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Examination Fever among Nigerian Students: Causes and Remedies

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ABSTRACT

The problem of examination fever with its all-inclusive concomitant devastating adverse effects on examination performance of students, examination malpractice with its consequential turning out of half-baked graduates, engendering financial setbacks on parents and sponsors of the students, inducing retrogressive economic and technological development of the society, and dimpling the reputation of the nation globally plague students in Nigerian educational institutions. The problem of could be traced to either its existence in ongoing examination exercises or on its anticipation by students on incumbent forthcoming examinations. This paper examines the causes and possible remedies of examination fever, and concludes that examination fever is not a physical health condition but psychological situation occasioned and predicted on students' behavioral and attitudinal dispositions toward examinations, but manifested in physical health challenges, and that the remedies to examination fever, therefore, is positive change in behavior and attitude of students through the instrumentality of their reorientation in the entire educational process, and not just medication, to thwart its reoccurrence in subsequent examinations. The paper adopts purely philosophical approaches.

Keywords: examination, fever, remedies, students, examination fever, causes

Introduction

Examination fever which could also be referred to as examination phobia or examination is developed by students in Nigerian tertiary institutions. Technically, examination fever is not physical health challenge or condition but a psychological reaction to examination situations. However, examination fever could, although essentially psychological could manifest itself in the forms of physical ailments such as malaria or fever, and headaches. Hence, many students who complain of sickness or illness, and even sometimes admitted in hospitals or clinics for medical attention during examinations are actually victims of examination fever.

Examination fever has all inclusive devastating effect. For in instance, it has adverse effects on examination performance on the examinees (students), engenders financial setbacks on parents and sponsors of the examinees, induces retrogressive economic and technological development of the society, and dimples the reputation of the nation globally. Similarly, poor performance of students in examinations, repetition of classes, suicide cases of students, probation, withdrawal of students upon advise of tertiary educational managements/authorities, and carry-over courses among students in tertiary institutions could be traced to the menace of examination fever.

The effects of examination fever are manifold and devastating both to the students, their families and to the society as a whole. Examination Fever confiscates students of poise and aplomb thereby prodding them into examination malpractice undermining its following devastating colossal self, societal, national, and global consequences outlined by Akpotu (2006) who opined that examination malpractice, depending on the gravity, attracts penalties ranging from failure; cancellation of results; suspension; expulsion; termination of appointment; stringent jail terms; experience maladjustments, social and even economic problems when punished as they will become convicts and so suffer the fate of a convict; tendency for those who cheated their way through school to continue to cheat and engage in all forms of indiscipline thereafter - armed robbery, pen robbery, bribery and corruption and the like; loss of confidence in oneself; loss of self-respect; lack of self-esteem; lack of determination and hard-work; and source of future persistent sadness.

Examination fever coerces students into engaging in examination fraud that engenders the tendency to create a high rate

of wastage and dropout among students of higher institution of learning; engagements in secret cults; inability to defend their certificates; loss of incentive for hard work and dedication in school and at work; makes employers of labor to lose confidence in the education system of the country; death of innocent patients in the hands of ill-prepared medical doctors; makes other nations to become skeptical of personnel and students trained in Nigeria; deflates and further causes serious damage to status of the Nigerian teachers; and makes Nigerian certificates trivial or less valued globally Akpotu (2006) . In fact, according to Oruma (1985) "Anytime a student who 'passed' examination through leakages sees the certificate, his mind goes to how he 'passed'. Instead of the certificate bringing him joy, happiness, satisfaction and a sense of achievement, it brings him sorrow, a feeling of guilt and self-condemnation. The certificate is a perpetual reminder of his sin ... a nagging document that he cannot get rid of all his life". This is one of the deleterious aftermaths of examination fever.

