Examination Malpractices and Roles of Librarians in Nigeria

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Abstract
Examination is a driving force for determining the future of schooling and learning. The future of education is being endangered by examination malpractices which seem to have defied solutions, as all measures applied so far have been faulted by fraudsters. The purpose of this paper therefore is to bring to light the various ways and means by which Librarians in Nigeria could enhance a seamless transition from academic dishonesty/misconduct to honest work that leads to great success. The paper thus discusses examination malpractices in its various dimensions. The devastating effects of examination malpractices on students' educational growth and development, educational institutions and the society as a whole were also highlighted. The roles of libraries and librarians in curbing this societal menace are also discussed while recommendations for its alleviation, if not totally elimination from the Nigerian educational system are proffered from a librarian's point of view.
Keywords: Academic Dishonesty, Examination Malpractices, Roles of Nigerian Librarians.

1.0 Introduction

Education is the process of acquiring knowledge, skills, values and attributes through learning, teaching and training. It is an indispensible tool for the development of sound and effective citizens. Consequently, the development of a nation depends on its educational system. Afolabi (2010), Uduh and Uwadiae (Undated) stressed that the quality of a nation's education determines the quality and quantity as well as pace and level of its development. This is because only effective and sound citizens could contribute meaningfully to the development of a nation. Education must be dynamic and effective in order to meet the changing needs of the information society which is achievable through effective schooling system. Schooling is a formal process of learning directed to equip learners with appropriate knowledge, skills, abilities and the inculcation of a high sense of social responsibilities and moral precepts for the purpose of further studies, employment ability and attainment of fulfilled life. However, the effectiveness of schooling is determined by the extent to which the purpose of education is fulfilled. As a result of this, the Nigeria government perceived education as a means of giving its citizens, tools for effective functioning as individuals that can contribute positively to the development of the society and the nation. Thus, education becomes a vital and crucial tool needed for the formation of minds from childhood to adulthood in a designed environment called school where learning and the acquisition of skills take place for the total development of each individual, the society and the nation as a whole (Ogunkoya 1998). The poor and declining educational performance of students in the Nigerian educational systems owing to examination malpractices is becoming so alarming that the achievement of the set goals of teaching students to contribute positively to sustainable development of him and that of the nation is endangered (Odia and Omofonmwan, 2007).

Examination remains the major yardstick for measuring the level of understanding of learners and determining the level of success of students in schools (nursery, primary and secondary) and institutions of higher learning. In view of this, students at all levels of education are periodically requested to sit for examinations in order to determine their levels of attainment of taught knowledge, skills and abilities. This is why tests and examinations are essential part of the educational system to ascertain the level of attainment or achievement of knowledge, skills, values and habits of learners. Attainment of learners' knowledge, skills, abilities and other attributes are reflected through the computation of examination results. Examination has therefore become a challenging phenomenon to learners. It has also become very critical for learners' immediate families, teachers, schools and institutions of learning. This is because their reputations are at stake on the performance of their candidates in the examination (Adamolekun, 2004; Olu-Aderounmu, 2004). Successful candidates with better scores or marks are rewarded and offered admission into tertiary institutions or probably exposed to opportunities for further advancement. It is important to stress that the involvement of students and others in examination malpractices does not reflect true or actual performance or assessment of students. Bearing in mind the importance of education at the individual, societal and national levels, a nation stands the risk of being underdeveloped in terms of lack of enlightenment as a result of illiteracy, ignorance, disease and poverty (Harande, 2009) when its youth dishonor sound education and appraise fraudulent activities and deceptive means of achievement or enhancement of life or making ends meet (Oniye and Alawaye, 2008). Further, Oniye and Alawaye (2008) expressed that the products of such a country epitomized by examination malpractices would only be cynics, insensible, dishonest, ignorant, narrow-minded, myopic, unintelligent, deceptive, close-minded, one-sided beings who would be indifferent to life issues and powerless to act, create and succeed. Liman (1997) once expressed that malpractices would have a paralyzing effect on developing nations: makes void in the youth,

future leaders and professionals, a situation that could lead to a future of social, political and economic insanity as well as bankruptcy. It is on this note that this paper seeks to address the issues or problems of examination malpractices from a Librarian's point of view. The paper also highlights the various forms of examination malpractices, reasons for and the effects of such on students, educational institutions and the society as a whole. Suggestions as to the roles, Libraries and Librarians could play in curbing examination malpractices are also provided.

