

# Revalidating Predictors of Deviant Behavior of Students in Malpractice: The Role of Social Workers- University Partnership in Non-Western Cultures

Lami Sunday

Department of Social Work

Federal University of Allied Health Sciences, Enugu, Nigeria

E-mail: lamisunday@fuahse.edu.ng

Ismail Muhammed

Department of Social Work

Federal University of Allied Health Sciences, Enugu, Nigeria

Email: ismailmuhammed@fuahse.edu.ng

John Emaimo, PhD

Department of Social Work

Federal University of Allied Health Sciences, Enugu, Nigeria

E-mail: johnemaimo@fuahse.edu.ng

Samuel Olutokunbo Adekalu, PhD (Corresponding Author)

Department of Healthcare Management

Federal University of Allied Health Sciences, Enugu, Nigeria

E-mail: samuel.adekalu@fuahse.edu.ng

George Joseph Etim

Department of Social Work

Federal University of Allied Health Sciences, Enugu, Nigeria

E-mail: george\_etim@fuahse.edu.ng

Miracle Ebubechukwu Freeman-Njoku

Department of Social Work

Federal University of Allied Health Sciences, Enugu, Nigeria

E-mail: miraclefreeman@fuahse.edu.ng

Received: May 19, 2025    Accepted: June 13, 2025    Published: June 20, 2025

doi:10.5296/ijsw.v12i2.22953    URL: <https://doi.org/10.5296/ijsw.v12i2.22953>

## Abstract

Deviant behavior, while often viewed negatively, plays a crucial role in society. It reinforces norms, clarifies moral boundaries, and can even lead to positive social change. The deviant behavior of students has become a grave concern for universities across the world. Existing studies on factors contributing to deviant behavior has been mostly limited to individual and family-based predictors in developed countries. Few studies have examined the ‘cross-over’ students’ experiences of deviant behavior. This study addressed these limitations, it explores how students perceive self-experience of malpractice within the university settings and social workers-university partnership in the reduction of deviant behavior in non-Western cultures. Surveys were administered to 120 undergraduate students (65% female, 92% Christian) age 17 to 25, studying allied health science courses and affiliated degree programmes. The results revealed that examination malpractice and cheating have a positive influence on deviant behavior of students’ experiences in the University. Specifically, findings indicated student-related factors like desire for good grades, pressure to succeed and lack of preparation as well as fear of failure contributed to deviant behavior of students in malpractice. Regarding the study recommendations, we shared our thoughts as licensed and practicing social workers on the urgent needs for proper students counselling and social workers-university partnership in the reduction students’ deviant behavior. Implications for future research are discussed.

**Keywords:** deviant behavior, examination malpractice, social workers, university partnership, students’ experience, Nigeria

## 1. Introduction

Universities do their best in student learning and upright characters when institutionally supported with enabling learning environment (UNESCO, 2012; Fitria et al., 2023; Madudili, 2024). Students globally face challenges in attending University which according to research has shown that a significant percentage of universities are either shifting in student career aspirations or not addressing societal pressure on young people desires to have university education, even when discovered that their career aspiration do not require an academic certificates, making deviant behaviors an unsolved global issues (Lin et al., 2022; Jaremus, 2023; Hensby & Adewumi, 2024). Between 30 and 40% of American teachers resigned from teaching profession due to students’ disruptive behavior (Mtsweni, 2018). A research conducted by the Duke University in collaboration with Don McCabe report that in the UK, 70% of the 50,000 undergraduate students surveyed admitted to cheating while 44% of the 10,000 lecturers surveyed acknowledged that students cheat in their courses but they did not report them to the university authorities (McCabe, cited in Graves, 2008), while in Indonesia, according to the 2022 National Assessment, 36% of students in Indonesia were reported to be at risk of experiencing bullying, 35% experienced sexual violence, while 27% received physical punishment (Indonesia Ministry of Education in Matraji, 2024). In economically disadvantaged nations in particular, researchers have connected issues of deviant behavior in universities to peer pressure, lack of parental socialization, poverty and social media influence (Oladipo et al., 2023).

