachers in preventing examination malpractice. This was used to a group of 20 pupils for every session which lasted for about 45 minutes to 1 hour and they took place in classrooms.

In addition to the semi-structured interview guide and focus group discussion guide, a digital-audio recording and transcription device was used. This was used to record the focus group discussion and the interviews. This was done because the human being's mind has a natural tendency to forget thus recorded interviews and focus group discussions could help to go through the processes at an appropriate time to ensure that the researcher obtains the authentic information as provided by the interviews.

Brayman (2008) says that like any other technique recording may also have its own short comings more so when it comes to transcribing, one can fail to transcribe because at the time of interview especially on focus group discussion many people could be speaking at the same time voices may not be distinguished easily. Nevertheless, these short comings did not distort the intended use as what were required were the general collective constructed views from the discussion.

### **3.16 Data collection procedure**

Cresswell (2009) elucidates that in order to collect, analyse and interpret data in a research, research methods are used. This study employed qualitative method to collect data. Interviews and focus group discussions were used to collect the required data. Furthermore, audio recording was used to provide a back up for the data collected through interviews and focus group discussions. Headteachers and

guidance and counselling teachers were interviewed individually in their offices and staffrooms respectively and the sessions were digitally recorded. The focus group discussions were held with the learners. Groups of twenty learners at every school were formed. In addition, the discussions were recorded digitally.

The activity was to some extent tiresome, tiring, time consuming and resource consuming and it provided the researcher with the themes needed to have a thorough research output.

### **3.17 Procedure for data Analysis**

Since the data was qualitative, the data was analysed as it was collected. Thematic analysis was used to analyse this data. Major themes were drawn from interviews and focus group discussion with respondents. Rice and Ezzy (1999) say that thematic analysis involves the identification of themes. Thus the emerging themes became the categories for analysis. In this regard the researcher categorised the major themes and identified the related issues that arose from the themes.

### **3.18 Reliability and Validity**

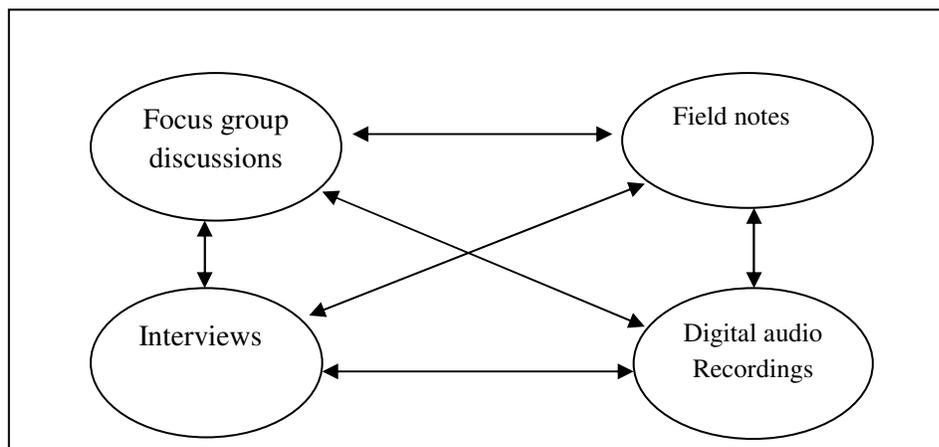
Ndhlovu (2012) says that, “Validity of a test or instrument is a measure of how well an instrument measures what it is supposed to measure. Reliability is a measure of how consistent the results from an instrument are.”

In order to ascertain reliability of the instruments used, respondent validation was done. It was done by verifying the results with respondents. In order to ensure that the results were valid, the researcher cross-checked the respondents' responses with those of other respondents obtained by a different instrument. For example, data collected through interview guide from Headteachers and guidance and counselling teachers were crosschecked with data collected by focus group discussion from learners.

Furthermore, to ensure reliability of this study, the researcher used triangulation. Several methods of data collection and data sources were used by the study.

Neuman(2003) says triangulation concept originates from surveyors and sailors. It described aprocess of looking at something from different standpoints. Cohenet al. (2000:112) defines triangulation “as the use of two or more methods of datacollection in the study of some human behaviour.” Chilisa and Preece (2005) refer to triangulation as,“...another strategy for enhancing the credibility of a study. It is based on the assumption that the use of multiple methods, data sources or investigators can eliminate biases in the study.” There are many ways of triangulating data. This study used methodological and data sources modes.

Chilisa and Preece (2005)refer to triangulation of methods as the comparison of data collected by varied ways such as data fromstructured interview, observations, focus group discussions or diaries. This study employed manifold data-collection measures such as: focus group discussion,interviews, ordigital-audio recordingsand field notes.Figure1below summarizes thetriangulation process in this study.



Source: Field work 2014.

Figure 1: *Data triangulation process used in the study.*

Chilisa and Preece (2005) refer to triangulation of data sources as one way a research could triangulate add rigour to qualitative research. They say that triangulation of data sources is employed when we vary the research time and the also the respondents. This research varied the time of data collection; it was done at different time and places.

### **3.19 Ethical consideration**

Cohen (2007) cites Canvan who defines ethical issues as, "... a matter of principled sensitivity to the rights of others and that while truth is good, respect for human dignity is better." Thus, the following ethical issues were put into consideration: permission was sought from the University of Zambia, Head teachers for Senanga Secondary School, Senanga Primary School for the deaf, Sefula Secondary School and Sefula Primary School for the blind before the study commenced. The purpose of the study was communicated to the head teacher, guidance and counselling teachers and learners. For the head teachers, guidance and counselling teachers and the pupils' consent to use digital audio recorder for the interviews were sought before interviews and discussions took place. Their rights were explained to them before they got involved in the research. It was communicated to the respondents that the exercise was voluntary of which they could withdraw if they were not comfortable. In addition, the measures undertaken to ensure compliance with ethical issues included using the data from the respondents strictly for academic purposes. Similarly, Wimmer & Dominick (1994) identify the principle of respect as the most important ethical issue of requiring compliance on the part of the researcher. Therefore, basic ethical requirement that the researcher should respect the rights, the values and decisions of respondents were neither interfered with nor contested by the researcher.

### **3.20 Summary**

This chapter presented the methodology that was used in the study. A qualitative descriptive survey research design was used to describe the role of guidance and counselling teachers in preventing examination malpractices. Eighty-eight (88) respondents participated in the study. They were selected through simple random and purposive sampling procedures. They consisted of four (04) Headteachers, and four (04) guidance and counselling teachers and eighty (80) learners with disabilities of which forty (40) were learners with hearing impairment and the other forty (40) were learners with visual impairment. Instruments for data collection included, interview guide and focus group discussion guide. Qualitative

method was employed in the study. The data was analysed thematically. Ethical issues were also taken into consideration.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 5.0 Introduction

This chapter presents the findings of the study which sought to explore the role of guidance and counselling teachers in preventing examination malpractices in schools. The findings are presented in line with the study questions. The research questions were:

- I. What is the role of guidance and counselling teachers in preventing examination malpractices?
- II. To what extent do schools utilise guidance and counselling teachers in preventing examination malpractices?
- III. What are the challenges guidance and counselling teachers face in preventing examination malpractices?
- IV. To what extent do learners access guidance and counselling services in their preparation for examinations?

#### 4.1 The role of guidance and counselling teachers in preventing examination malpractices

In order to establish the role of guidance and counselling teachers in preventing examination malpractices the headteachers (from Special Schools and Special Units), guidance and counselling teachers (from Special Schools and Special units) were interviewed and focus group discussions were held with the learners with disabilities.

