

INFLUENCE OF PEER GROUP ON SECONDARY SCHOOL STUDENT'S STUDY HABITS IN KEFFI LOCAL GOVERNMENT AREA

DR. UGBE L.U

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, NASARAWA STATE
UNIVERSITY, KEFFI

Abstract

This research looked at the influence of peer on secondary school students study habits and examination malpractice in Keffi local government area. A descriptive design was used. Six (6) research questions and research hypotheses was used to guide this work. The pilot study was 30 randomly selected from the two local governments; sample size consists of 370 respondents from the total population of 24,300 secondary students. A self-developed questionnaire titled "Peer Groups and Study Habits Questionnaire (PGASHQ) was administered to respondents. Data collected were analyzed using percentages and chi square. The Major Findings were; peer group has significant influence on student's use of library and peer group has significant influence on student's use of time table

Keywords: peer group, study habits, secondary school students, academic performance

Introduction

The moral decadence and high premium placed on educational achievement and certificates by Nigerians, has in recent times spawned examination fraud. The general over dependence on educational certificates as a measure of one's knowledge and importance has led to a mad rush by most people for educational certificate (Sofola, 2004). In a bid to acquire certificate, many have resorted to unethical means, like examination malpractices just to acquire the certificate at all cost. Examination malpractices have culminated into a very

big problem in the educational system globally, state and even at the local level.

Study habit is the regular tendencies that one depicts during the process of gaining knowledge or acquiring skills. It is those attitudes which the students exhibits towards learning process which includes writing home work, assignments, attending class and paying attention to the teachers, note taking, composure in class, copying notes, and buying the requisite text books. It encompasses the methods of studying which gives one an accurate perception of how well one know the material and enables one to

===== *Influence Of Peer Group On Secondary School Student's Study* =====

think about what is been taught rather than just look over it. Study habits also includes reviewing notes and reading frequently, many capable children in secondary school experience frustration and failure in school not because they lack the ability but because they do not have the adequate skills thereby engaging in examination malpractices, again, students who enter college with lingering study habits, may experience difficulties when there is less of a “safety net” of parents teachers making sure homework and other assignments are completed. Similarly, students who manifest these habits terms to procrastinate, poor time management, poor note taking and not completing assignments are poor study habits that students needs to break away from in other to have effective study process and shun examination malpractices. There are several causes of poor study habits such as,

- i. Ignorance; Many students don't understand how important education will be later in life, and they don't think they need to work hard to succeed.
- ii. Distraction; Many students think they can “multi task” and study while listen to TV, videos or music while they chat, or while doing other things.
- iii. Poor planning; many students don't plan ahead and don't

leave enough time to study properly.

- iv. Ineffective studying: Many students try hard, but don't understand how to study properly.

Peer group is regarded as people approximately the same age, status and interest. They are group of individuals or entities who shares similar interest and characteristics. Peer group in the case of people who have characteristics that include similarities such as socio-economic status, level of education and ethnic background amongst its individual members.

Peer group comprises of individuals who shares similar status. For example, adolescents may compose of individuals approximately the same age, grades; they associate with peers looking for friends and classmates, from various social contexts. Cliques are circle of friends which have shown to affect not only emotional stability but also academic performance Orlandi (2005). Peer groups are collection of individuals with whom the individual identifies and affiliates, from which the individual seeks acceptance or approval. Influence of peer group on study habit can cause peer pressure in a peer group or individual efforts that encourages others to change their attitude, values or behaviour to conform to group norms, peer pressure also have negative effects on students study habits such as staying away from school, failing to make use of the library, negative peer group become an agency

of weak learning they develop poor study habits from the perceptions of their fellow peers that even if they do not imbibe the right attitudes towards their study, they will surely pass examination by all means possible.

Ossai (2004) opined that, peers influence themselves to formulate poor study habits by refusing to copy notes, do their home work and assignment. They also engage in truancy, play during school hours, restless and lazy about and easily distracted by group activities in the school environment, they care less about the culture of hard work and academic excellence, thereby making them ill prepared for examinations, they no longer have confidence in themselves to write and pass examination without cheating, dishonesty becomes the order of the day while honesty during examinations is no longer a virtue to covet by students because of poor peer influence towards reading and learning.