2.0 Literature Review
2.1 Concept of Examination and Examination Malpractices
Examination plays several important roles in the teaching and learning processes. It is a necessary incentive to study, a means of getting feedback and a yard-stick for evaluating the effectiveness of instructional delivery, selection, placement, and for employment (Ogundele, 2005; Bello and Oke, Undated). It is now being used as a medium for promotion in many parastatals. Across the globe, substantial revenue of national budgets is invested in education because of the crucial role of education on development (Odia and Omofonmwan, 2007). Similarly, parents and guardians invest considerable part of their financial resources on the education of their children and wards. Despite this, the involvement of some individuals in examination malpractices does not help to depict true or actual performance of students and has contributed immensely to the fallen standard of education in the country. The high expectation and the huge resources (human and materials) invested on education call for accountability which examination provides (Uwadiae and Uduh, Undated). Teachers and schools are also assessed by government and parents on the basis of their students' performance. On the other hand, funding authorities of private schools, colleges and universities as well as government investment in and commitment to education is assessed by candidates' performance at various examinations (Bello, Kolajo and Uduh, 2010; Uwadiae and Uduh, Undated). Unfortunately, the proper use of examination is being abused by the examinees, the examiners and the general populace. It is against this backdrop that this paper sets out to discuss the roles of librarians in reducing the incidences of examination malpractices among the Nigerian students at all levels of education.

Ajayi (2004) described examination as that which involves setting of question(s) by a person or a group of persons, moderating the question(s) by another or other group of persons and administrating the questions on some students at the required academic class or at the required professional level. Further, it involves invigilating those students, on whom the question had been administered, assessing the performance of the students in the examination, recording of marks and grading of performance of the students into specified academic grades (Ajayi, 2004). According to Bello, Kolajo and Uduh (2010), examination is the process of finding out how much of the objectives of specific learning tasks a learner has learnt. Examination results are used to determine learners' abilities and difficulties, teaching and teaching method effectiveness and the effectiveness of the curriculum. According to Oladunni (2004), the purposes of examinations are to evaluate learners' level of mastery of learning objectives; to appraise the strength and weakness of a particular learning programme or curriculum; appraise the efficacy of teaching techniques; to provide feedback to teachers; appraise the level of achievement of the individual student; diagnose learning difficulties of learners and to provide information as to what remediation should be provided. Other purposes include provision of information to parents and guardians about their children/wards performances; evaluate the effectiveness of administration and organization of resources (learning resources, personnel and materials); basis for decision making; aid in selection into educational institutions; assistance in grading and certification as well as provision of job opportunities (Oladunni, 2004).

Examination malpractices could be defined as any form of cheating either before, during and or after the conduct of an examination which directly or indirectly falsify the ability of students in the examination. Shonekan (1996) defined examination malpractice as any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued. Olowe (2004) defined examination malpractice as any breach of examination conduct or procedure that occurs at any stage right from examination questions production through storage, distribution, writing, marking, collation of scores and production of results. Ajayi (2004) viewed it as any action or activity that causes distortion in the process of examination or that does not allow the result of the true assessment of a student in an examination. Fatai (2005) defined it 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. Omotosho (1990) viewed it as dishonest use of position of trust for personal gain. Maduemezia (1998) expressed that examination malpractices which had been in existence, but at very low ebb with simplistic methods, became more pervasive from 1970 with the involvement of persons other than the candidates. Its spread has also been wild and fast with constant improvement on the methods adopted. She (Maduemezia, 1998) however identified twenty-two (22) categories of people as perpetrators of this act in Nigeria and concluded that the candidates (students) constituted only

about fourteen percent (14%) of the group.

2.2 Examination Malpractices: Some Facts and Figures

Examination malpractices constituted one of the most debilitating problems facing the Nigerian educational systems today (Odia and Omofonmwan, 2007) and has constantly manifested itself in both private and public primary and secondary schools as well as colleges and institutions of higher learning and examining bodies in Nigeria. It is also an issue of interest and concern in many parts of the world (Ifeakor and Anekwe, 2010; Osondu, 2016). It has been reported at various times that examination malpractice is neither new nor peculiar to Nigeria (Maduemezia, 1998; Olu-Aderounmu, 2004; Onuka and Obialo, 2004; Oniye and Alawaye, 2008; Onuka, 2009; Ebeh, 2012). It is regarded as one of the common social ills threatening the educational sector at all levels and the fact that it is found among the primary school pupils is even more worrisome (Cornelius-Ukpepi and Ndifon, 2012). Denga and Denga (1998) affirmed that examination malpractice is thriving in nursery and primary schools where one would have thought that the children are young and innocent. This is even more worrisome because the primary school is regarded as the foundation of any child's educational development and achievement.