##### 4.1.1 Views of Headteachers

When asked whether guidance and counselling teachers have a role in preventing examination malpractices. All the four Headteachers from the special schools said that the guidance and counselling teachers had a role in preventing examination malpractices. One Headteacher said, "*Yes, they have a big role in preventing*

*examination malpractices.” Another headteacher said, “they have a stake in preventing examination malpractices.”*

When asked what role the guidance and counselling teachers play in preventing examination malpractices, the headteachers said that the role of the guidance and counselling teachers was to provide educational guidance and counselling services: developing learners’ self confidence, good study habits and skills, orienting learners on the examination ethics and supervising and monitoring learners’ academic performance. To this effect, one headteacher said, “*guidance and counselling teachers have various roles among them is to provide educational guidance and counselling services such as to help learners with study skills and also enlightening the learners with examination rules and regulations.*” Another headteacher said, “*guidance and counselling teachers have a role in preventing examination malpractices and one of them is to prepare the learners for examinations by supervising and monitoring the learners’ academic performance.*”

#### **4.1.2 Views of Guidance and counselling teachers**

When guidance and counselling teachers were asked whether they have a role in preventing examination malpractices they responded in affirmative. To this effect, one guidance and counselling teacher said: “*We have a role in preventing examination malpractices. The only problem is that we are neglected and frustrated.*” Asked what she meant by being neglected and frustrated. She said:

*Guidance and counselling is insignificant in our schools, no one considers a counsellor to be important and no time is provided for guidance and counselling services. In addition there is no salary scale for the guidance and counselling teachers....it is frustrating.*

Asked what role guidance and counselling teachers have in preventing examination malpractice. Guidance and counselling teachers from the special

schools explained that their roles in preventing examination malpractices were to prepare the learners for examination. Guidance and counselling teachers can help learners to acquire good study habits, learner centered learning methods, make study time tables, giving learners and sensitise learners on the dangers of examination malpractices.

One guidance and counselling teachersaid:

*Our main role in preventing examination malpractices was to provide educational guidance and counselling which includes guiding learners on examination rules, study skills and learner centered learning methods such as peer tutoring, cooperative learning strategiesand also monitoring and evaluatinglearners' school performance.*

The other guidance and counselling teachersaid:

*We have quite an enormous role, we prepare learners for examinations. We help learnersdevelop confidence to sit forexamination. We supervise and monitor learners' scholastic performance. Apart from that we orient learners on examination rule and regulations and teach them good studyhabits. At times we liaisewith the learners' parents or guardians and other professionals in monitoring the learners' academic performance.*

The other guidance and counselling teachersaid, “*We teach learners how to make study time tables and sensitise them on the dangers of examination malpractices. We also encouragelearners to study in groups.*”

When asked what should be done to help the guidance and counselling teachers in preventing examination malpractices, the guidance and counselling teacher said guidance and counselling policy should be developed, guidance and counselling should be time tabled, they should employ test inventories to identify learners

with inclination towards examination malpractices. In this regard, one guidance and counselling teachersaid:

*The Ministry of Education should establish guidance and counselling policy to guide the operations of guidance and counselling in schools. Also, the school headteachers, teachers, learners and parents should be oriented on the value for guidance and counselling services in schools.*

Another guidance and counselling teachersaid:

*I think I should be given time slot to meet the learners during working hours.I cannot keep on volunteering to operate after working hours.It is through my meetings with the learners that guidance and counselling services can help to prevent examination malpractices.*

The other guidance and counselling teachersaid:

*we should be copying from such countries like Nigeria who have test inventories to predict learners with inclination towards examination malpractices. If we use such tests, they would help us very much, or alternatively our researchers should sit and create a similar test to help the guidance and counselling teachers.*

#### **4.1.3 Views of learners**

During the focus group discussion with the learners with disabilities from four schools on whether guidance and counselling teachers have a role in preventing examination malpractices all the learners with disabilities from all the focus groups responded in affirmative.

Asked about what role guidance and counselling teachers can play in preventing examination malpractices. The learners with disabilities said guidance and counselling teachers can advise them on negative effects of examination malpractices, teach them study skills and examination writing techniques. To this effect one of the learner visual impairment said that: “*Guidance and counselling*

*teachers advise us not to copy or carry text books or exercise books in the examination, she also tells us that we should follow school rules.*” Another learner with visual impairment interrupted and said: *“Our guidance and counselling teacher also tells us how to study using mnemonics, the QS3R techniques in studying and to form study groups and how to prepare for examination.”* When asked what QS3R stood for, the learner explained that Q stands for Question, S for Survey, and 3R for Read, Recite and Review.

Asked what should be done to enhance the role of guidance and counselling teacher in preventing examination malpractices. The learners with disabilities said that meetings with the guidance and counselling teachers can help to prevent examination malpractice. To this effect, one learner with hearing impairment said: *“We should be meeting the guidance teacher for advice whenever in doubt.”* Another learner hearing impairment added that, *“Yes, like my friend has said, if we have frequent meetings with the guidance teacher, we can learn a lot about the dangers of examination malpractice and believing that we can pass without leakages.”* One learner with visual impairment said: *“The guidance and counselling teachers should also talk to teachers who sell examination leakages to stop doing that so that the learners do not find where to buy leakages. He should also talk to teachers not to show some pupils in examination”*

When asked whether there are teachers who sell leakages learners with disabilities from all the focus groups responded in affirmative. They said teachers sell leakages, sometimes they sell question, for instances question papers, or answers.

#### **4.2 Extent to which schools utilise guidance and counselling teachers in preventing examination malpractices**

To establish whether schools utilise guidance and counselling teachers in preventing examination malpractice, the headteachers (from Special Schools and Units), guidance and counselling teachers (from Special Schools and Units) were

interviewed and focus group discussions were held with the learners with disabilities.

#### **4.2.1 Views of Head teachers**

Asked whether schools utilised guidance and counselling teachers in preventing examination malpractice. Three out of four head teachers said that the guidance and counselling teachers were rarely utilised in preventing examination malpractice, while one from the school for the blind said was being utilised.

Asked on how guidance and counselling teachers are utilised to prevent examination malpractices. One headteacher said:

*I have given the guidance and counselling teacher time to provide guidance and counselling services to the learners in the afternoon of Tuesdays and Thursdays. On which time she gives learners tips on preparation for examination and other relevant information.*

Another headteacher said;

*Currently it is difficult to utilise them due to imbalanced staffing level of the school. Furthermore, the school timetable is so congested that it cannot accommodate guidance periods. May be in future when things will be okay we may use her.*

Another Headteacher said, “No, the guidance and counselling teacher is not very much used. We have a shortage of man power.” Another Headteacher said: “We use her once in a while but as of now we have staffing problems as such we have told her to concentrate on teaching examinable subjects and not guidance and counselling.”

When asked whether they recorded examination malpractices in the school. Two of the four headteachers said that they experienced examination malpractices in their schools, candidates were found with foreign materials in the examination rooms. They said that the culprits were even suspended from the examination.

When asked whether the guidance and counselling teachers were given opportunity to meet the culprits they said that the guidance and counselling teachers were not given an opportunity to meet those suspended for involving themselves in examination malpractices as that was outside the guidance and counselling teachers' jurisdiction. They said that was now purely administrative. To this effect, one headteacher said, "*yes, we experienced examination malpractices as usual they were caught with foreign materials in the examination room.*" Another headteacher said: "*We did experience examination malpractices especially where learners smuggled foreign materials in the examination rooms.*"

When asked what role the counsellor played to those caught in examination malpractice, one head teacher said: "*It was outside the guidance teacher's jurisdiction. He cannot have a hand on such learners. It was now the role of administrators to handle such cases.*"

#### **4.2.2 Views of Guidance and counselling teachers**

When asked whether the schools utilise them to prevent examination malpractice, three of the four guidance and counselling teachers (one from the blind and the other two from the deaf) said that they were rarely utilised in the prevention of examination malpractices, while one said she was often utilised to provide guidance and counselling services.