Furthermore, examination fever makes students indulge in 'blocking' or 'sorting' which entails negotiating with examiners or course lecturers for good or grades or scores. Effusively aware of the reality that failure is imminent, victims of fever examination resort to blocking or sorting either by begging or by offering cash or kind to the course lecturers or subject teachers directly or by proxy as an alternative means of passing the examinations. Some negotiate with invigilators to compromise strict invigilation to allow cheating in the course of examination. In fact, the revelation made by NECO's Registrar/Chief Executive, Prof. Dantani Wushishi, presented by Sahara News of September 19, 2024, concerning the released 2024 June/July NECO Senior Secondary School Examination results calls for serious concern. The revelation indicates the incident of mass cheating at the examination with the de-recognition of Ekiti State due to its leading in the examination malpractice, adding that 21 supervisors in 12 states were documented for blacklisting due to poor supervision, aiding and abetting, abscondment, extortion, drunkenness, and negligence. The report also specified that 8,437 candidates were recorded to have involved in several forms of examination malpractice in 2024 NECO Examination, although this figure is a decrease from 12, 030 cases recorded in 2023. The report articulates that 40 schools were discovered to have engaged in whole-school (mass) cheating in 17 states, and that the school authorities will be invited to the Council for discussion, "after which appropriate sanctions will be applied. In fact, one school in Ekiti has been recommended for de-recognition for mass cheating in two core

subjects and one core Science subject. This unpalatable incident of mass cheating involving students, school authorities, and examination invigilators/supervisors is concomitant of development examination fever in students.

Furthermore, education is a large investment in terms of capital, time and energy both on the part of the 'educatees' (the students) and the sponsors (the parents), since students cannot afford to fail an examination, as failure would seem to amount to a callous or wanton wastage of resources, students who develop examination fever tend to coddle and cosset in examination malpractice. Repetition of classes and numerous carry-over courses among students in tertiary institutions, students on probation and those who cannot proceed and therefore advised to withdraw are victims of examination fever.

Examination fever also breeds prostitution, cultism and other forms of social vices among students. Students who develop examination fever already have the mindset of failure or self-defeat in examination. Their necessary alternative means of passing examination is to engage in social vices of prostitution which entails having intercourse with course lecturers for good scores. Others join secret cults and use their cult powers and weapons to threaten, intimidate, and coerce lecturers to ward them good marks. Some rationales for the existence of secret cults in schools and student-cultists could be linked to examination fever. Examination fever also makes students to resort to unrest, riots and protests culminating in disruption of examination processes, timetables, academic calendars, fighting, maiming, and wanton destruction of lives and valuable school properties.

Suicides among students could also be predicated on examination fever. The case of Adegoke Adeyemi is a very good example. For instance, Tunde Oyekola reports in Punch of 4th August, 2022 that Adegoke Adeyemi, a 17-year-old student of Offa grammar school in Kwara State has committed suicide over his failure to pass SS1 promotion exam to SS2. He was asked to repeat the class because he failed the exam. This sad event was also related by James Ojo in Cable News of 4th August, 2022. James Ojo also related this in the cable lifestyle on August 4, 2022. Frustration among associated with repetition of classes and failure of promotion examination that culminate in suicide is due to the menace of examination fever.

This paper takes cursory look at the nature of examination fever with its causes and remedies. The purpose of this is to minimize and if possible annihilate examination fever which hampers academic excellence and success in primary, secondary and tertiary institutions of learning.

Methodology

The paper adopts philosophical methodology. This entails philosophical analysis of concepts to elucidate readers on their meanings and their contextual applications. The paper examines all realities on which the topic has bearing to critically discuss and evaluate its implications on them in order to avert present and incumbent catastrophes. This paper also employs speculation method of philosophizing to explain all components of the topic for holistic understanding and contextual application.

Literature Review

The Nature of Examination Fever: In order to understand the term examination fever, it is imperative to explain the two words 'examination' and 'fever' that make up the said term. Onokohwomomo and Nwabukwu (2008) defined examination as a

set of questions or tests designed to measure or evaluate the degree of mastery of what a candidate has been taught and ought to have learnt, which involves the "examiner" and the "examinee" or the "candidate". According to Hornby (2005), examination refers to the act of looking at or considering something very carefully or a close look at something or somebody, especially to see if there is anything wrong or to find out the cause of a problem. Akpotu (2006) citing Okonye (1986) "defined examination as an organized assessment technique which presents the individual with a series of questions or tasks geared towards ascertaining the individual's acquired skills, knowledge-content and ability to utilize this knowledge and acquired skills effectively". In other words, the word 'examination' could be defined as the act of ferreting an individual in order to measure the degree of intelligence, internalization and capability such person possesses, especially after certain required amount of knowledge has been imparted and inculcate in the examinee. This could be done through testing, questioning and interviewing in the forms of oral or written, theoretical or practical media.