The first documented examination malpractice in Nigeria was the leakage of the Senior Cambridge Local Examination in 1914 (Oniye and Alawaye, 2008). This was 38 years before WAEC was established (Olu-Aderounmu, 2004). In 1961, WAEC detected leakages in the First School Leaving Certificate and the School Certificate/General Certificate Examination (Mayah, 1991). This revealed that cheating and alteration of marks were quite common in primary and secondary school rooms. The year 1967 marked the beginning of the government's onslaught against cheating. There was a mass leakage of the School Certificate Examination which made the Gowon Administration constituted a panel of inquiry led by retired Chief Justice Sir Danley Alexander. Similarly, in 1977 another mass leakage was probed by the Justice S. O. Sogbetun Panel (WAEC as cited in Olu-Aderounmu, 2004).

The Joint Admissions and Matriculation Board (JAMB) was not left out as Olu-Aderounmu (2004) reported in his work that since JAMB's inception in 1978, the Organisation's Registrar and Chief Executive lamented that examination malpractices constituted one of the major problems facing the Board. Also the National Teachers' Institute (NTI) at its second examination recorded cancellation of results of 3,385 candidates who cheated in 1985; 2,230 in 1986 and 947 in 1987 (Olu-Aderonmu, 2004). In the 1994 May/June SSCE alone, 12,665 candidates had their results cancelled for being found with unauthorized materials in the examination halls, while subject results of 29,099 offenders were cancelled for cases of collusion which included copying, spying, insulting/assaulting supervisors or invigilators, mass organized cheating and mutual exchange of information (Daily Sketch, July 4, 1995 as cited in Adamolekun, 2004).

Higher institutions of learning have experienced and are still experiencing their own share in the hydra-headed education problem. For instance, at the Kaduna Polytechnic, fifty-one (51) students were expelled for gaining admission with forged certificates, seven (7) students were expelled for examination malpractice, one (1) was expelled for four semesters for examination malpractice, ninety-one (91) suspended for refusal to appear before the Fraudulent Admission Investigation Panel on allegation of forged results, variation in names, doubtful names and ambiguous examination numbers and so on. In the Law School, two (2) students were expelled for making frantic efforts to substitute examinations scripts for new ones (Okunade and Arigbede, 2004). In 1986, eleven (11) female and three (3) male students were arrested at the University of Benin Teaching Hospital for cheating in a final year nurses' examination which was later cancelled nationwide. In 1988, two (2) lecturers at the Federal College of Education (Technical) Gombe, Bauchi State were fired for their involvement in examination malpractice; a lover-boy-lecturer was placed on indefinite suspension for helping his girl friend to write examination at the Federal College of Education, Abeokuta and at the University of Ilorin, three (3) lecturers were punished for writing examinations for female students (Olu-Aderounmu, 2004).

Further, in 1988, the Lagos State University expelled twenty-four (24) students for examination malpractice; two (2) candidates were caught cheating during the Nigerian Institute of Bankers Examinations, while a final year Economics student of the University of Lagos was arrested at the Federal Polytechnic, Ado-Ekiti, as he was writing a semester examination for a part one Accountancy student. In the same vein, a Police Officer attached to the West African Examination Council (WAEC), Ibadan Zonal Office and nine (9) other employees of the Council were dismissed for illegal registration of candidates for GCE. In 1989, the appointment of three (3) Senior Lecturers was terminated with two others sent on compulsory retirement for changing marks for student (Olu-Aderounmu, 2004). At the Ondo State Polytechnic, Owo, during the 1988/92 set, seven (7) students were expelled while in the 1993/94 set, three (3) were suspended and four (4) expelled. In the same institution, over sixty (60) students were expelled for fraudulent entry qualification (Okunade and Arigbede, 2004). In 1995, the University of Lagos expelled about one hundred and sixty (160) students who gained admission into the institution through foul means. Other institutions have also recorded cases of expulsion of students for forging certificates, cheating in examination, assault/insult on lecturers, and so on (Olu-Aderounmu, 2004).