Obot (1997) asserted that peers influence themselves negatively on the use of school library. Positive peer group can encourage themselves on the virtue of studying hard and imbibing the right attitudes towards learning. The inability of students to map out time to visit the library because of too much involvement in frivolous activities, they lack interest in academic work, most students are generally lazy, they fail to use their extra time to go and study in the library, they usually have negative thoughts that they will be helped during examination so,

they see no need to attend library instead engage in other social activities like partying, drinking, smoking and chasing the opposite sex. Most students according to Obot, have very poor study habits and cannot cover what they have been taught before examination as a result of not attending classes, they believe that, they can study with the time allocated for lecture in the class only can make them pass examination. Most students have no access to library, because most secondary schools have very poor library and inadequate library facilities that are little or no use to students and are filled with outdated books.

Peer group can have significant influence on students' homework/ assignment, they can influence themselves to write their homework/assignments, they sometimes visit each other to read together, and write their homework together, they teach each other on how to answer questions; the fast learners carry the slow learners along and supervise their work. Negative peer group rather waste their time in clubbing and attending parties, they spend their time playing and watching films/football at home at the expense of their books. Some parent send their children out to hawk after school hours, they create all sort of house chores for the children thereby discouraging them to write their homework/assignment, some parents even fail to monitor and encourage their children at home and supervise their

===== *Influence Of Peer Group On Secondary School Student's Study* =====

activities at home, they fail to check their notes, buy their books and creating enabling environment by providing a reading room separate from sitting room with chairs and table for reading.

Study habits affect students use of the library, Harris (1998) maintained that students, who cultivate lukewarm attitudes towards library, may not do well in academic. They fail to inculcate the right study habits thereby failing in their studies. Students' inability to manage their study time effectively, as a means of formulating good study habits, has adverse effects in their quest for academic goals and success. Students are bond together in almost everything they do, so if they adhere strictly to the time schedule for study and learning and shun procrastinating; it will help them achieve academic goals, for example, using free time in between lectures to discuss what has been taught during previous lectures, can help them formulate good study habits. This is because when they discuss freely in a group, they tend to remember easily such things that were discussed better than when alone.

Inability to pay attention to the teacher during lecture has great effects on the study habits of students, they fail to listen when the teacher is teaching as such hinders them from assimilating what has been taught, they engage in unnecessary distraction and noise making during lecture, sometime , they refuse to attend class. Pettit (1997) pointed out that, most students refused to attend class on the disguise that they

don't like the subject content and sometimes refuse to attend a particular class because they hate the subject teacher or that the teacher hate them. They fail to realize that refusing to attend class and paying attention to teaching in the class will make them perform poorly in their studies, so the only way to pass, is to engage in all forms of examination malpractices.

Peers inability to make use of study time table has adverse effects on the study habits of students. For instance, peer group whose objective is to engage in parties instead of drawing up reading timetable as a means for good study habits. Bansal (1996) opined that peer groups who engage in parties and pleasures at the expense of their studies, will never have time to draw up study time-table. He maintained that such peer groups enjoys going out and engaging in all forms of social activities at the expense of their studies, that such group member has lost touch with positive reasoning as study hard to achieve academic goals through the correlative means of achieving such goal. Instead, they believed in the unacceptable and easy way to academic goal and success.

Peer group effects on preparation of study timetable. Obot (1997) opined that, in some cases, students don't believe that making effective reading timetable is one of the major ways they can formulate good study habits and attain academic success, they pay less attention to study timetable, sometimes do not even pay any attention to it, because they do not

believe it will help them in passing examination, sometimes, it is their colleagues who encourage them to shy away from making use of the time table as a tool for achieving educational goals. They did not see study time table as strategies for developing study skills and reading instead of formulating study time table, they rather engage in immorality and promiscuity. Majority of the student today, have lost focus, they are mostly concern about friendship with the opposite sex, wearing of designers clothes/perfumes, female students visiting their boyfriends and male students in their house, while the male students roam around the streets with their girlfriends, instead of making use of study time table, they believe in the saying that says all work no play make jack a dull boy, and also fail to understand that all play no work, make jack a dull boy as well.