When asked how she was utilised. One guidance and counselling teacher said:

*I am not very much utilised I have just been included in the school examination security and disciplinary committees but I am not sure of my role there and also I am not practicing guidance and counselling. My inclusion in disciplinary committees especially compromises my operations as guidance and counselling teacher.*

Another guidance and counselling teachersaid:

*I am utilised only when the learners are closer to sitting for examinations. That is for a week or so. But sir you cannot fatten the cow on the last day. Otherwise, I am not utilised because the school is understaffed and the timetable is congested that it cannot take in guidance periods.*

Another guidance and counselling teacherssaid:

*I am very much utilised. The school has given me afternoons of every Tuesdays and Thursdays as days for guidance and counselling. On these days I give talks to the learners on study skills, teach them examination rules and I invite other people to come and talk to learners on various topics. So I am very much utilised.*

#### **4.2.3 Views of Learners**

From the focus group discussions the learners were asked the extent to which guidance and counselling teachers were utilised by the schools 60 (75%) out of 80 learners with disabilities said the guidance and counselling teachers were not utilised while 20 (25%) of learners with visual impairments out of 80 learners with disabilitiesaid they were utilised.

When asked how the guidance and counselling teachers were utilised 20(25%) of learners with visual impairments out of the 80 learnerswith disabilities said the guidance and counselling teachers were utilised because they taught the learners examinations rules, how to study for examinations and not to fear the examination.

The other 60(75%) out of 80 learners with disabilities said the guidance and counselling teachers were not utilised. They said the guidance and counselling

teachers did not meet them so they did not know how they prevent examination malpractice.

One learner with hearing impairment said:

*The guidance and counselling teacher was introduced to us when we were in grade ten. She only met us when we were preparing for world AIDs day, as a result, I do not really know how she prevents examination malpractices in school.*

Another learner visual impairment said

*The guidance and counselling teacher is not utilised. She does not teach us anything but when we came in grade eight she told us that she was the guidance teacher for the school but now we do not see her. I can say, she does not prevent examination malpractice. In addition, when we try to see her she shows us a bad face or that you are wasting her time.*

When asked what she meant that the guidance and counselling teacher showed them bad face when they approached the counsellors, learner with hearing impairment said the guidance and counselling teachers were not accommodative, they did not welcome learners who wanted counselling services.

### **4.3 Challenges guidance and counselling teachers face in preventing examination malpractices**

The study sought to establish the challenges guidance and counselling teachers face in preventing examination malpractices. To this effect, headteachers(from Special Schools and Units), guidance and counselling teachers(from Special Schools and Units) were interviewed and focus group discussions were held with the learners with disabilities.

#### **4.3.1 Views of Head teachers**

Asked whether the guidance and counselling teachers face challenges in preventing examination malpractices, all the four headteachers from special

schools indicated that the guidance and counselling teachers face challenges in their quest to prevent examination malpractices.

Asked what challenges guidance and counselling teachers face in preventing examination malpractice, the respondents attributed that to lack of guidance and counselling policy. They said due to lack of policy it is not mandatory that schools should offer guidance and counselling services, guidance and counselling did not have time slot on which it should be offered to the learners. To this effect, one headteacher said:

*The guidance and counselling teacher does not have specific time to meet the learners, because it is through her contact with the learners that she can help them, this is not deliberate but the school time table is congested and cannot accommodate guidance periods.*

When the headteacher was asked why he was not according the guidance and counselling teacher opportunity to meet the children, he said:

*No, it is not me but the system. You know what? The policy is not clear it is not mandatory that guidance should be on the timetable or should be given time. You see, standards officers come here to inspect us why do they not charge me for not including guidance on the time table? In fact, no one asks about it, but if I left one of the subjects as dictated by the curriculum policy, I would definitely leave this office faster than I came in- I would be fired!*

Another Headteacher said:

*The guidance and counselling teacher has high teaching load and I requested that she stops offering guidance and counselling until our*

*staffing level improves. You see, we must satisfy the examinable subjects first, and then guidance and counselling issues may be looked into later.*

Asked as to whether he was disadvantaging the learners by denying them guidance and counselling services. The headteacher said:

*Apparently not, I am a policy implementer as well as a supreme policy maker in the school. I make policies that benefit the learners. Concentration on examinable subjects is an advantage on the learners. The policy says, I should appoint guidance and counselling teacher in school and I do that when things are convenient.*

#### **4.3.2 Views of Guidance and counselling teachers**

When asked what challenges they face in preventing examination malpractice they said that guidance and counselling was not timetabled, no support from the school administration and teachers, high teaching load, lack of counselling rooms, guidance and counselling teachers not being on the establishment, involvement of other stakeholder in examination malpractices. In this regard, one guidance and counselling teacher said:

*Guidance and counselling is not time tabled and as such, I have no time to meet the learners. At this school guidance and counselling has no room. This is as a result of lack of guidance and counselling policy. As such I cannot prevent examination malpractice, how can I without contact with the learners?*

Asked why she does not use her subject periods to provide guidance and counselling. She said, “*Those periods are highly compacted with other subjects in the syllabus. You cannot steal time from there for guidance because that may affect the syllabus coverage. You may end up failing to cover the syllabus.*”

Another guidance and counselling teachersaid:

*I have very high teaching loads I have no breathing space to meet the learners for guidance and counselling. I tried to talk to the administration about the need for guidance and counselling but they had always been saying that I was employed for teaching examinable subjects and not guidance and counselling which was not even examinable.*

Another guidance and counselling teachersaid:

*The administration and other teachers did not supportme. The worst thing is that even some teachers promote examination malpractice by charging some money to pupils who want help in examinations. I find it difficult to approach such teachers. Sir, even the school headteacher seems to promote examination malpractices. During examinations he says invigilators should be lenient with candidates.He usually warns us not toprick our owneyes. He says we are competing with other schools as such we should put the school on the map by having more pupils pass. He says this can be done if invigilators are notstrict with examination rules. He says that the schools that excel in examination resultsare praised by the superiors,while thosewith low pass rates are not despite having genuine results.*

One guidance and counselling teachersaid: “*Parents also encourage examination malpractice by giving their children money to buy leakages. Even if it were you sir, what would you help in such a situation?*” Another guidance teacher from the school for the blind said: “*We cannot operate well as guidance teachers if the system does not recognise us. You see we all work for money now if we cannot be given a salary scale how can we generate motivation to work?*”

Asked as to whether they were not paid extra duty allowance for being guidance and counselling teachers. They said it was not about an allowance because that was a temporal fringe benefit that could be withdrawn at anytime. They further said that they did not understand why a teacher with a degree in guidance and counselling could not be upgraded to a degree scale. They referred to such a circumstance as demotivating.

Asked as to what should be done to mitigate the challenges, the guidance and counselling teacher from special schools indicated that a school guidance and counselling policy should be put in place to guide their operations in terms of teaching load, inclusion of guidance on the timetable, including guidance and counselling teachers on school establishment and provision of resources for effective guidance and counselling services.

#### **4.3.3 Views of learners**

From the focus group discussions the learners with disabilities were asked whether guidance and counselling teachers face challenges in preventing examination malpractices. They answered in affirmative.