Alliyu and Oyafunke (2003) reported cases of extract from Olabisi Onabanjo University's Students' Disciplinary Committee in which a female student was alleged to have engaged the service of an impersonator (her boyfriend) during FMS 101 examination in November, 2002 and was expelled from the University. Also another case of a male student who distorted his matriculation number which was inscribed on his answer script during a BUS Examination in August, 2002 ended up with a suspension from the University for two academic sessions. A report by the Peace Center of Obafemi Awolowo University, Ile-Ife revealed that 65% of students admitted for professional courses (medicine, pharmacy, engineering and architecture) were aided through examination malpractices. It also indicated that 52% of the student who passed the JAMB examination to study these professional courses could not move from the first to the second year of their courses. The study further revealed that 65% of these students who were admitted on merit must have been aided in one way or the other to achieve the high scores in the JAMB examination (Rotimi, 2004). Between 2001 and the current year, the incidences and cases of examination malpractices have increased virtually in all institutions of learning in the country which the current study cannot capture in entirety.

To show that Nigeria does not have a monopoly of examination malpractice, David Ongom, the Secretary of Ugandan National Examination Board in 1994 confessed that fighting examination malpractice in Uganda was just like fighting a real war and the enemies were embedded in the midst of the population. Whenever they are caught, they usually form and readily obtain public opinion against the examining authority since the public sees nothing wrong in cheating in examination (Oluyeba, 2004). In United State of America (U.S.A.), the American Council on Higher Education reported that cheating was increasing and that the trend was expected to continue (Nowell, 1997). Genereux and McLeod (1995) conducted a study on academic cheating and found that 83% of the respondents had cheated in college. Aiken (1991) also found that 86% of the students surveyed at California State University, Fullerton and 76% of the student surveyed at Pepperdine University admitted to have cheated at least once in college. McCabe and Bowers (1994) reported that 52% of students copied from another student during exams, 27% used crib notes, during a test, 54% copied materials without citing sources; 29% falsified bibliographic data; 14% turned in work done by someone else and 49% collaborated on work that was to be done individually. A 1995 study of students at a small Canadian University College reported that students became more tolerant of cheating as they progressed through their first year of studies (as cited in Skinner, 2002). Leake cited in Science Teachers' Association of Nigeria (STAN) (2001 as cited by Ifeakor and Anekwe, 2010) reported that the result of a study which revealed that students in United Kingdom and U.S.A. are the world's biggest cheats.

2.3 Forms of Examination Malpractices

The followings constitute the possible forms of examination malpractices:

- Leakage of question papers
- Impersonation
- Smuggling of unauthorized materials
- Use of electronic assisted materials
- Use of intimidation/threat and indecent language
- Copying
- Irregular activities inside or outside the examination hall
- Collusion
- Mass cheating
- Distant or remote examination centers
- Non-submission or tearing of answer scripts
- Unauthorized passing of information
- Insult/assault on supervisors/invigilators/inspectors

The above various forms have been identified by many researchers, such as Adamolekun (2004), Okunade and Arigbede (2004), Oluyeba (2004), Anyaogu (2012), Chukwuneke (2012) and Ogakwu and Isife (2012) but these forms are not discussed but highlighted because forms, causes and effects of examination malpractices are not the focus of this exposition but rather how to ameliorate if not eliminated among the Nigerian students. Alliyu and Oyafunke (2003) expressed that these forms of malpractices listed above may occur in any examination setting as a result of two major reasons, namely, the candidates' deliberate pre-plan/exhibition of any of the above forms and creation of an enabling environment for examination malpractices to thrive by schools authority. Adding that, the offences could be committed by both the candidates and non-candidates of the examination.

2.4 Causes of Examination Malpractices

Many reasons and circumstances have been linked to examination malpractices in Nigeria and some of these

factors are as follows: insincerity on the part of government; high stake of the examination; poverty; moral decadence within the society; certificate syndrome factor; poor reading habits; inadequate preparation on the part of students and individual differences inherent in learners are pinpointed by the writer. Udogi and Ivowi (1995) identified inadequate preparation for the examination, peer influence, poor facilities in schools, societal influence, lack of self confidence due to laziness, poor academic performance as causes or factors that prompt examination malpractices. Ojerinde (2000) revealed that cheating in examinations was motivated by the desperation to acquire certificate or get placed in a programme or be selected for a position; carelessness on the part of the teacher/examiners in safe guarding the examination paper before it is administered; emphasis on grades; poor seating arrangement; poor invigilation; and use of objective tests. Fatai (2005) outlined fear of failure, craze for certificate, desire of parents to have their children in choice university and profession, pressure on students to pursue courses for which they have no aptitude and interests, pressure on teachers to gain favor of student, inordinate ambition of some people to get rich quick, and over-crowded sitting arrangement as causes of examination malpractices. Teachers (Denga and Denga, 1998; Cornelius-Ukpepi and Ndifon, 2012), parents (Denga and Denga, 1998; Cornelius-Ukpepi and Ndifon, 2012), guardians (Denga and Denga, 1998), community leaders (Denga and Denga, 1998; Onah, 2013) have also been guilty of collaborating in one way or the other to aid and abate examination malpractices.