They fail to formulate good study habits as a means for effective learning methods. Students grapple with many issues in their lives and because of all competing things for their attention, it is hard to concentrate on studying. And yet in school, where study take place , students approach their studies with laxity and care free attitude, too many students look at studying as a necessary tasks, not an enjoyment or opportunity to learn. Grohol (2006) maintained that been in the right mind set is one best way one can learn effectively, because sometimes you, can't force yourself and

simply avoid study, as so many issues could be disturbing the students, and that, there is no need making notes on what is already in the books as it wastes students time and attention for the right study habits, highlighting the parts emphasized, and listens to the way the teacher relates the topic already learned. Students should at least study for an hour every day before the next class and should not let social activities take priority before studying. Grohol maintained that students should take practice tests if the teacher provides them, go to review sessions if they are offered, relax when necessary, go to library, prioritize time, manage time wisely and always memorize bold vocabulary words in the textbooks as effective ways of inculcating the right study habits.

Statement of the problem

This study will address the issue of influence of peer group on secondary school students study habits in Keffi local government area. The issue of examination malpractices has been a recurrent decimal among secondary school students in keffi local government area. There have been series of complain about the issue of examination malpractices. Abqajor (2011) Stated that, there were massive incidences of examination malpractice in junior secondary school examination in keffi local government of which, over 40 percent of the students could not get their results and about 20 percent of the

===== *Influence Of Peer Group On Secondary School Student's Study* =====

students have their Mathematics and English results seized. The researcher has in many occasion, visited police stations to plead for the release of people from his local government that were detained as a result of examination malpractice. These incidences has been generating public debate and prompted a forum called “keffi world” to organize a seminar in 2012 in other to sensitize secondary school students on the need to imbibe the culture of studying hard and discouraging them from examination malpractices. This is because, it is fallen the standard of education in keffi local government and making education in the both local government lack credibility in the certificates acquired from such schools, producing half baked graduates, and making students unable to compete in challenging jobs which requires practical tests and skills. Students are not interested in study, they are rather busy forming groups that lacks the moral values and discouraging others from taking their academic seriously as a result of bad peer group who lured them to engage in such act and parents aiding them.

Purpose of the study

The primary purpose of this research is to determine the influence of peer groups on secondary school students study habits in keffi local government Area. Specifically the study seeks to:

1. Determine influence of peer groups on students’ use of school library.
2. Determine Peer groups influence on students’ attitudes towards homework/assignments.

Research Questions

The following research questions shall guide the study;

1. How does peer group influence students’ use of the library?
2. Does peer group influence student’s attitude towards assignments and home work?

Hypotheses

H₀₁: Peer group has no significance influence on student’s use of the school library.

H₀₂: Peer group has no significance influence on student use of the time table/time management.

Methodology

This study adopted descriptive survey design. Descriptive survey is adopted because it collects sampled opinion of subjects in order to estimate the total or overall situation of the objects under investigation. The sample size for this study comprise of three hundred and Seventy (370) senior secondary school students using the Research Advisor (2006). Proportional stratified random

sampling technique was used to select the students while simple random sampling was used to select five schools. The instrument used for data collection was a self-developed questionnaire based on the research variables in line with the research questions. The instrument is titled “Peer groups and study habits questionnaire” (PGSHQ).

The researcher visited the schools in person to administer copies of the instrument to respondents. After obtaining permission from the school principal, the researcher oriented one

teacher in each school to assist her administer and collect the instrument. The purpose of the instrument was explained to respondents assuring them that whatever information given would be confidential. The researcher collected the instrument from the researcher the same day. This was to ensure that the instruments are filled by the respondents themselves and to reduce the risk of losing some of them. The method of data analysis was inferential statistics; the hypotheses were tested using chi-square statistics.