The word 'fever' has been referred to by Hornby (2005, p.544), as a medical condition in which a person has a temperature that is higher than normal; a state of nervous excitement. The latter meaning of fever by Hornby explains the psychological dimension of fever as a mindset and mental imbalance that causes nervousness and phobia in an examination condition and experience. Fever in this sense is a psychological instability through physical ministrations. From the foregoing, it has become explicit that examination fever is not a medical condition but a psychological condition of mental imbalance or nervousness that causes the feeling of examination phobia during examination experience.

The Causes of Examination Fever

The causes of examination fever are manifold. Some of them include Lack of Preparation for Examinations, Overconfidence, Absenteeism from Regular Lectures, Lateness to Examination Venues, Forgetfulness of Necessary Documents and Materials Needed for Examinations, Examination Malpractices, Negligence and Abuse of Academic Freedom, Lack of Teaching Skills, Lacks of Adequate Educational Facilities and Financial Challenges.

1. Lack of Preparation for Examinations:

Examination fever can be occasioned by lack of adequate preparation for examination. Lack of preparation for examination comes in varied dimensions. It could be in the form of abandonment of, or negligence to one's study of books and lesson notes. Secondly, it could also entail inadequate preparation created by inability to cover the course contents or outline of a particular subject or course. Thirdly, it could entail studying materials that which are totally irrelevant to a particular subject or course, that is, studying or reading off point. A student in any kind of the situations mentioned will inevitably be overwhelmed with examination questions in the examination hall and experiences examination fever.

2. Overconfidence

Overconfidence means absolute assurance of one's success in a certain task or function or presumptuous dispositions toward examinations. In other words, it is a presumption to achieve success without being mindful of the intricacies, implications and the nuances of achieving such expected zenith or feat. In most cases overconfidence is predicated on past excellent performances or the feat students attained in their results in previous examinations or

continuous assessments. Some students who performed excellently in continuous assessments in subjects or courses may presume or conceive the notion that the examination will be a work over, and therefore may decide not to embark on serious revisions and may even snub at tutorials, only to be overwhelmed and be destabilized by the arrays of unexpected examination questions in the examination question papers, and consequently develop examination fever right there in the examination halls.

3. Absenteeism from Regular Lectures

Some students do not attend lectures regularly and punctually. Rather, they develop pleasure in skipping lectures or classes without cogent reasons of coming late to classes. Some students formulate, fabricate and present flimsy reasons or cork and bull stories in order to be granted permission by lecturers or class teachers. These set of students believe in borrowing notes from their fellow students who attend lectures regularly, but with a culpable or gross ignorance of the fact that lecture notes are just skeletal representations of lectures delivered in class. Similarly, some students do resume studies in schools early enough after holidays as they accord themselves weeks and even months after resumption dates. Students who do not attend lectures regularly and punctually but depend on borrowed notes and books from their classmates do not acquire the holistic knowledge or understanding of subjects or courses taught in class by the course lecturer or class teacher. They miss out the elucidations and the explications course lecturers or class teachers give and the contributions their fellow students present in class. These set of students inescapably become victims of examination fever and are consequently destabilized due to unexpected examination questions they are confronted with in examinations.

4. Lateness to Examination Venues

Lateness to the examination halls is also one of the causes of examination fever. Ideally, students ought to be in the examination venues in good time before the commencement of any examination. Punctuality to examination venues gives students room to settle down properly, recollect themselves adequately, and offer some private prayers to God for His assistance. But students who arrive late to examinations may first of all be destabilized by confrontations and sometimes embarrassments, scolding and punishments by invigilators or examiners. Students in these kinds of situations generate examination fever as they are already worked up and disenchanted. In addition, students who arrive late at examination venues develop examination fever due to fear of the imminent inability to attempt all required questions before the expirations of the durations of examinations.