2.5 Implications of Examination Malpractices
Several negative effects of examination malpractices are known and these include amongst others:
- Increased loss of trust in the examination system and total loss of confidence in certificates derived from such examinations.
- Heightened indiscipline in schools which usually leads to truancy and serious disregard for constituted authority.
- Destruction of moral integrity of culprits and a false sense of value and false impression of students' capabilities.
- Candidates who are not the best materials gain admission into higher institutions or get the best employment while the really qualified ones are denied the opportunity.
- Difficulty in internal and external validation of courses and curricula.
- Cancellation of results thereby leading to increase in cost of conducting examinations which might lead to waste of resources.
- Cancellation of results which means great waste of resources to parents.
- Frustration and loss of self-confidence in candidates who are involved in examination malpractices.
- Punishment of culprits when caught which might lead to partial or entire cancellation of results and possibly, barring of some students from future examinations, expulsion, imprisonment or paying of heavy fines.
- Termination of appointment in the case of working class people.
- Doubts on the quality and competence of professionals trained in Nigerian schools and institutions of higher learning thereby leading to reluctance of developed countries to recognize our certificates.
- Demoralization of honest and hard-working individuals that could lead to sources of great agony and injustice to innocent students.
- Certification of incompetent individuals as competent which could reduce productivity and national income and indirectly slowing down national development.
- Possibility of transferring malpractices habits to work place(s), infecting others and consequently, running establishments down to bankruptcy.
- Possibility of a devastating effect on schools and institutions.

2.6 Library Development
The link between education and library is well defined and logically rooted in the fact that both work with knowledge. Education disseminates knowledge, values and beliefs through a system of schools to individuals whereas the library provides individuals with access to information resources in publicly accessible archives of knowledge. Libraries form an effective instrument of education. Libraries advance the course of education and their objectives are interwoven with that of education as both aims at producing intellectually sound and complete individuals in the society. Every type of library plays tangible role in the promotion of teaching and learning. For instance, school libraries play significant role through provision of study and reading materials in inculcating reading habits in pupils at the primary and secondary levels of education (Aina, Ogungbeni, Adigun, Ademola and Ogundipe, 2011). Libraries help introduce reading for information/knowledge seeking, pleasure, passing examination and personal growth through lifelong learning (Aina et al, 2011). These skills are very crucial and foundational for performance and success at the tertiary level of education. Libraries provide an

atmosphere for self-education and self-development of individual students and the public in general. They also provide resources of all types on all subjects for students at various levels and classes.

A review of literature on library development in the Nigerian educational system gave a despicable picture, for instance, (Etim, 2002; Nigerian School Library Association, 2002; Odusanya and Amusa, 2002; Zaid, 2003; and Daniel, 2004). Odusanya and Amusa (2004) expressed that the unrepentant neglect of Library services in schools may be one of the causes of the present fall in standard of education in Nigeria, and the seemingly low level of development being witnessed in the Nigerian education sector. In the same vein, Amucheazi and Dike (2004) revealed their experiences as panelists for undergraduates and masters level project proposal presentations as the students demonstrated a clear need for information literacy education and therefore submitted that lack of advanced reading skills and neglect of attention to consuming information led to plagiarism. This could probably lead to other forms of academic misconduct or dishonesty like examination malpractices, fraud and so on. Zaid (2003) however suggested the need for every School Library to be improved upon for literacy, education, social and cultural development.

2.7 Roles of Librarians in Curbing Examination Malpractices
It is important to realize that catching defaulters and bringing culprits to light will not solve the problem of examination malpractice, but prevention they say, is better than cure. In realization of this, Libraries and Librarians should look for ways of re-orienting students and others in their constituencies from being involved in examination malpractices and other forms of academic dishonesty and start thinking afresh. The followings constitute some of the effective means by which such menace could be drastically reduced, if not totally eliminated from our educational system. Firstly, there is the need to create awareness for students and staff on essence of maintaining academic integrity and letting them be aware that examination malpractices is a serious academic crime that can lead to dire consequences if caught in such act. There is need to educate students and staff about maintaining academic integrity on schools and campuses, part of which is examination malpractices. Academic integrity requires that work for which students receive credit be entirely the result of their own effort. Acting honorably in an academic setting requires more than simple honesty.