Results

The results of the study were presented based on the questions and hypotheses.

Research Question 1: How does peer group influence the use of library?

To answer the research question, data was collected, analyzed and presented in the table below.

Table 1: Response on Average Percentage Scores on Influence of Peer Groups on the use of Library

Item	Yes	%	No	%
1.	186	50.3	184	49.8
2	278	75.1	92	24.9
3.	193	52.2	177	47.8
4.	213	57.6	157	42.4
Average	58.8		-	41.2

===== *Influence Of Peer Group On Secondary School Student's Study* =====

Field Survey, 2018.

From the table (1), Item 1, 186 respondents representing 50.3% agreed that friends encourage students to read in libraries while 184 respondents representing 49.8% disagreed. On item (2), 278 respondents representing 75.1% agreed that friends encourage studying in the library while 92 respondents representing 24.9% disagreed. On item (3), 193 respondents representing 52.2% agreed that going to library to read is

better than clubbing while 177 respondents representing 47.8% disagreed on item (4), 213 respondents representing 57.6% agreed that friends make use of the library because they register for it while 157 respondents representing 42.4% disagreed. An average percent of 58.8% agreed that peer groups influence students use of library while 41.2% disagreed.

Research Question 2:

How does Peer Group Influence Students towards Assignments and Homework

To answer the question above, table data has been presented and analyzed as shown below;

Table 2: Average Percentage Scores on Influence of Peer Groups on doing assignment/homework

Item	Yes	%	No	%
1	155	41.9	215	58.1
2	139	37.6	231	62.4
3	172	46.5	198	53.5
4.	169	45.7	201	54.3
Average	-	42.9	-	57.1

Source: Field Survey 2018

From table 2, item (1) showed that 155 respondents representing 41.9% agreed that friends always do their homework instead of attending social activities

while 215 (58.1%) disagreed. On item (2), 139 (37.6%) of the respondents agreed that they don't go out with their friends while 231 (62.4%) disagreed. On

item (3), 172 (46.5%) of the respondents agreed that doing homework can make them perform well while 198(53.5%) Disagreed. On item (4) 169 (45.7%) of the respondents agreed that friends encourage doing of homework and

assignment while 201 (54.3%) disagreed. Therefore, an average of 57.1% formed the majority of the respondents who disagreed that friends do not influence student’s attitude towards assignments and homework

Hypothesis One

Peer group has no significance influence on students use of school library

Table 3: Chi-square Analysis on Influence of Peer Group on Students use of Library

Item	Yes	No	N	df	X ² cal	X ² tab	α	Remarks
1	186	184	370	3	69	7.82	0.05	Rejected
2	278	92	370					
3	193	197	370					
4	213	157	370					

$X^2_{cal} = 69, df = 3, X^2_{tab} = 7.82, \alpha = 0.05$

Table 3 indicated that calculated value (X^2_{cal}) = 69, degree of freedom = 3, $X^2_{tab} = 7.8, \alpha = 0.05$. The result revealed that the null hypothesis which stated that peer group has no significant influence

on students use of school library was rejected since X^2_{cal} was greater than X^2_{tab} . Therefore, peer group has significant influence on students use of library.

Hypothesis Two

Peer group has no significant influence on student use of time table.

Table 4: Chi-square Analysis on Influence of Peer Groups on Students use of Time Table

Item	Yes	No	N	df	X ² cal	X ² tab	α	Remarks
------	-----	----	---	----	--------------------	--------------------	---	---------

===== *Influence Of Peer Group On Secondary School Student's Study* =====

5	155	215	370	3	40.84	7.82	0.05	Rejected
6	139	231	370					
7	192	198	370					
8	169	201	370					

$X^2_{cal} = 40.84, X^2_{tab} = 7.82, df = 3, \alpha = 0.05$

Table 4 indicated that chi-square calculated value (X^2_{cal}) = 40.84, degree of freedom = 3, $X^2_{tab} = 7.82$ at $\alpha = 0.05$. The result revealed that the null hypothesis which stated that peer group has no influence on students use of time table was rejected since X^2_{cal} was greater than X^2_{tab} . Therefore, peer groups had a significant influence of students use of time table.