Asked about what challenges the guidance and counselling teachers faced in preventing examination malpractices. They said that the guidance and counselling teachers were very busy with teaching and they find it difficult to communicate in sign language. Also they said they fail to stop some teachers who encourage examination malpractice. One of the learners with visual impairment said, *“He is very busy because he teaches many classes as a result he cannot find time to meet us for guidance and counselling. Whenever we go there he excuses himself and says sorry am going for a class come some other time.”* Another learner with visual impairment said, *“Our guidance and counselling teacher has problems in preventing malpractice because she fears to tell other teachers to stop selling leakages.”* Another learner with hearing impairment said that, *“The guidance and counselling teacher has no power to stop parents who want to buy leakages for their children.”*

#### **4.4 Access to guidance and counselling services by learners with disabilities**

The study sought to establish the extent to which learners' with disabilities access guidance and counselling services. To this effect, headteachers (Special Schools and Units), guidance and counselling teachers (Special Schools and Units) and focus group discussions were held with the learners with disabilities.

##### **4.4.1 Views of Head teachers**

When asked whether learners with disabilities do access guidance and counselling services, three out of four headteachers said the learners did not access guidance and counselling services in their schools. To this effect one headteachersaid: *“Pupils rarely access guidance and counselling services due to lack of time for the guidance and counselling teacher. She is highly loaded with teaching subjects; she cannot add guidance periods on top.”* Another headteacher said: *“Learners do not often access guidance and counselling services because the school timetable does not allow. It is congested and the guidance teacher is not even trained in guidance issues.”* Another headteacher said: *“Learners do not access guidance and counselling services because the guidance teacher has a lot of work to do with examinable subjects.”*

One of the four headteachers said:

*Learners with disabilities and those without all do access guidance and counselling services in the afternoons. They have access to guidance and counselling services either from the school guidance and counselling teacher or the school chaplain. Sometimes guidance teacher invites standards officers or police to talk to learners about examination malpractices.*

##### **4.4.2 Views of Guidance and counselling teachers**

When asked whether learners access guidance and counselling services in schools, three of the four guidance teachers responded that they rarely access

theservices. While one said they very often access guidance and counselling services.

One of the guidance and counselling teachers said: *“Learners rarely come for guidance and counselling because I am very busy with teaching subjects. Apart from that, guidance and counselling is not even time tabled. It is overshadowed by the examinable subjects.”*

Another guidance and counselling teacher said:

*My brother guidance and counselling cannot work well in schools. How can it work when guidance and counselling teachers have no contact with the learners? The school time table does not provide time for guidance and counselling. Apart from that I am overloaded with the examinable subjects. But learners are free to see me at their own time.*

Another guidance and counselling teacher said, *“they do not often come for counselling. It is like they are shunning the services. Besides, I am very much loaded with teaching examinable subjects as a result I have not been given guidance and counselling periods.”*

#### **4.4.3 Views of learners**

All the 60(75%) out of 80 learners who participated in the focus group discussion from the four schools said that they did not access guidance and counselling services. The learners attributed that to high teaching load by guidance and counselling teachers, failure by guidance and counselling teachers to use sign language and lack of confidentiality and poor rapport by the guidance teachers. To this effect, one learner with visual impairment said: *“We do not often access guidance and counselling because the guidance teacher always says she is very busy.”* Another learner with hearing impairment said, *“Our guidance and counselling teacher does not know how to use sign language. Even if I go there we will not communicate as a result, it is better not to go there.”*

On the question as to who they went to when they needed counselling, 60 (75%) out of 80 learners with disabilities who participated in the focus group discussions said that they went to their parents, friends or hospital. One of the learners with hearing impairment said: *“we go to friends or hospital. At school, we just see the guidance and counselling teacher when we are called by the disciplinary committee.”* Another of learner visual impairment said, *“I go to friends because they are able to talk to me and also they keep secrets, not the guidance teacher who looks annoyed when you go to her. I even wonder if she is a trained counsellor.”* One learner hearing impairment said, *“we do not know what the counsellor can help us. We are not HIV positive for us to go there. He does teach people about HIV and AIDs during AIDs day, so we go to our parents when we need assistance.”*

However, 20(25%) of learners with visual impairment out of 80 learners with disabilities who participated in the focus group discussions said they accessed guidance and counselling whenever they needed it. They said they accessed guidance and counselling from the guidance and counselling teachers or the school chaplain. The learners said that they met the guidance teacher on Tuesdays and Thursdays and each time they needed counselling they went to the guidance and counselling teacher or the school chaplain.

Asked as to what kind of counselling they access, the learners with disabilities said they received educational, personal, career, spiritual and HIV/AIDS counselling.

#### **4.5 Summary**

This chapter presented the findings of the study which sought to explore the role of guidance and counselling teachers in preventing examination malpractices in schools. As regards the role of guidance and counselling in preventing examination malpractices the study found that guidance and counselling teachers have a role in preventing examination malpractices. And that their role in preventing examination malpractices was to provide educational guidance and

counselling services. These include developing learners' self confidence, good study habits, skills and learner centered learning methods, orienting learners on the examination ethics, equipping learners with study resources and monitoring the learners' academic performance. As to whether guidance and counselling teachers were utilised in preventing examination malpractices the study found that guidance and counselling teachers were not utilised by schools in preventing examination malpractices. Also the findings revealed that the guidance and counselling teachers faced various challenges in instituting there guidance and counselling programmes. The further found that learners did not accesses guidance and counselling services in schools.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

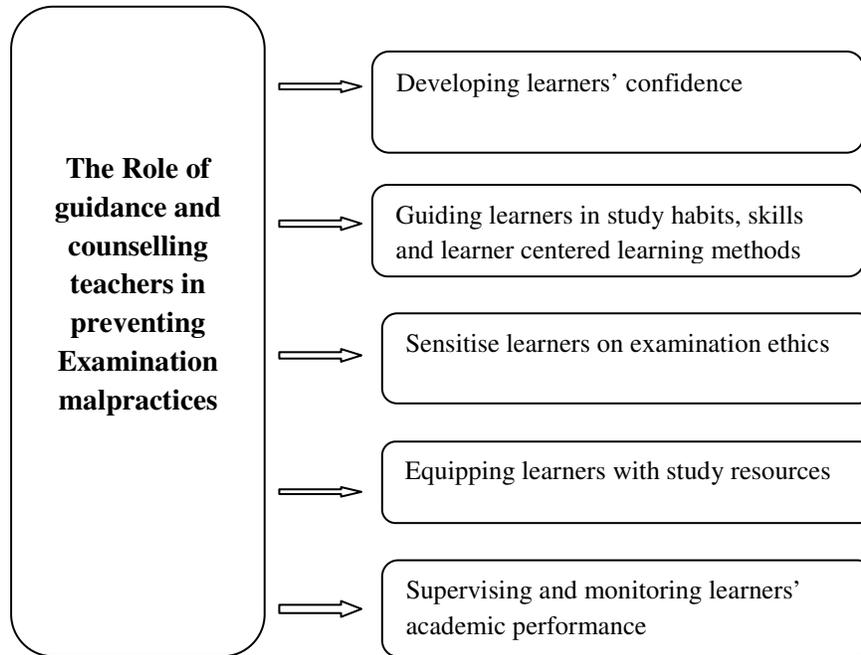
#### 5.0 Introduction

The purpose of the study was to explore the role of guidance and counselling teachers in preventing examination malpractices. The chapter discusses the findings according to the objectives of the study. Its specific objectives were:

- i. To establish the role of guidance and counselling teachers in preventing examination malpractices.
- ii. To determine the extent schools utilise guidance and counselling teachers in preventing examination malpractices.
- iii. To establish the challenges guidance and counselling teachers face in preventing examination malpractices.
- iv. To determine the extent learners access guidance and counselling services in their preparation for examinations.

#### 5.1 The role of guidance and counselling teachers in preventing examination malpractices

The first objective of the study endeavoured to establish the role of guidance and counselling teachers in preventing examination malpractices. Notable role that guidance and counselling teachers play in preventing examination malpractices was providing educational guidance and counselling services as shown in figure 2 below.