5. Forgetfulness of Necessary Documents and Materials Needed for Examination

Some students who come to examinations forget important documents such as school fees receipts, writing materials, work tools and ID Cards. Such students experience unpalatable situation when they are asked to go home to get the expected documents while those without enough writing materials remain in perplexity. This negligence is an equivocal self-defeat which necessarily precipitate in examination fever.

6. Examination Malpractice

Examination malpractice has been defined as the illegal behavior carried out by students and teachers in an examination hall ([http, wiki answers.com](http://wiki.answers.com)). Abu (2008) citing, Olayinka (1993) defined examination malpractice as “a misconduct or improper practice in any examination with a view to obtaining good results through fraudulent action”. Ikupa, et al (2008) defined examination malpractice as anything that makes grades to tell lies. They also stated that when a student or candidate has an undue advantage over others in an examination, such a student is said to have indulged in examination malpractice. For Ibude (2008), examination malpractice is a process of employing illegal (behavior) means to pass an examination. According to him, all examination is governed by rules and regulations and going contrary to these rules and regulations is examination malpractice. Akpotu (2006) also defined examination malpractice as non-conformity with the guiding rules and regulations of examination. For him, examination malpractice can also be seen as a conscious or a deliberate and sometimes unconscious attempt by examiners and/or examinees to circumvent examination rules and regulations.

Some students may come to the examination hall with the intention of carrying out examination malpractices. Some come to the examination halls with absolute reliance on assistance from their colleagues or from someone. When the expected help becomes a mirage, examination fever sets in. Some students enter the examination hall in possession of materials relevant to the course or subject to be written or they enter the examination earlier to secure seats inscribed with useful information. Now when it happens that the venue of the examination is changed, or when the invigilation or the examination supervision is so stringent that the concerned students cannot have the opportunity to utilize the information in their possession or the seating arrangement is altered, these students are thrown into the state of disarray, disenchantment, which ushers in examination fever.

7. Negligence and Abuse of Academic Freedom

Sometimes, the incidence of examination fever among students could associate with the defiance dispositions of some teaching staff. Some lecturers exhibit the following negativities, namely, lack of preparation for lectures; inability to finish the syllabus or course outline but set questions that cover the entire course outline; teaching off point; inability to understand the curriculum, teaching of courses outside their fields of specialization; teaching large classes they cannot handle or manage efficiently and effectively; inability to set good, standard and understandable questions; or setting of examination questions not related to the course outline and contents, and the inability to teach their courses well. Students who pass through these kinds of nonchalant lecturers definitely acquire disconnected and fragmentary knowledge and develop examination fever during examinations

8. Lack of Teaching Skills

Although some lecturers are academically qualified lack teaching skills since they have no educational background, and therefore cannot teach courses effectively and efficiently. Having an excellent knowledge of course content is one thing, and imparting or teaching that course professionally is another. A lecturer with an excellent knowledge of a course but lacks necessary teaching skills or teaching methods will not be a good lecturer. Students taught or prepared by such lecturers will inevitably develop examination fever in an examination situation.

9. Lack of Adequate Educational Facilities

Educational facilities refer to well-equipped library and laboratories for meaningful educational activities. Many libraries are not well adequately equipped for meaningful research and practical, while some predominantly contain outdated books. This makes students not to have access to current research findings and information needed to update their knowledge. Some institutions do not have internet facilities, and for those who have, students find it difficult to afford internet browsing of surfing due to insufficient funds. As a result of these shortfalls students restrict themselves to textbooks and class notes, and those who cannot afford the cost of textbooks lack adequate materials to study for examinations. Some lecturers discourage their students from using the library by placing too much emphasis on the textbooks they have authored which may not be comprehensive enough for holistic and inclusive knowledge, thereby making students possess myopic and parochial understanding of the courses they teach. Similarly, unequipped laboratories in higher institutions also make students to perform poorly in their practical examination. Inadequate educational facilities contribute to students' victim of examination fever during examinations as they lack enough materials to study for their examinations.

