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TÍTULO: Asesoramiento para la buena conducta en el examen de educación terciaria.

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RESUMEN: El documento examinó la orientación para la buena conducta en el examen de la educación terciaria, señalando que los exámenes deben ser bien realizados por la autoridad escolar y los estudiantes deben comportarse bien antes, durante y después de los exámenes. Los consejeros deben asegurarse de que los estudiantes estén bien guiados y asesorados antes del examen. Esto ayudará a evitar la mala práctica del examen entre los estudiantes. La mala práctica del examen, por parte de los estudiantes, es una conducta desviada que debe verificarse a través del asesoramiento. Cuando los estudiantes son guiados para una buena conducta, se contribuye al desarrollo nacional. Se identificaron las normas y reglamentos que guían la realización del examen terciario. Se señaló que el asesoramiento debería ser un proceso continuo que ayude a los estudiantes a tener buena conducta en los exámenes de la educación terciaria.

PALABRAS CLAVES: asesoramiento, buena conducta, examen.

TITLE: Counselling for good conduct in tertiary school examination.

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ABSTRACT: The paper examined counselling for good conduct in tertiary school examination, pointing out that school examinations should be well conducted by the school authority and the students should conduct themselves well before, during and after examinations. Counsellors should ensure students are well guided and counselled before examination. This will help to avoid examination malpractice among students. Examination malpractice by students is a deviant behaviour that needs to be checked through counselling. When students are guided for good conduct, they will contribute to national development. Rules and regulations guiding the conduct of tertiary examination were identified. It was pointed out that counselling should be a continuous process in helping students to be of good conduct in tertiary school examinations.

KEY WORDS: counselling, good conduct, examination.

INTRODUCTION.

Tertiary institutions in Nigeria conduct examination at the end of a given programme. It could be at the end of a semester or academic year. In achievement test, students are taught in their subject areas by lecturers. After teaching and learning, one examination is conducted as required by the Federal Ministry of Education Science and Technology (1985).

Continuous Assessment is formative in nature while Examination is summative. These are put together to form the overall score of each student. The result helps to determine student's achievement upon which judgment is made.

With attitude test, examination is conducted to select students for placement. The students are selected according to their ability or merit. This is why there should be a good conduct during examination, so as to select the right candidates.

Correct decisions should be made in selecting students based on their scores (Osadebe,2008). Examination malpractice is a deviant behaviour among students which could be checked through counselling, and in turn, promote national development.

Examination malpractice occurs in different forms. These are the deviant behaviour often exhibited by students during examinations. Rimfat (2002) pointed out the forms of examination malpractice which a counsellor should counsel students against. These include giraffing, whispering information in the hall, exchange of written information, unsteady eyeballs in the hall, special eye contact with the invigilator, writing the same number with that of the good student, carrying pistol in the hall, girls wearing clothes that attract male invigilator's attention with intent to cheat, candidate absent and scripts submitted as having written the examination, swallowing a paper suspected to contain answers of the examination, and candidate hiding relevant materials in the private parts. There are other forms of examination malpractices which the counsellor should always guide the students.

The counsellor's intervention will help to promote good conduct in tertiary school examination. Oruma (1985), Okoye (1986), and Nwose (2008) have pointed out the following forms of examination malpractice: giraffing, spying, use of mercenaries, use of textbook or parts of notebook, entering the examination hall with prepared scripts, use of prepared answers, use of documents written on things, palms and other parts of the body, use of copied materials into the nail written in short hand, making signs with the legs and fingers to communicate effectively, and smuggling out question paper and answer scripts to cheat. Therefore, in there is the need for students' good conduct in school examination.

Onyechere (1996) pointed out that ethics in the conduct of examination require good behaviour of Heac ell of school, teachers, students, parents, supervisors and invigilators.

Students' good behaviour in examination can be achieved through counselling. Students should be guided to avoid any form of malpractice during the conduct of examination. Ovenshi (2009) has pointed out that curbing examination malpractice in tertiary institutions in Nigeria has counselling implications.