Discussion of Findings

In any research, the findings and discussions are very important because it is the means by which results are interpreted communicated to the public. From the data collected and analyzed in this study, the following findings are exported hypothesis by hypothesis.

The study found out that peer group had significant influence on students' use of school library. This is in agreement with Bandelier, (2009) who opined that many students fail examinations not because they are not brilliant but they have deficient study habits. He main trained that, study habits we are actually referring to, are constellation of skills which is formulating the appropriate

reading skills like making use of the library. It is pertinent to note that bad peer groups influence each other to shun library and class attendance and refuse to imbibe the virtues of hard work; they also have little or no interest in studying to know and face examinations on their own. It is also of the researchers new that since stake holders in the educational sector has been providing textbooks and libraries a cross schools in the country for students to use become successful in their academic pursuit, students should not hesitate to imbibe the culture of using the libraries and take advantage of the opportunity.

Also, the study showed that peer groups had a significant influence on students' use of time table. This agrees with the findings of Harris (1998) who pointed out that peer group whose interest is on study as a means of reaching their academic goals and potentials knows how to draw up timetable for effective studies, the ability to draw up study time table as one of the methods of formulating study habits .The kind of peer group the individual associates with determines if he/she will imbibe the habits of drawing up time

===== *Influence Of Peer Group On Secondary School Student's Study* =====

table for study. Students may not know when and how their teachers come to class to teach and do not know what subject are to be taught and time allocated to each subject. According to Wasmund and Tate (2008), positive peer group engage in activities that enhances social, cognitive skills such as debate/quiz competition and clubs, music, debate, theater that they draw out time table for group reading, information and discussion that will; enhance learning for them all, and that in such clubs the weak ones are carried along by the intelligent ones and they learn in a unique way and style.

The result also showed that peer group has significant influence on students' involvement in paying for examination cooperation fees. This is in line with the news of Pettit (1997) that most students refuse to attend classes on the disguise that they don't like the subject content and sometimes refuse to attend a particular class because they hate the subject teacher or that the teacher hates them. They fail to realize that refusing to attend classes and paying attention to teaching in the class will make them perform poorly in their studies so the only way to pass is to engage in all forms of examination malpractices like paying examination cooperation fees.

Conclusion/ implications for inclusive education

It is worthy to note that all the variables in the study had significant negative

influence on students study habits. For all the indices of use of library, use of time table, attitude towards home and assignment, paying for examination cooperation fees, purchase of examination question papers, carrying of already prepared materials into examination hall all have a significant negative influence.

Recommendations

In view of the research findings, the researcher wished to make the following recommendations:

1. Groups counseling should be given to students to expose them to effects of unwanted peer groups so as to inculcate good habits towards the use of library.
2. School administrators should make counselors readily available to schools so that students will be helped to do their home work and assignments.
3. Students should not hesitate to seek for professional counseling to help them use the study time maximally and effectively.

References

- Abdulahi, E. O. (2010). *Comparative study of state secondary school students study habits in English language: Implication for counseling*. The social science. Vol. 5 6 p:514-519.