Source: Fieldwork 2014

Figure 2 *Illustrating the role of guidance and counselling teachers in preventing examination malpractices*

### **5.1.1 Developing the learners' self confidence**

Findings revealed that the role of guidance and counselling teachers in preventing examination malpractices was to prepare learners by developing their self confidence. Development of the learners' self confidence helps to psychologically prepare the learners for examinations encounter. This preparation provides the learners with the verve that aids them to with stand the examination anxiety generated by the stimulation of the autonomic nervous system when they are about to undergo an evaluative process. This implies that in the absence of self confidence learners feel helpless thus soliciting for strategies on which to lean that may help them pursue an examination process with easy. In this regard, they resort to employing fraudulent measures by which to pass the examination. Alutu & Aluede (2006) say that lack of self confidence in examinations makes learners to be involved in examination malpractices. That is also in tandem with Oniye and Alawaye (2008) who found that lack of self confidence was considered as one of

the causes of examination malpractices. Further, Alutu and Alutu, (2003) had adduced low self-confidence among the learners to facilitate the learners' inclination towards examination malpractice. To this effect, guidance and counselling teachers have a critical role in assisting learners who lack self-confidence by building up their self-confidence and in turn may make them avoid involving themselves in examination malpractices.

### **5.1.2 Guiding learners on good study habits, skills and learner centered learning methods**

Another role of guidance and counselling teachers is to guide learners on good study habits, skills and learner centered learning methods. These are educational guidance and counselling methods that can be used to prepare learners for examination in order to prevent examination malpractice.

Findings also revealed that another role of guidance and counselling teachers in preventing examination malpractice is to guide learners on good study habits, skills and learner centered learning methods. When learners have poor study habits it is likely that they will not adequately study. As a result of that, the learners tend to have inadequate content knowledge of the subjects they are to write in an examination. Lack of subject content may develop low self confidence in the learners. As a result of that they may source for other means to help them write the examination, thus inclining to examination malpractices. It is the responsibility of the guidance and counselling teacher to help learners develop study habit and skills. Good study habit and skills help the learners to adequately prepare for examinations. Adequate preparation generates high self confidence in the learners to sit for examinations hence may not engage in examination malpractices. Similarly, Oniye and Alawaye (2008) stated that the development of effective study habits in relation to how one could utilise his or her assets and manage his or her abilities for optimal academic performance is an essential role of guidance and counselling teachers. Additionally, a study by Fibersima (2001) identified poor study habits as one of the major cause of learners' poor

performance in examinations while the desire to pass without studying effectively usually led learners into examination malpractices. Therefore, guidance and counselling teachers can play a role in helping to develop good study habits in learners. This would help to reduce cases of examination malpractices in schools. However, Alabi (2003) said that there was no significant relationship between students' study habits and their attitudes towards examination malpractice, but agrees that when the learner has inadequate subjects knowledge he or she may employ fraudulent means to pass the examination. Congruent with that, a study by Ogunji (2011) showed that lacking thorough acquisition of knowledge or mastery of subject matter expected in the various subjects a learner is to be examined in makes the learners susceptible to examination malpractices.

To avoid such circumstances guidance and counselling teachers need to move in prior to writing the examination and help the learners to develop good study habits and skills. In line with that, Ossai, Ethe, Okwuedei and Edougha (2014) say that guidance and counselling programmes in the school system should be geared towards helping students improve in their study so as to be fully prepared for writing their examinations without engaging in examination malpractices. This view is in line with that of Mopelola (2007) who found significant difference between the attitudes of experimental participants and non experimental participants before and after exposing them to Robinson's SQ3R (Survey, Question, Read, Recite, and Review) study habit technique. The experimental participants had mastery of subjects' content and developed high self confidence to write examinations.

The study further found that guidance and counselling teachers have a role to acquaint learners with learner centered learning methods. These methods can help learners to study in groups and also to approach topics not learnt in class. This can help learners to adequately prepare for examinations and develop self confidence. In this regard guidance and counselling teachers can through these methods help to prevent examination malpractices because the learners would be

less dependent on the teachers for subject content acquisition but would teach each other or learn in groups even in the absence of the teacher. This will in turn enhance syllabus coverage. Similarly, Ossai, Ethe, Okwuedei and Edougha (2014) say that learners can be assisted to prepare for examinations by acquainting them with self-regulated learning strategies. Similarly, Handelsman, Ebert-May, Beichner, Bruns, Chang, and DeHaan (2004) stated that there was evidence that supplementing lectures with active learning strategies and engaging students in discovery and scientific process improves learning and knowledge retention.

Guidance and counselling teachers have therefore a role of encouraging learners use peer tutoring and cooperative learning strategies in preparation for examinations. Similarly, Greenwood, Carta, and Hall (1988) say that learning of academic skills, development of social behaviour, class discipline, self esteem or being responsible are some of the benefits of peer tutoring. Furthermore, Kochhar (1985) says that cooperative learning encourages small group of learners to work together for the achievement of a common goal. Learners work together to support each others' learning. These methods may be beneficial in preventing examination malpractices as the learners can engage in active learning even in the absence of the teacher thus enhancing syllabus coverage. In this regard, peer tutoring and cooperative learning strategies can be employed in the fight against examination malpractices. Udoh (2011) said inability of schools to cover prescribed syllabuses were significant causes of examination malpractice in the country.

### **5.1.3 Sensitise learners on the examination ethics**

The study further found that the other role of guidance and counselling teachers in preventing examination malpractices was to orient learners on the examination ethics. It seems to be taken for granted that learners know what constitute ethical examination practices and yet the learners are ignorant. Most learners are not exposed to examination rules and regulations. As such they tend to guess as to what acceptable examination ethics should be applied in examinations. Knowledge

of examination ethics can develop a sense of responsibility in the learners so as to avoid immoral ways of passing the examination. It is therefore, the responsibility of the guidance and counselling teacher to expose the learners to examination ethics that would help to prevent examination malpractice. Shertzer and Stones (1977) therefore, said guidance services offered to learners should include orientation service. Orientation can be done at the point of registering for examination. This should include ethics on examination as well as punishments for engaging in examination malpractice. This view is congruent with that of Ebireri (2004) who recommended that the school counsellors should organise seminars or workshops for learners on examination ethics.

#### **5.1.4 Help to equip learners with study resource**

The study found that one of the roles of guidance and counselling teachers in preparing the learners for examination was to help learners acquire relevant study resources such as course books, supplementary books and conducive environment for studies. When the learners are availed with the suitable study resources, they attain quality education and this may help in preparing for examinations. This is congruent with CASSON, (2003) that said guidance and counselling teachers have the role to equip the learners with necessary study resources such as appropriate books, other supplementary study materials, conducive learning environment ( well ventilated room with adequate light, appropriate study tables and chairs) to help the learners pursue their studies with less difficulty. Congruent with this view is that of Oluyeba (1996) who identified unconducive learning environment as one of the causes of examination malpractices. Buttressing that, Adekale (1993) identified poor school facilities as causes of examination malpractices. In tandem with that, Oniye and Alawaye (2008) revealed that ill equipped schools were considered as the causes of examination malpractice. In that regard the guidance and counselling teachers could prevent examination malpractices by advocating for provision of study resources such as reading materials. In addition, guidance and counselling teachers can recommend and

ensure schools have conducive study environment with standard studying facilities such as chairs, tables, adequate light and ventilation.