Counselling helps students to exhibit good behaviour, this could be achieved through the help of counsellors. Therefore, good conduct of tertiary examination could be achieved through counselling. This is essential, so that at the end of the school programme, after exposing student to different examinations, it will be right to judge students in both character and learning when receiving the certificate at graduation.

Tertiary institutions such as university, polytechnic, among others, should make proper use of counselors as well, as encourage them, Counsellors should ensure that good conduct of students in tertiary schools should be a continuous process.

DEVELOPMENT.

Counselling and Examination as related to students' good conduct.

Counselling is a service of guidance that every student needs. There are so many definitions of counselling aimed at making it more understandable and meaningful in one aspect of the definition. Okobiah and Okorodudu (2004, p. 30) defined counselling "as a process of aiding normal people to achieve higher leveled adjustments, skills which manifest themselves as increased maturity so as to be meaningfully integrated into the society and become -more responsible citizen".

Counselling has also been defined as a relationship in which a trained counsellor helps check an individual to understand and solve adjustment problems (Osadebe, 2005). Again, counselling is a professional activity which makes for good communication between people: the student and the counsellor (Oladele, 1987). In their own view, Shertzer and Stone (1974) pointed out that counselling

denotes a wide range of procedures including encouragement, information giving and test interpretation.

There are three main areas a counsellor can function to counsel students as observed by Osadebe (2009). These include academic, vocational and personal-social. Counselling will help students to be of good conduct in examination, check examination malpractice and promote national development. Examination is the process of using instruments such as test, questionnaire, observation, interview, among others, to obtain information about students' behaviour in the domain of cognitive, affective and psychomotor. It includes written, oral and practical examinations. Longman (2005) defines it as an official test of knowledge or ability.

In tertiary schools, continuous assessment and examination of achievement are conducted in students' areas of specialization. Students are required to be of good conduct or behaviour by avoiding examination malpractice which is a deviant behaviour.

Counselling students for good conduct in tertiary schools' examination requires that students should be able to write confidently without being involved in any form of examination malpractice. This will help to promote national development. Similarly, a good conduct of examination is the one that is well organized by school authority, Deans, Heads of Department, examination officers, supervisors and invigilators following examination rules and regulations. Students should be counselled to abide by the examination rules and regulations.

Rules and Regulations guiding the conduct of examination.

The conduct of examination is ensured when all the individuals involved keep to the rules and regulations before, during and after examination. This has been noted at different school levels by Aiken (1979), Rimfat (2002) and Delta State Ministry of Primary and Secondary Education (2006). These rules and regulations will be stated accordingly.

Pre-examination period Rules and Regulation.

It is expected that before any semester examination in tertiary institution, counsellors should use the following to guide the students:

1. The course content areas must have been covered by lecturers.
2. Examiners or lecturers should set questions or items in the areas covered, and keep secret until the examination day. The items should be valid and reliable.
3. Students should be informed by the school authority through a general timetable made available to them. The timetable should not be altered without the knowledge of the students. The Dean and Heads of departments should be part of the timetable planning through a committee. Another committee should be in place to monitor examinations and check malpractices.
4. Students must have their school fees paid including examination fee as well as register for their courses.
5. Students must have attended classes and been part of their lecturer's continuous assessment.
6. Examination halls should be well ventilated with light and seats arranged before the examination.

During examination period Rules and Regulation.

During examination, the counsellor should use the following to counsel students:

1. Students should be well seated in their examination hall under the watchful eyes of invigilators who must have checked them, ensuring no room for malpractice.
2. Each student should provide evidence of examination fee paid, and identity card.
3. There should be instruction to students to be honest and sincere during the of examination period.
4. Question papers should be collected by invigilators from Head of departments who serve as chief examiners or supervisors.
5. It is advisable to appoint lecturers as supervisors or invigilators.