- Agbajor, T. N. (2011). *Emotional intelligence, self efficacy, parental motivation and socio economic status as predictors of academic performance of secondary school students in Delta State.*
- Agogo, D. O. (2006). *Deviation for Nigerian cultural practices and values: A factor in the introduction of examination malpractice and cultism in Nigerian schools.*
- Akoja, I. E. (2006). *Introduction to psychology.* Makurdi: Selfers Publication.
- Aminu, J. (2006). "Examination malpractice in Nigeria: roots, sustenance, endemicity, dangers and assailance". Keynote address delivered in a two- day summit on examination malpractice in Nigeria organized by the house of representative committee on education Held at the Muisa Yar' Adua Centre, Abuja, August 15-16, 2006.
- Anger, B. (2004). *The role of parents on academic performance of students in Nigerian schools. A conference manual on examination malpractice and campus cultism.* Benue state ministry of education in conjunction with the center for economic and social development. Makurdi: Fermo Prints.
- Anuka, A. O. U. & Amusan, M. A. (2008). Causes, effects and probable solutions to examination malpractices: A case study of the West African examination council. Examinations in Abeokuta. *Ghana Journal of Technology 1.8.*
- Azuka, N. G. & Aluede, O. (2006). *Secondary schools students perception of examination practices and examinationethics* Kamia-Raj. J Hum. Ecol, 20 (4), 295-300.
- Azuka, N. G. & Ayaziwo, A. (2006). Secondary schools students perception of examination malpractices and examination ethics. *Journal of Hum. Eco1. 20(4).295- 300.*
- Bamidele, E. O. (2009). *Study habits as a correlation of poor academic performance in SSCE among adolescent in Lagos metropolis.* Official publication of the counselling association of Nigeria: Lagos chapter. Vol. 2, No 1. P:119- 125.

===== *Influence Of Peer Group On Secondary School Student's Study* =====

- Bansal, R. (1996). *Motivational determinant of problem solving task in peer presence conditions: A survey of reviews.*
- Bazemore, G. & Terry, W. C. (1997). *Developing delinquent youth. A renegrative model for rehabilitation and a new role for juvenile justice.* Child Welfare, 66(5)69-290.
- Bell, J. (1995). *Understanding adultism. A key to developing positive youth adult relationship.*
- Bradford, B. (1999). *Development of peer influence* htm#itzziv7ukp&28.
- Crede, M. & Kuncel, N. (2008). *Study habits meta-analysis perspectives on psychological service.*
- Coleman, S. (1988). *Aspects of symmetry.* Cambridge University Press.
- Demir, et al (2010). *Study Attitudes and Academic Acheivement at Secondary Scool Level in Pakistan.* Journal of College teaching and learning. Vol.7 (2)
- Demir, et al (2012). *Effects of curriculum for development efficient studying skills on academic achievements and studying skills of learners international electronic. Journal of Elementary Education.* Vol. 4.
- Denga, I. D. (2004). *Guidance and counseling in school and non School Setting.* Port Harcourt: Double Diamond Publication.
- Dolges, K. (1991). *Understanding adultism: A key to developing positive youth adult to Developing relationships youth built.* USA, 1-2.
- Dolges, K. (1993). *Social cognitive mechanism in the development of conduct disorder and depression.*
- Edukugho. E. (2007). *Why government blacklisted 324 Schools.* VANGUARD (Thursday, February, 22, P. 40)
- Grohol J. (2006). *Ten Highly Effective Study Habits.* Psych central. Retrieved on may 3rd, 2014 from <http://psychcentral.com/lib/top-ten-most-effective-study-habits/000599>
- Harris, J. R. (1998). *Natural peer groups as contest for individual development. The case for children motivation in school.* 29(6) pp. 970-977.
- Hops, H, Davis, B, Alpert, A, & Longoria (1997). *Adolescents peer relations and*

- depression. Sympofematology-in
J W. Santrock.
- Ibia, E. (2006). *Sociological Foundations of Nigeria Education*. Uyo: Abaam Publisher Co.
- Igbo, H. I. & Tor-Anyiin, S.A. (2009). *Undergraduates' Perception of Casual Factors of Examination Malpractice in Nigeria and Counseling Implications Journal of counseling and Development Vol.2 P: 23-30*. Makurdi: Selfers Academic Press Ltd.
- Jimoh, B.O. (2012). *Factors that predispose secondary school teachers to examination malpractice in Edo State, Nigeria*. Review of European study vol-4 No 1.
- Jimoh, B. O. (2009). Examination malpractice in secondary schools in Nigeria: *What sustains the European Journal of Educational Studies* 1(3) 2009 101.
- Joshua, M. T. (2008). *Examination malpractice. The monster in our midst*. A paper presented at capacity building workshops for science and English language teachers in Akwa Ibom State, Nigeria in August.
- Lingery, J. & Emmery, G. (1990). *Turning touch laids into citizens insight*. 6,24- 26.
- Marsh & Mcelhaney (2005). *The Theo Faces of Adolescent*. Kamla-Raj J
- Menton, R. K. (1998). *Social theory and social structure*. New York: The Free Press.
- Mush J. & d Broader A. (1999) *Test Anxiety Versus Academic Skills*. A comparism of two alternative model for predicting performance in non- statistical examination. *British journal of Educational psychology*. 69- 105-116.
- Nolis, S. & Hudson, G. (2006). *Academic performance of college students influence of education for business*. Haldiuf Publications January/February issue.
- Nuthana & Yanagi, G. (2009). *Influence of Study Habits, Self Concept on Academic Achievement of Boys and Girls*. Kamatak.
- Obot, A. E. (1997). *Factors that influence students tendency to cheat in examination*. The counselor, 1(1). 15- 23.