MoE (2012: 6) says that, "...the current situation in secondary schools is that educational facilities and resources are not available for the learning process or effective teaching and learning. Most of the teaching and learning is done theoretically, even for Practical and Science subjects." Quality education requires the availability and use of educational materials. This aspect affects more the visually impaired learners who do not have a single learning material transcribed in Braille. They depend mostly on the sighted learners to dictate notes for them. They hardly have direct contact with pupils' books. This really poses a great challenge as the learners will have inadequate subject content an aspect that may tempt them to use dubious means to pass the examination. To avoid such a circumstance, a counsellor can influence the school administration to buy books for the learners or influence the parents to procure supplementary study materials for their children. When learners have inadequate study materials they end up with insufficient content to enable them answer examination questions which lead them into examination deceitfulness. Consistent with that, a study by Udoh (2011) reported that paucity of educational facilities is one of the causes of examination malpractices.

#### **5.1.5 Supervising and monitoring learners' academic performance**

The study found that guidance and counselling teachers could prevent examination malpractices by monitoring the learners' academic performance. The guidance and counselling teachers should keep abreast of the learners academic continuous assessment records. This would help to identify learners who need attention. The learners whose academic performance is poor may be provided with remedial work or provided with an Individualised Educational Plan (IEP). Furthermore, the learners who seem to be poor may be included in study groups of the learners whose academic performance is good so as to be helped. Poor academic performance could make learners have low concept of self and low self

esteem which may eventually propel them into engaging in examination malpractices. Similarly, Counselling Association of Nigeria (CASSON) (2003) that says guidance and counselling teachers have the mandate to supervise the studies of the learners and to monitor their academic performance at regular intervals. Lapan et al. (1997) say that the role of school guidance and counselling services in schools include enhancing learners' scholastic performance. Okorodudu and Ossai (2004) found that students who were highly anxious of examination typically had poor study habits as well as negative, non-productive attitude towards academic work which ultimately led to poor academic performance. Therefore, guidance and counselling teachers have a role to supervise and monitor academic performance of learners if examination malpractice is to be addressed.

The study further found that the guidance and counselling teachers could collaborate with other stake holders in monitoring the learners' academic performance such as parents and other professionals. Onyinyeowuamanam (2005) expressed that the cooperation of the school counsellor and the other school personnel could help to reduce poor academic performance among students. Moreover, Odeleye (2010) maintained that the guidance and counselling teacher is qualified to identify pupils with special needs such as the gifted or learners with disabilities and help them under go appropriate education by referring such cases to relevant professionals.

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disabilities and help them under go appropriate education by referring such cases to relevant professionals.

## **5.2 Extent schools utilise guidance and counselling teachers in preventing examination malpractices**

The study found that guidance and counselling teachers were not utilised in preventing examination malpractices by schools. They were not involved because the school management felt that guidance and counselling was insignificant in the provision of quality education. They felt that subjects that were examinable were more important than those which were not examinable. They therefore, put much emphasis on those subjects at an expense of guidance and counselling. This finding is consistent with that of Esere (1998) who found that school administrators of the old authoritarian order thought that those teachers who opted for guidance and counselling were escaping from teaching which according to these headteachers was the teachers' primary and most important function of the school. For example, in most schools where guidance and counselling existed, guidance and counselling teachers were converted to mere clerks who dealt with registration of learners for examinations, keeping examination records and the like. These revelations imply that guidance and counselling teachers may not have been accorded an opportunity to play a role in preventing examination malpractice in special schools.

The study also found that some learners opted to seek guidance from the parents their fellow learners or hospital when faced with problems. They felt their friends were more accommodating than their guidance and counselling teachers. This finding is consistent with that of study by Skuy, Hoar, Oakley-smith and Westaway (2007) whose results indicated that pupils selected guidance teachers less often than parents and friends as helping agents and that, in most areas of concern, the extent to which guidance teachers were selected was negligible. This revelation is worrisome because it denies guidance teachers to play a role in preventing examination malpractice.

The study further found that guidance and counselling teachers were not utilised because the school curriculum was too congested to accommodate guidance and counselling and that the guidance and counselling teachers were heavily loaded with examinable subjects. In order to utilise the guidance and counselling teacher to the fullest they should be given lighter teaching load so that they provide guidance and counselling services to the learners. Consistent with this view is that by Ajowi and Samatwa (2010) who suggested that guidance and counselling teachers should be given concession of about fourteen periods a week from the normal teaching load to enable them carry out guidance and counselling services. As regard to the timetabling of guidance and counselling, it is worth to accord it a time slot so that guidance and counselling teachers can have contact with the learners.

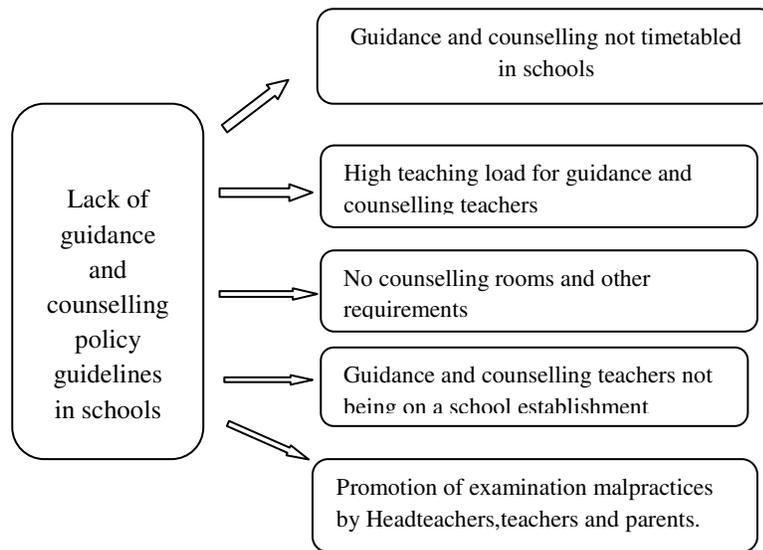
The study also found that headteachers believed that it was outside the guidance and counselling teachers' jurisdiction to attend to the culprits of examination malpractices as such those caught cheating in examinations were only punished by expelling them from examinations. The counsellor was not involved in any way. This should not be the case because cause misbehavior or indiscipline issues fall within the counsellors' responsibilities. For these learners to relapse back into such misbehavior counselling interventions would help. To this end, Fatai (2005) explained that examination malpractice is any irregular act exhibited by candidates or anybody charged with the conduct of examination. It is therefore a breach of the rules governing the conduct and integrity of the examination. Examination malpractice is thus an indiscipline act because it involves breaking of rules. As such the role of guidance and counselling teacher is paramount to address indiscipline among learners. A study by Adeyemi (2010) undertaken in Ondo State in Nigeria also revealed that one major cause of examination malpractices in the schools was indiscipline among learners and that made many of them to be involved in examination malpractices. In that regard the counsellor should have a role in helping culprits to modify their undesirous activities. A study by Ajowi and Simatwa (2010) conducted in Kisumu district in Kenya showed that when

guidance and counselling was minimally utilised in schools indiscipline among learners in secondary schools escalated. Punishments especially corporal punishment was widely used to solve disciplinary cases in all schools but did not prevent examination malpractices. Guidance and counselling teachers should be involved when some candidates are found cheating. This is why Ebireri (2004) described counselling as assistance rendered to an individual to accomplish behaviour modification or take decisions on the basis of greater cognitive and affective understandings of self and environment such that they become more effective and productive members of the society. In this regard guidance and counselling teachers can be involved to help modify the behaviour of learners caught cheating in examination. Similarly, Further, Shertzer and Stone (1977) said candidates who engaged in examination malpractice should receive some form of “rehabilitative counselling” and followed up to ensure that they did not relapse back into examination deceptive behaviour.

### **5.3 Challenges guidance and counselling teachers face in preventing examination malpractices.**

The study found that guidance and counselling teachers faced challenges in preventing examination malpractices due to lack of policy guidelines to govern the implementation of guidance and counselling services in schools. This is consistent with MoE (2003) in which it stated that there is lack of policy guidelines on guidance and counselling in Schools. Congruent with that, Chireshe (2006) who said unavailability of a binding policy on school guidance and counselling negatively affected the provisions of school guidance and counselling in Zimbabwe.