Next to this is educating student about the effective use of the library and its resources (print, non-print and electronic resources). The use of library or user education is a method of getting library users acquainted with the library and its resources. There is no way a child can enjoy the library and the use of its resources without being formally introduced to the library. The school librarian is expected to intimate children with what the library can offer them, how to make use of the library and its Units and various resources. The use of the library is a useful program at all levels of library utilization. In colleges and universities, librarians often play major roles in the education of students especially during the Library Orientation programs normally organized for the new entrants (freshmen or fresh students) into the university. Another effective means is through the GNS course usually titled, 'Use of Library' which is being offered as a compulsory course. In most cases, this course is usually offered once in the life time of undergraduate students' program in the university. It is being suggested that this course should be offered up to the final year level in which undergraduates would have over the years mastered how to locate materials, do assignment and prepare for examinations and also learn how to take advantage of the library for their research activities in searching, locating, using and referencing materials. It is also advisable that the course should be handled by qualified and competent librarians capable of disseminating such information in a better and effective manner.

Libraries (schools and universities) can organize library instruction sessions wherein school and professional librarians educate students about examination malpractices. Such instructional sessions should provide students with information on how to effectively and appropriately use library materials, electronic resources, Internet facilities, including web pages, full-text articles and so on. Talks on how to study, do assignments, prepare for examinations, answer questions and search for articles and materials both offline and online should also be delivered. Students may also be given assignments on examination malpractices and how they can avoid it. In doing this, they are being encouraged to search for materials and being exposed to literature pertaining to the issue. They can also be given bibliotherapy or images of people who are successful through hard and honest academic work. Librarians can also work with the counseling units of schools and institutions to apply bibliotherapy on affected students. Similar to this is the need for libraries to organize workshops, seminars, fora, and so on, on examination malpractices and other forms of academic cheating. It is suggested that such workshops and seminars should cut across the different members of the educational community and members of the outside community. Librarians should give interactive sessions on how the educational system can move forward, educate parents/guardians on the need to disengage themselves and their children/wards from this societal menace. It is advised that to get a good turn out, such training sessions should involve mass publicity and motivation like provision of food or souvenirs.

There is also the need for Librarians to collaborate and work with school teachers, academic staff, schools ICT personnel, students and even Guidance and Counseling Units of schools to promote effective teaching and

learning activities that will subdue malpractice activities. This has variously been called alliance, partnership, networking, relationship, teamwork, collaboration, cooperation, liason and so on and described as creating connections with the rest of the campus community (Dooley, 2009) and the school community in the case of primary and secondary schools. Cook (2000) described collaboration as more structured relationship that is created to solve a common problem. Collaborative activities of librarians with groups of people identified above could help reduce academic dishonesty and ultimately, examination malpractices.

Another important role for librarians is the inculcation of reading habits in school children. The ability to read is the most important dividend of education. Reading is a useful skill that helps the child in his lifelong pursuit of education and it is in the school library that reading habits is created and nurtured in children. It is a skill that must be nurtured from a child's earliest years. According to Rubin (2002), reading is a total integrative process that starts with the reader and includes the affective, perceptual, and cognitive domains. Okebukola (2004) affirmed that through reading, human beings have the tools to transmit knowledge to succeeding generations. Douglas (2000 as cited in Aina et al, 2011) asserted that every child must become fully competent in reading to succeed in school and discharge his/her responsibilities as a citizen of a democratic society. Students and employees in every field must read to keep abreast of what is happening in their fields. They must rely on written or digital words to convey information and data. The ability to read well is absolutely critical to success in life. Children with poor reading skills received poor grades at school, get easily distracted and frustrated, have behavioral problems, seem to dislike school, and often fail to develop to their full potential (Aina et al, 2011). According to Rubin (2002), children with poor reading habits have a higher chance of anti-social behavior. Poor reading skill can make a child develop a poor attitude toward school and can create self-esteem problems later in life (Fosudo, 2010). In Nigeria, a study carried out by Henry (2004) revealed that 40% of adult Nigerians never read a non-fiction book from cover to cover after they finished school. The average Nigerian read less than one book per year, and only 1% of successful men and women in Nigeria read one non-fiction book per month. The same study showed that 30 million Nigerians graduated from high school with poor reading skills (Henry, 2004 as cited in Aina et al, 2011).