===== *Influence Of Peer Group On Secondary School Student's Study* =====

- Ojeikere, M. B. (2004). Examination activities in Nigeria: victims of social vices. Paper delivered at WAEC Monthly Seminar. 10th September.
- Onyiliofor, F. N. (2009). *The role of counsellors in promoting good study habits amongst secondary school student in Nsukka, education zone: Official publication of the counselling association of Nigeria: Lagos* Chapter. Vol. 2, No. 1 p:95-103.
- Okorodudu, G. N. & Ossai, M. C. (2004). Relationship between examination anxieties and students academic performance in a psychology course. *Nigerian Journal of psychology and education*. 1.148-152.
- Onyechere, F. (2004). *Amend examination malpractice*, decsuse Daily
- Champion.Oparaku, D. O. (2005). *Examination Malpractice: The Nigerian Experience* John Diwe Press Nig. 76 Mbaise Rd by Wetheral R/Abot Owerri.
- Orhungur, M. (2003). *Examination malpractice; implication for schools and the Nigerian society*; A conference paper at the 27th Annual conference of the counseling association of Nigeria (CASSON), Universality of Ibadan 18th to 22nd August.
- Orlandi, L. (2005) *Cliques-A Vicious Cycle in High School Life*. Retrieved October 19, 2005 from news online website- <http://www.csuchilo.edu/~pkitthe/102/stargirl/cliques.htmls>
- Ossai, M. C. (2011). Guidance and counseling implications of examination anxiety as a predictor of students' attitude towards examination malpractices. *Mediterranean Journal of Social Science*. Vol. 2(7).
- Ossai, M. C. (2004). *Counseling for the prevention of examination malpractice: study habit as a predictor of students attitude towards examination malpractices*. The counselor. 20, 1-12.
- Pettit, G. (1997). *The Developmental course of violence and aggression*. Mechanism of family and peer influence. Psychiatric clinics of North America.
- Seita, J. Mitchell, M. & Tobin, C. (1996). *In whose best interest of Elizabethtown*, PA: Continental Press.

- Sawan et al (2010). Study attitudes and academic achievement at secondary level in Pakistan. *Journal of college teaching and learning*. Vol. 7 (2).
- Sofola, (2004). *Dangers of examination malpractices, life magazines special issues*. Gbangada. Lagos: Life Press.
- Swetnam, K. R. (2002). *Test taking strategies and student achievement cloquet*. Minnesota: Running Head.
- Thomas, D. (2004). *Peer influence and positive cognitive restructuring. Reclaiming children and youth*. 99-4 Pp. 215-218.
- Trenor & Wendy, (2009). *Towards a General Theory of Social Psychology*. Understanding Human Misary
- Udo, A. N. (2011). *Remote causes and counseling implication of examination malpractice in Nigeria*. Students pulse, 3-10 retrieved from, <http://www.studentspulse.com/a?id=585>
- Umar, U. T. (2003). *The proliferation of examination malpractices*. Downloaded from www.gamji.com
- Wasmund & Tate, (2008). *Partners in empowerment*. A peer group primer. Albion, MI Star Commonwealth.
- Yangi, Davis, Ryan, & Wasmund, (1999). *Assessing the climate of residential programmes development and application of health environment survey*.