According to the respondents lack of policy guidelines on guidance and counselling bred other challenges .Refer to figure 3 below.



Source: Fieldwork 2014

Figure 3 *Challenges guidance and counselling teachers face in preventing examination malpractices.*

The study found that guidance and counselling was not time tabled as such it was not provided to the learners. This was attributed to lack of guidance and counselling policy. The current curriculum policy recognises guidance and counselling as a cross-cutting issue and not part of the two curriculum pathways that have been accorded time slot (MESVTEE, 2013). In this regard, Mapfumo and Nkoma (2013) had found strong evidence that guidance was neither systematically nor comprehensively implemented as time for offering guidance was inconsistent. Similarly, Chireshe and Mapfumo (2005) also found that school guidance and counselling teachers did not feel well supported by heads of schools in terms of the time reserved for the guidance and counselling services.

Denying guidance and counselling a slot in the two curriculum trajectories leaves it in abeyance as it does not state when it would be offered and who would offer it as subject teachers were more concerned with their subjects' content delivery and guidance and counselling teachers do not have time to meet the learners. It is worth to note that guidance is a curriculum based entity and requires in-class lessons to be delivered to the learners in a specified time frame. Denying it time slot on the school timeframe hinders the fight against examination malpractice because guidance and counselling teachers sensitise learners on what constitutes examination malpractices, teach them appropriate study habits and skills and also acquaint them with examination ethics. These are facets that may

help in the prevention of examination malpractices. This view is congruent with that of Mapfumo (2001) who said that guidance was concerned with the information dissemination about educational, personal, social or vocational matters on issues related to study strategies, general examination-taking techniques or induction of examination ethics.

Further, the study found that lack of policy on school guidance and counselling services had led guidance and counselling teachers into having high teaching loads at the expense of guidance and counselling. No policy dictated the number of periods a guidance and counselling teacher should have or what ratio of guidance and counselling teachers to that of the learners with disabilities in the school should be. In this regard, Ajowi and Samatwa (2010) suggested that guidance and counselling teachers should be given a concession of about fourteen periods a week from the normal teaching load to enable them carry out guidance and counselling services. Similarly, Auni, Jepchirchir, Odhiambo and Lyanda (2014) said the American School Counselling Association (ASCA) recommended a guidance and counselling teacher student ratio of 1:250. Although the American School Counselling Association's view may not be applicable to a Zambian situation but a guideline should be put in place in order to have effective guidance and counselling provisions.

The study found that lack of policy guidelines on guidance and counselling has also led to guidance and counselling teachers not being provided with office space from which to carry out the counselling sessions in privacy. Counselling could not be done in an open place. It requires a private place where the client felt secure and comfortable. For example, Nayak (2004) explains that counselling needs are more personal and intimate to specific individuals. It is done in a one to one basis with the counsellor hence requires a well secure place outside the public reach. Counselling looks at such issues like examination anxieties, negative concept of self, low self esteem which are handled through individual relationship between counsellors and the counsellee (learner). Unlike guidance that could be done in

public, counselling was done in private such as a counselling room. Therefore, in order for the learners to access counselling services schools should secure rooms in which counselling services can be given to the learners. Esere (1998) reported that guidance and counselling teachers did not have adequate infrastructure and other facilities in order to function effectively in schools. Guidance and counselling was still presented in most schools as a supplementary function and deemed less significant to the provision of quality education. So it could not be adequately furnished with the prerequisites due to that notion. However, Day (2004) says that when school guidance and counselling teachers have time, resources, and the structure of a comprehensive programme to work in, good things happen, that is, guidance and counselling interventions becomes effective.

The study found that the other challenge was that guidance and counselling teachers are not recognised as part of the school establishment. This means that guidance and counselling teachers has no salary scale. Additionally, those guidance and counselling teachers who pursued degree programme could not be upgraded to a scale of a degree holder as the system does not recognise a degree in guidance and counselling. They said that that was demotivating. The guidance and counselling teachers are not appointed by any service commission like other school personnel, they are appointed by the headteachers of schools. In that regard they have weak legal mandate to effectively institute their functions. MoE (2000) says that the Headteacher should appoint a teacher to be responsible for guidance and counselling services in school.

The study also found that the involvement of school administrators, teachers and parents in examination malpractice poses a great challenge on the guidance and counselling teachers' role in preventing examination malpractices. Examination malpractice is a scourge that requires the involvement of all the stakeholders such as school administrators, teachers, parents or Examination Council of Zambia staff if it is to be eradicated. However, headteachers encourage examination malpractices so that their schools' pass percentage can be raised. This earns them a

good name from their supervisors. Also, the teachers get involved in examination malpractice so that they cover their inefficiencies in teaching. For example if they fail to coversyllabus teachers engage in examination malpractice. This is done so that pupils pass. Therefore, their inefficient can be hidden.Ogunji (2011) said teachers encourage examination malpractices because they lack the zeal to work and at the end would want to be praised for a job, which was never done thus graduating students who do not actually possess the abilities for whichthey were examined.

Furthermore, the study found that parents also promoted examination malpractices by paying money to those involved in conducting examination so that their children were helped in examinations. That became a challenge to the guidance and counselling teacher because the parents who are part of examination management are part of those encouraging examination malpractices. Additionally, the guidance and counselling teacher is not provided plat form to talk to the parents about the effects of examination malpractices. Offorma (2006) affirms that examination malpractice has eaten deep into the society and it is rampant that parents believethat their children cannot do well in school and external examination unless they use dubious means. So, they were ready to goextra miles including hiring people to write examinations for their children and bribing theteachers and examiners with expensive gifts so that they could assist their children in anypossible ways to succeed in the examinations. Denga and Denga (1998) affirmed that some rich parents tend to dangle money before teachers to assist their children pass internal examinations. Nanna (1997) reported that parents aidand abet examination malpractices directly orindirectly because they even go to the extent ofbribing their way through to ensure that theirwards get unearned grades.

Therefore in order to prevent examination malpractice the guidance and counselling teacher needed to sensitise the parents on the role they can play in examination management. A study by Mopelola (2007) revealed that exposure of

parents, guardians, teachers and the public to seminars which can change their illogical thoughts and ideas about their children's achievement through cheating helps to prevent examination malpractices. Ogunji (2011) says parents may not be considered as being directly involved in the examination management process. However, they have serious role to play as the guardian and financiers of students in most cases. Their ethical or expected role in examinations may include monitoring their children or wards prepare for examination by studying and also provide needed books and equipment.

#### **5.4 Extent to which learners accessed guidance and counselling**

The study found that learners rarely accessed guidance and counselling services. They attributed it to failure by the guidance and counselling teachers to communicate in sign language, lack of confidentiality by guidance and counselling teachers and non availability of effective guidance and counselling services in schools.

The study found that learners shunned guidance and counselling because the guidance and counselling teachers cannot communicate in sign language. The learners found counselling sessions to be irrelevant as they could not communicate with the counsellors. This is consistent with views of Demers (2005) who found that some counsellors do not have enough sign language to communicate effectively in counselling sessions. This according to Halgin & McEntee (1986) can hinder the development of a counselling relationship. It can lead the client to drop out of a counselling relationship as the relationship will be irrelevant without communication. In this regard guidance and counselling teachers can learn sign language so that learners with hearing impairment can as well access guidance and counselling services. In an instance where they are not conversant with the sign language they can use sign language interpreters to communicate to the learners. This is so because Kaufman (1996) explains that the effectiveness of the counselling process is directly dependent upon communication. He says communication is a bridge through which the counsellor and the counsellee can understand each other.