The need to promote effective reading habits among the Nigerian populace thus becomes imperative. This is because reading develops reading skills and mastery of language, extends students knowledge, assists them in their academic work and helps finds learning easier and interesting (Aina et al, 2011). Libraries have important roles to play in the promotion of reading habits among Nigerians. Libraries are an integral part of the educational development of school children and youth. School libraries, are fundamental to the design, implementation, and attainment of educational excellence. Without the support of efficient libraries, schools cannot successfully achieve the goals of education which are essentially inculcation of national consciousness and national unity; inculcation of the right type of values and attitudes of the individual and the Nigerian society; training of the mind in the understanding of the world around him and the acquisition of appropriate skills and social abilities and competence as equipment for the individual to live and contribute to the development of the society (NPE, 2004). Realization of this notion on the part of students, most especially learners at institutions of higher learning could deter them from being involved in various forms of academic dishonesty and examination malpractices. Aina et al (2011) and Akanwa (2013) discussed the various means by which librarians could develop and nurture reading habits and skills among school children.

Finally, it is suggested that Librarians in the Nigerian educational systems should be strong advocates for information literacy and lifelong learning among their constituencies. Information literacy is defined as the ability to access, evaluate, organize and use information from a variety of sources (American Library Association, 2000). Pitner (2006) viewed information literacy as a critical set of skills that teach a person to know when and how to do research and use the knowledge effectively in communication and action and stated the following as core skills for information literacy, information communication technology literacy, technology literacy, scientific literacy, financial literacy, health literacy and visual literacy. Information literacy should not be considered a technique but a goal for learners to prepare themselves early on to learn how to learn and carry these skills into other areas of their lives so that they can become independent seekers and consumers of information throughout their lives. ALA (2000) reiterated that an information literate individual is able to determine the extent of information needed; access the needed information effectively and efficiently; evaluate information and its sources critically; incorporate selected information into one's knowledge base; use information effectively to accomplish a specific purpose and understand the economic, legal and social issues surrounding the use of information as well as access and use information ethically and legally (ALA, 2000). Information literacy emphasizes the empowerment of students and encourages them to take control of their own learning. It is thus essential that students are equipped with the skills of becoming information literate individuals so as to excel in their academic and research endeavors.

3.0 Methodology
This paper discussed the concepts of examination and examination malpractices; purposes/reasons for

examination; why students are involved in examination malpractices as well as the forms, causes and implications of examination malpractices among the Nigerian populace. The paper however recognized the various means that have been suggested by earlier writers and researchers for curbing examination malpractices among the Nigerian populace which have proved ineffective. The researcher however did not delve into these suggested means but rather proffered solutions from the information profession or a librarian's point of view. It further offered some suggestions and recommendations. In discussing all these issues, the researcher consulted several literatures, such as, case studies, empirical studies, opinion papers, reviews, textbooks as well as online and electronic resources. For instance, in discussing the aspects on examination and examination malpractices, various studies were considered. Notable among these were the studies of Ajayi (2004), Fatai (2004), Oladunni (2004), Oniye and Alawaye (2008) and so on. Maduemezia (1998), Alliyu and Oyafunke (2003), Olu-Aderounmu (2004), Adamolekun (2004), Okunade and Arigbede (2004), Oluyeba (2004) and so many other studies gave extensive statistics on instances or occurrence of examination malpractices among the Nigerian populace.

At the international levels, studies of Aiken (1991), Ongom (1994), Genereux and McLeod (1995) and Skinner (2002) were acknowledged which indicated that examination malpractices are not peculiar to Nigeria alone. Relevant materials consulted on examination and examination malpractices discussed forms, causes, implications and probable solutions to examination malpractices. These include Onuka and Obialo (2004), Anyaogu (2012), Chukwuneke (2012), Cornelius-Ukpepi and Ndifon (2012), Ebeh (2012) to mention but a few. The present study only highlighted and did not discuss the forms, causes and implications of examination malpractices on the students, schools and the Nigerian society. This was because forms, causes and implications were not the main focus of the study but rather how examination malpractices could be reduced through the effective roles of the information professionals. In excruciating the roles of librarians in curbing examination malpractices in schools and tertiary education settings, few studies were retrieved. Literature such as, ALA (2000; 2009), Aina et al (2011) and Akanwa (2013) were reviewed and discussed but the researcher believed that through inculcation of information literacy skills and reading culture or skills right from tender age to university levels will assist learners become information literate individuals who know how to access, locate, understand, evaluate and use information to better their lives, excel academically and also be able to solve problems at hand.