10. Financial Challenges

Many students encumbered with financial challenges in schools. These students have little resources but make a lot of payments in schools. For instance, students make payments for school fees, books, workbooks and work tools, IDs, medicals and sports, departmental dues, accommodation fees, Student Union Government dues, food, etc. Those whose parents cannot afford these financial responsibilities are forced to abandon lectures sometimes in order to hustle for tuition fees and livelihood. These students acquire disjointed or superficial knowledge of subjects or courses due to frequent interruption and interception of their learning processes by their financial pursuits. Consequently, they are plagued with examination fever in examination situations.

11. Admission of Students into Courses for which they Lack Aptitude

Some students are admitted to read courses they are not capable of comprehending. They cannot excel in these subjects or courses since they are not grounded in them. They found themselves studying them either due to peer group influence, just to impress others (that is to boost their morale or ego) or due to parental pressure on their ward to study a particular course or subject. Since such students do not have interest in their fields of study, they experience examination fever in an examination condition.

Results and Discussions

Remedies to Examination Fever: In the bid to minimize and if possible exterminate examination fever and its devastating effects, this paper presents the following remedies. These include Discipline, Community Participation, Knowledge of the Teaching Methods, Free Education, Award of Scholarship, Improvement on the Continuous Assessment, Provision of Guidance/Counseling Facilities, Eradication of Examination Malpractice, The Quota System of Admission and Implementation of the 9-3-4 System of Education.

1. Discipline: Hornby (2005) sees discipline as the practice of training people to obey rules and orders and punishing them if they

do not; the controlled behavior or situation that results from this training. Kalusi (2006, p.214-222) sees discipline as punishment, control, training and learning. For her also, discipline can be restored through moral education, reduction of the class-size or more facilities should be provided to match the teaming population in our schools, setting up a task force in different parts of the country to awaken moral consciousness of the public and bring offenders to book (justice), and the need to seriously re-examine of our valued-system. Absenteeism from lectures among students and staff should be detested and discouraged through reprimanding of defaulters. Restoration of discipline will help to ameliorate examination fever among students during examination.

2. Community Participation: The government has already encouraged community participation in education at all levels of education. For instance, The National Policy on Education, (The Federal Republic of Nigeria, 2004) emphasizes the enhancement of community participation in decision-making process in schools with a view to engendering community interest in and eventual ownership of basic education institutions (Training Manual on the New 9-Year Basic Education Curriculum, 2008). This community participation should be extended to tertiary institutions especially in areas of the provision of hostel facilities to reduce high cost of off campus accommodation that engenders lateness of students' absenteeism from lectures.

3. Knowledge of the Contemporary Teaching Methods: Lecturers should be conversant with contemporary teaching methods. Some of these teaching methods, according to Androniki Koumadoraki (2022) include flipped classroom, tactile learning, VAK learning, project-based learning, problem-based learning, collaborative learning, game-based learning, inquiry-based learning, competency-based learning, and independent learning. Other methods include the use of comparative learning, informal instruction, Visual Aid, oral questioning, ICT, inquiring based learning, class discussion, drill and practice, etc. The knowledge and proper use of appropriate teaching methods helps students to understand the subjects taught by lecturers. Ignorance or negligence of the appropriate teaching methods by teachers mystifies the courses for the students and generate in them examination fever during examination.

4. Free Education: Free Education means the plenary removal of tuition fees by the government. The Federal Republic of Nigeria highlighted free education in the National Policy on Education as revealed by the Universal Basic Education in Nigeria when it states that "Consistent with the National Policy on Education (2004 revised) and the relevant provision of extant laws, the UBE program is expected to achieve the following... an interrupted access to 9-year formal education free, compulsory basic education for every child of school age (6-15years)..." This free education for the UBE program should be canonized and universalized, that is, extended to all levels of education as it will ameliorate and annihilate the acute financial burdens on students from poor impecunious homes. Free education will enable students to be focused on their academic pursuits and eradicate distractions which are beacons of examination fever.