6. Students or candidates should start and end the examination at the same time.
7. Invigilators should ensure that students fill in examination mark and attendance sheet. Their serial number, matriculation numbers, name, script number, class level, and signatures should appear in the attendance sheet.
8. Students should not be allowed to leave or enter the hall when examination has started except for genuine reasons.
9. Invigilators should not give clue to help students get the correct answer.
10. After the necessary examination instructions, the hall should be silent when or the candidates are writing. Examination requires quietness, so that students thinking or reasoning to answer questions is not distorted.
11. All monitoring officers, supervisors and others concerned with these examination should come into the hall quietly to make their observations with the knowledge of the invigilator in-charge, all.
12. Invigilators should ensure that candidates concentrate on their work and answer their examination questions adequately.
13. Candidates or students should not use mobile phone and other implicating materials during examination.
14. Students should stop writing when told to do so at the end of the examination.
15. Invigilators should collect all answer scripts serially at the end of the examination and package them to the Head of department or Chief Examiner. This should be accompanied by reports made against any candidate who misbehaved during the examination.

Post-examination period Rules and Regulation.

At the end of examination, the counsellor should use the following to guide the students:

1. Individual subject lecturer should sign and collect his scripts from the Head of Department for marking and recording.
2. Lecturers should mark students' scripts and score them objectively. There should be a standard marking scheme.
3. Lecturers should not collect money to favour or give students unmerited scores and grades.
4. Lecturers should not engage in any immoral act with the aim of passing the students.
5. Students should not offer money or gift to their lecturers with the aim of passing or obtaining high scores.
6. Students should not connive with lecturers in rewriting their paper after examination.
7. The Head of the institution, the Dean, and the Head of department should ensure that the results submitted by lecturers are objective, and can describe the true ability of each student.

Procedure for the conduct of examination.

The normal ways for the conduct of examination in tertiary schools are as follows:

1. The school authority should fix examination date in the school academic calendar. The date may be adjusted where necessary.
2. Committees should be set up to prepare examination timetable and monitor examination. These committees should be made up of men and women of high integrity (Osadebe, 2008, p.7).
3. Supervisors and invigilators should be appointed. It is advisable to use academic staff.
4. Examination hall should be made available to students. The examination hall should be conducive, free from noise, well ventilated and with light; the candidates seats should be well arranged to avoid examination malpractice.

5. Head of department should be in charge of examination papers. The questions papers should be produced and kept secret until the examination dates.
6. All examination materials such as answer booklets, mark and attendance sheets among others should be well provided.
7. Examination should commence at the right time for all candidates taking the examination.
8. All the candidates, taking the examination, should stop at the same time. The answer booklets should be collected serially by the invigilators and should be submitted to the Head of department.
9. Lecturers are expected to collect students answer booklets, then mark and score them objectively.
10. Lecturers should submit the result of students at the stipulated time.

Counselling of students for good conduct in Tertiary School Examinations.

The main purpose of education is to bring desired changes in students behaviour counselling helps to ensure good behaviour. It is expected that at the end of tertiary education, students should be considered worthy in both character and learning, as they receive their certificates at graduation. This could be achieved through regular counselling.

Counselling students for good conduct in tertiary school examination could be achieved through the following methods:

- Individual and group counselling.
- Promoting other guidance services such as orientation, information and appraisal services.
- Counselling office. The office should have the required facilities for counselling students.
- Enough counsellors, including the director, will only serve as counsellors to the required number of students per counsellor. These counsellors should be enough to guide the students on regular basis on good conduct in examination.

The above points will help counsellors to counsel students against any deviant, behaviour particularly examination malpractice. Generally, when students have good conduct, they will contribute to national development.

CONCLUSIONS.

The paper examined counselling of students for good conduct in examination It was observed that examination malpractice is a common deviant behaviour problem in tertiary school examination that needs to be checked. Thus, when students are counselled for good conduct in examination, they will contribute to national development. It will be right to consider them worthy in both character and learning as they receive their certificates at graduation.

The students should be informed about the examinations' rules and regulations. The students should be able to write the examinations confidently without any form of malpractice. The counselling methods include: individual and group counselling, providing counselling offices that should be made up of professional counsellors, providing other guidance services such as orientation, information and appraisal. Then, counselling should be a continuous process to bring the desired change for good conduct in school examination.

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