4.0 Conclusion, Suggestions and Recommendations

Examination malpractices have become an issue that needed to be revisited on a regular basis. Various suggestions have been proffered but it is believed that the ethical revolution of hard work and honesty will go a long way in curbing examination malpractices in the Nigerian society. Equally important is the emphasis on the roles of librarians in discouraging its continuance. It is advisable and essential to introduce into the Nigerian Library Schools Curricula, the education of upcoming librarians with a focus to sharpening their information literacy skills, information technology skills, skills for marketing of library services and information products as well as networking and collaboration skills. Of equal importance are the development and promotion of reading habits/skills and the introduction of information literacy into the curricula of schools programs right from elementary to tertiary levels of education. Library staff training and development opportunities should also be fine tuned towards the aforementioned skills. In view of the fore-going, the author would like to advance the followings as ways of alleviating examination malpractices in the schools settings:

- There is the need for inclusion of information literacy as a course in schools curricula right from primary to tertiary education levels in order to turn out information literate individuals. To make this effective, information literacy competency standards should be developed across all the levels of the Nigerian educational system such that a continuum of expectations is developed for students at all levels of education. The incorporation of information literacy into all programs, services and across the curricula at all levels of education requires the collaborative efforts of the faculty, teaching staff, librarians and administrators. It is thus important that these groups of people collaborate with librarians to achieve the expected goal of reducing students' involvement in educational malpractices. The teaching staff, for instance, lecturers and teachers through lectures and lead discussions could establish the context for learning, inspire students and offer guidance on how best to fulfill information needs as well as monitor students' progress. Schools and professional librarians are expected to coordinate the evaluation, selection, acquisitions, organization and maintenance of intellectual resources for programs and services of schools as well as provide instruction to students, teachers and faculty who seek information. Similarly, the schools administrators (elementary, secondary and tertiary levels) are expected to create and encourage opportunities for collaboration, especially those that will initiate and sustain information literacy programs. They are also expected to plan, budget and provide resources that will sustain information literacy programs. ALA (2009) submitted that for effective implementation of information literacy competency standards, it is advisable that institutions (including schools) first review their missions and educational goals in order to determine how information literacy would

improve learning and enhance the institutions' effectiveness. However to facilitate acceptance of information literacy programs, training is crucial to the identified groups of people.

- The Nigerian Library Schools curricula should be reviewed with a focus on inclusion of information literacy skills, information technology skill, collaboration and networking as well as librarians' activeness in the education of students to sufficiently prepare the new librarians for the challenges they will encounter in the real-work environment.

- Librarians at all levels of education should focus on collaborative initiatives that will lead to mutually beneficial outcomes such as, promotion of library services, promotion of electronic resources use, increased library usage and higher education research. Wijayasundara (2008) noted that factors, such as, shared understanding of goals, mutual respect, tolerance and trust, competence for task at hand by each of the partners and ongoing communication support successful collaboration.

- There is also the need for provision of well-equipped and functional libraries at all levels of education by the schools and universities management as well as the governments at various levels. Libraries should be provided with adequate funds to purchase highly relevant and up-to-date library resources: print, non-print and electronic resources as well as facilities to make them functional. Libraries accommodation and environment should be such that encourage patrons to make use of libraries and resources. Also important is the librarians competence and attitude to work and users. It is advisable that Librarians have a right attitude and good disposition to work and towards their patrons so as to encourage patrons approach them for assistance to locate and use resources of libraries.

- Efforts should be made by government at the various levels to establish libraries in schools that are yet to have libraries. Sufficient funds should also be provided for acquisitions of current and relevant library materials, such as, textbooks; story books; reference materials like dictionaries, encyclopedias; magazines, newspapers, journals; audiovisuals; visuals; audios; as well as electronic resources like computer and Internet facilities and so on. Stocking libraries with good reading materials is a major contribution of the library towards reading promotion and can serve to impact on the lives of Nigerian students. Availability and accessibility to instructional and pleasurable books stimulate development of reading habits which could help reduce students' involvement in various forms of academic dishonesty and possibly examination malpractices and attainment of permanent literacy. These libraries should also be provided with professionally qualified personnel to render services to the users. Funding authorities of private schools and universities should also take cognizance of establishing, equipping and maintenance of their libraries.

- There is also the need for management authorities of schools and tertiary institutions to support and encourage school and professional librarians to advance in their professional careers. They should also be encouraged to attend conferences, seminars, workshops and short training courses on information technology skills acquisition; information literacy; networking and collaboration initiatives; and most importantly marketing library services and information products at local and international levels.

- In addition to the above, is the need for teachers, lecturers and others that are involved in the teaching of students at schools to give learners assignments and projects that will encourage them to actively use the resources of their libraries. Learners' active use of the libraries and resources will give them the confidence to search, locate and use library resources to do, complete and submit work confidently and wholly done by them. This in a way will develop and improve reading and learning skills of learners and thus prevent them from being involved in various forms of educational malpractices.

5.0 References

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