5. Award of Scholarships: Students from poor backgrounds could be given scholarship by the government to facilitate their smooth and hitch-free education. Bursary allowances for students should be initiated, increased and payment be made regularly and promptly. In addition, philanthropic organization, NGOs, individuals, companies, religious bodies, and charity foundations should embark on scholarships for students, especially those from indigent homes. This will help to minimize financial constraints on students that stockpile examination fever in students.

6. Improvement on the Continuous Assessment: According to Egbule (2006), continuous assessment is a method of educational

assessment, which is adopted in the Nigerian System as a result of the full implementation of the New National Policy on Education, and that continuous assessment is an attempt to measure systematically and periodically all the aspects of students' abilities in cognitive, affective and psychomotor domains of behavior. For hint, the rationales for continuous assessment include the following:

- a) Education generally and educational attainment in particular is a life-long process. Therefore, educational assessment of the individual in the system should be continuous in order to measure objectively all the aspects of educational attainment and human behavior;
- b) Human potentials are developed over the years, continuous assessment of such potentiality will give a true picture of the direction of such development;
- c) The comprehensive nature of continuous assessment enables teachers to understand in totality all the student behavior domains and this helps in proper students' guidance;
- d) The liberal nature of continuous assessment has helped to reduce drastically the cankerworm of examination malpractice; and
- e) Continuous assessment recognizes the place of teachers in the assessment of the learner. In other words, continuous assessment affords teachers the opportunity of contributing in the final assessment of their students.

The cognitive dimension of continuous assessment can be improved upon to reflect examination status. Cognitive aspect of continuous assessment should bear a resemblance to the mock examination that is conducted for secondary school finally year students preparing for WAEC, NECO, JAMB or similar examinations which prepares students psychologically for the real examination. The cognitive dimension of continuous assessment should be in this form so as to mentally prepare students for examination. This will eradicate examination fever students develop during examinations.

7. Provision of Guidance/Counseling Facilities: Oladele (2000) defines the term guidance as an umbrella, a term which refers to all that is done to protect and guide the development of students. For him also, it is the help given to by one to another in making choices and adjustment and in solving problems. He adds that guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. Okorodudu (2006) identifies the various types of educational guidance and counseling to include helping in articulating solutions to the educational problems of students, that is, to facilitate the process of learning needed for the increasing cases of unhygienic school practices in the entire educational system, provide avenue for improving on the academic needs of students, development of intellectual maturity, improvement on poor academic performance and planning for future academic programs. He also states that the rationale for educational guidance include individual difference in abilities, influence of several factors affecting academic performance and how to deal with them, wide range of academic programs for choice, and reduction of problems militating against students' academic performance. Guidance and counseling facilities help to reduce the problem of examination fever encountered by students as it enables students to face their examinations with confidence, emotional stability and mental/psychological serenity.

8. Eradication of Examination Malpractice: Examination fever will be exterminated if examination malpractice is completely decimated. In order to eliminate examination malpractice, Nmuoja (2008) is of the view that government and ministry of education should continue to organize seminars and workshops to provide value clarification and re-orientation on the issue of examination

malpractices in higher institutions; examinees should be well spaced in examination halls and that overcrowding should be avoided; students should be banned from wearing all kinds of watches and from bringing papers to examination halls and that students should rely on wall clocks in the examination halls; an examiner to an invigilation of 50:1 is recommended; rustication of proven cases of examination malpractice; only lecturers of proven integrity should be allowed to invigilate examinations; lecturers who aid students to cheat should be suspended and job threatening punishments should be devised for them; and students should be searched for unwanted items 15 minutes before the commencement of the examination. Abu (2008) also recommends that every citizen should also be involved in the enforcement of the law by giving the authority necessary information required to prosecute offenders of the law and that the provisions of section 3(16) of Decree 20 of 1984 should be amended to incorporate all other forms of examination malpractice, particularly impersonation; and examination bodies should create legal units or departments in all their Zonal Offices to liaise with the police in investigating and prosecuting examination cheats. The eradication of examination malpractice will help to prevent examination fever as students would now prepare properly being conscious of the fact that they have to rely on themselves in the examination halls.