Further, the study found that learners did not access guidance and counselling due to lack of confidentiality by guidance and counselling teachers. The learners found that the guidance and counselling teachers divulged the issues discussed in the counselling relationship to other people. That made them to shun guidance and counselling services. They further said guidance and counselling teachers lacked good rapport. Learners approached their friends or parents when they needed guidance because they were more accommodating than the guidance and counselling teachers. This is in tandem with the findings by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) who found that the pupils went to the counselling teacher as a last resort because of lack of confidentiality among most school counsellors. Similarly, the findings by Skuy, Hoar, Oakley-smith & Westaway (2007) revealed that pupils selected guidance teachers less often than parents and friends as helping agents. Also, findings by Muango (2005) reported that most students sought guidance and counselling services from fellow students.

The respondents said guidance and counselling services were rarely accessed by learners in three of the schools. However, at one school learners accessed guidance and counselling anytime they needed it. They could access it from the school guidance and counselling teachers or the school chaplain. The learners said they accessed guidance and counselling services during class periods and outside learning periods. This is consistent with a study by Muema and Kiilu (2013) that stated that students accessed counselling services in their respective schools. Access was found to be determined by type of school.

The study found that the dual responsibilities of guidance and counselling teachers of providing guidance and counselling services as well as being members of disciplinary committees hindered the learners' access to guidance and counselling services. This could have affected the fight against examination malpractice because the learners shunned counselling services. As a result, they were not prepared academically or psychologically for examination. This is consistent with Auni, Jepchirchir, Odhiambo and Lyanda (2014) who revealed that some guidance and counselling teachers were both members of the guidance and

counselling departments as well as disciplinary committees; as such students did not seek guidance and counselling services after learning that the guidance and counselling teachers were members of disciplinary committees.

### **5.5 Summary**

This chapter has discussed the findings of the study based on the objectives. It started by discussing the role of guidance and counselling teachers in preventing examination malpractices. The notable role that guidance and counselling teachers play in preventing examination malpractices is providing educational guidance and counselling services. That is developing learners' confidence, guiding learners in good study habits, skills and learner centered learning methods, sensitising learners on examination ethics, equipping learners with study resources and supervising and monitoring the learners academic performance. However, it was found that these roles were not provided by the guidance and counselling teachers because they were not utilised by the schools. Additionally the guidance and counselling teachers were not providing these services to the learners. That was attributed to lack of the guidance and counselling policy. This has led to various challenges that hindered the guidance and counselling teachers, functioning in schools. Notable among those challenges were guidance not being timetabled, absence of counselling rooms, guidance and counselling teachers not being supported by headteachers and other teachers, and involvement of other stakeholders such as headteachers, teachers and parents in examination malpractices. All that happened because guidance and counselling was seen to be insignificant in schools. Furthermore, it was discussed that learners did not access guidance and counselling services because guidance and counselling teachers were busy for them, guidance and counselling teachers did not observe confidentiality and also had poor rapport. Because of that learners with disabilities sought alternative services from their friends, parents or hospitals.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter concludes the study and makes some recommendations based on the findings of the study.

#### 6.1 Conclusion

Based on the findings, the study concludes that the role of guidance and counselling teacher in preventing examination malpractice is developing the learners' self confidence, guiding learners on good study habits, skills or learner centered learning strategies, orienting learners on the examination ethics, equipping learners with study resources or supervising and monitoring learners' academic performance. However these roles are not utilised in schools due to various reasons.

#### 6.2 Recommendations

Based on the findings, the following recommendations may be considered:

1. Guidance and counselling teachers should help develop the learners' self confidence, guiding learners on good study habits, skills or self regulated learning strategies, orient learners on the examination ethics, equip learners with study resources and supervise and monitor learners' academic performance.
2. Schools should utilise the guidance and counselling teachers in preventing examination malpractices.
3. Ministry of Education, Science, Vocational Training and Early Education should provide policy on the role of guidance and counselling teachers in preventing examination malpractice in schools.
4. Guidance and counselling should be timetabled so that guidance and teachers easily have contact with learners.

5. Guidance and counselling should be provided with counselling rooms to help in providing proactive and rehabilitative counselling services to the learners.
6. Learners should be given access to guidance and counselling services to help them prepare for examinations.
7. Examination Council of Zambia should segregate statistics of learners with disabilities from those without.

### **6.3 Recommendations for possible future research**

This study was done on schools in rural areas so the same study could be done in urban areas.

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**Appendix I:** Interview guide for Headteachers on the role of guidance and counselling teachers in preventing examination malpractices

District.....School.....Type of disability.....

1. What is your age?
2. What qualification do you hold?
3. Is the guidance and counselling teacher trained in guidance and counselling? If he or she has, what qualification does he or she hold?
4. What role does the guidance and counselling teacher play in preventing examination malpractices?
5. What suggestions can you recommend that can help the guidance and counselling teacher effectively play a role in preventing examination malpractices?
6. To what extent does the school utilise the guidance and counselling teacher in preventing examination malpractices?
7. Did you record any examination malpractices in the past three years? If you did, what role did the guidance and counselling teacher do to the culprits?
8. What challenges does the guidance and counselling teacher face challenges in preventing examination malpractices?
9. To what extent do these challenges affect the provision of guidance and counselling in preventing examination malpractices?
10. What suggestions can you recommend that can alleviate the challenges guidance and counselling teachers face in preventing examination malpractices?
11. To what extent do the learners access guidance and counselling services in preparation for examination?
12. In your view is the guidance and counselling services they access satisfactory to prevent examination malpractices? If it is not, give reasons?
13. Do learners face challenges in accessing guidance and counselling services in the school? If they do, what challenges?
14. What suggestions do you recommend to alleviate the challenges?

Thank you for participating in the study.

**Appendix II:** Interview guide for guidance and counselling teachers on the role of they play in preventing examination malpractices

District.....School.....Type of disability .....

1. What is your age?
2. For how long have you served as a guidance and counselling teacher?
3. Are you trained in guidance and counselling? If you are, what qualification do you hold?
4. What role do you play in preventing examination malpractices?
5. What do you suggest should be done to help you effectively play your role in preventing examination malpractices?
6. To what extent does the school involve you in preventing examination malpractices?
7. How would you rate the way the guidance and counselling teacher is being used by the school?
8. Did you record any examination malpractices in the past three years? If you did, what role did the guidance and counselling teacher play to the culprit?
9. What challenges do you face challenges in preventing examination malpractices?
10. To what extent do these challenges affect your role in preventing examination malpractices?
11. What suggestions do you recommend can help to alleviate the challenges you face in preventing examination malpractices?
12. To what extent do the learners access guidance and counselling services in preparation for examinations?
13. What type of counselling do they access mostly?

Thank you for participating in the study.

**Appendix III** Focus group discussion guide for discussion with the learners on the role of guidance and counselling in preventing examination malpractices

Age group of learner: How many between 13 – 15 years 16 – 18 years  
19-21years

Grade..... Gender: Number of boys ..... Number of girls .....

Name of School ..... District .....

Type of disability.....

1. What is guidance and counselling?
2. Does the school have guidance and counselling teacher? If it has, what role does he or she play in preventing examination malpractices?
3. What should be done to help guidance and counselling teachers effectively play a role in preventing examination malpractices?
4. To what extent does the school utilise the guidance and counselling teacher in preventing examination malpractices?
5. How would you rate the way the guidance and counselling teacher is being utilised?
6. What challenges does the guidance and counselling teacher face challenges in preventing examination malpractices?
7. To what extent do those challenges affect the provision of guidance and counselling in preventing examination malpractice?
8. To what extent do you access guidance and counselling when preparing for examination?
9. Who do you approach when you need counselling?
10. What type of guidance and counselling do you need most?

Thank you for participating in the study