9. The Quota System/Catchment area in Admission: The issue of quota system in admission into schools, especially into tertiary educational institutions in Nigeria should be critically looked. Quota system in admission into educational institutions entails the designation of 20% for Educationally Less Developed states (ELDS), a government criterion for admission in universities (Atte, P., and Imam, H. 2024), and for Jackie Opara (2017), the quota system in universities slanted three admission yardsticks, namely, merit (45%, catchment area (35%), and degree of educational disadvantage at state level (20%). The quota system of admission is a system where the geographical location or where the institution is domiciled determines a certain percentage of number of candidates to be admitted and whose the amount of tuition fees (usually lesser) to be paid. The problem here is that the number of those that meet the admission requirements where the institution is domiciled may be below the allocated percentage. The shortfall will definitely leads to admission of every Dick and Harry from the host community in order to meet the targeted admission percentage accorded to that host community. This necessary means that some, if not many, unqualified candidates who will necessarily fall victims of examination fever will be admitted.

10. Implementation of the System of Education: The 6-3-3-4 educational system which later metamorphosed into the 9-3-4 system of education in Nigeria is very laudable and should be religiously implemented by government. According to Temitope Kareen (2024), the 6-3-3-4 system of education was introduced in Nigeria in 1983. It was introduced when Professor Babatunde Fafunwa was Minister of Education in Nigeria (Daniel Idonor, 2010). The 6-3-3-4 system of education in Nigeria whose primary focus was to provide educational needs of citizenry and equipping the youth with sellable skills that will make them to be self-reliant, was changed to a new system of education called the Universal Basic Education (UBE) whose curriculum is expected to meet the Millennium Development Goals by 2020 (Uwaifo and Uddin, 2009). This system naturally enables educators to ascertain, distinguish and delineate students with academic propensities from those with vocational aptitudes. This objective is achieved at the end of Junior Secondary Education. At the end of the Junior Secondary Education, students who are vocationally oriented are sent to vocational or technical schools to learn trades, while students with academic proclivities will be made proceed in that direction. Therefore, the unequivocal

implementation of the 9-3-4 educational system will help in the absolute removal of examination fever since only those who are academically capable would be allowed to proceed to further their academic pursuit.

Conclusion

The paper examined the causes, effects and possible remedies of examination fever. It discovers that examination fever which manifests itself among students in the course of writing examinations has adverse effects on examination performance on the examinees (students), engenders financial setbacks on parents and sponsors of the examinees, induces retrogressive economic and technological development of the society, and it dents and dimples the reputation of the nation globally. Examination fever is psychological situation of phobia for examination predicated on negative attitudinal dispositions towards academic activities manifested by physical health condition. The remedies to examination fever are not just medication attentions, but positive change in behavior and attitude of students in the learning process through the instrumentality of provision of adequate guidance and counseling, government political will in implementation of educational policies, elimination of quota system in admission processes, eradication of examination malpractice, installation of disciplines in schools, emphasis of continuous assessments, community participation in education of students, and award of scholarships. In order to eradicate the problem of examination fever students develop from during examinations, the writer makes the following recommendations:

1. Admission requirements into all levels of educational institutions should be made more stringent in order to admit only those who are qualified for academic exercises.
2. Lecturers without educational background should be compelled to register for the Postgraduate Diploma in Education (PGDE) in order to acquire the knowledge of the teaching methods.
3. Regular seminars should be organized for lecturers to update their knowledge of contemporary and advance teaching methods;
4. Adequate educational facilities should be provided by government to all schools to facilitate and enhance vocational and entrepreneurial training of students who have the potential for skill acquisition ; and
5. Admission exercises into all levels of educational institutions should be transparent, honest and sincere in order to avoid admitting candidates who are not serious or below the intelligence quotient required for academic pursuit. In order words, favoritism, ethnicity, influence, tribalism and any unnecessary and detrimental sentiments should be absolutely discarded in admission exercises.

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Author's Contribution

The understanding of the nature of examination fever in regard to its causes, effects and remedies will help to prevent, mitigate and possibly exterminate its reoccurrence among students Nigerian educational institutions.

Conflict of Interest

There is no conflict of interest

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Abbreviations

There are no abbreviations

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