The roots of deviant behavior such as students’ malpractice in universities, often manifested as

cheating during examinations, stem from a complex interplay of factors, including socioeconomic pressures, such as the high stakes associated with academic success and limited employment opportunities, thereby pushing students to engage in examination malpractice (Tettey & Sackey, 2021). In addition, weak invigilation practices, inadequate examination security, and the lack of strict enforcement of anti-malpractice policies exacerbate the problem of examination malpractice (Ahmed, 2017). Besides these, other factors such as inadequate preparation and academic pressure (Eshiwani, 2016), lack of ethical awareness and moral values (Owusu-Ansah et al., 2018), weak governance and corruption, lack of teacher training and professional development, the influence of peer pressure and social norms, and the absence of strict consequences and weak disciplinary measures (Adeyemi & Adeyinka, 2019) could be added to the causes of examination malpractices in the institutions of higher learning.

Recent studies have revealed that there is a steady decline in examination malpractice through students' periodic guidance and counseling and universities measures in the use of technology to curbed examination malpractice (Chala et al., 2022; Mireku et al., 2024; Gulee et al., 2024). Sticking to these practice may likely reduce these unpleasant deviant behaviors to the barest minimum. Studies on student malpractice indicates that lecturer/student dishonesty for academic integrity in learning and characters lead to increasing deviant behavior in universities (Olasehinde-Williams, 2020; Abel et al., 2020; Nwaka & Nwagbata, 2020; Eneji et al., 2022). For example, an empirical study by McCabe (1993) investigated the disposition of academic staff to take action against students involved in academic dishonesty in a number of universities in America. Findings of the survey showed that academic staff generally preferred to deal directly with student deviants rather than press cases against them through institutionalized procedures based on such staffers level of dissatisfaction with the established procedures.

Studies on university authority deficient to curb deviant related issue to academic dishonesty is reported in the literature, Taylor et al. (2002), compared the perceptions and practices of 381 students and 113 academic staff in 14 tertiary institutions. The researchers asked both students and staff to indicate their perceptions of the effectiveness of their institutions procedures for dealing with cases of academic dishonesty. Findings of the study showed that 49% of the respondents reported that the procedures employed were effective while only 5.3% reported that their institutions procedures were ineffective. However, the fact that these studies were mainly carried out in foreign countries justified the current study. Unfortunately, there remains "an unclear knowledge of what we know about how students perceived their self-experience in malpractice" as most universities do not pay serious attention to the "central task of motivating young people to want to learn and to stay engaged" (Halpen et al., 2013, p. 5).

The unreported cases of malpractice within the university setting limits our understanding and response to increased student deviant behavior. Ineffective response to student deviant behavior cases may include inability of the university management to employed qualified professional counsellors and clinical social workers or a weak university leadership. There is a growing recognition that school social workers plays a crucial role in the reduction of deviant behavior leading to student positive social change (Falaranmi, 2014). Indeed, studies indicate that social workers engagement in student counselling increases self-esteem as well as academic performance from middle school to university (Cloete, 1978; Hassan, 2023).

As postulated by some scholars, one possible reason that makes students have low passion for excellence and poor academic performance is an over-reliance on institutional support for malpractice during and after examination assessment; they have considered malpractice as potential contributors to deviant behavior. From their review of cases of malpractice evaluations, Shopeju (1998), conclude that the connection between institutional support for malpractice and increased deviant behavior is stronger when institutions promote examination as the only true test for knowledge through paper and pen assessment, such as assignment. When underscoring these phenomenon of malpractice in the universities, counselling – conceptualized as social worker-university partnership in interventions that matter to student, institutional support for counselling consistently reduced deviant behavior (Falaranmi, 2014). Social worker-university partnership describes practice through which social workers and university engage in action to address important institutional issues (Pyles, 2013; Tiffany, et al., 2017; Sarah & Donaldson, 2022). Globally, it has been revealed that effective intergenerational relations are often built on reciprocity: sharing knowledge, cultural norms and traditions as well as reciprocal care, support and exchange of resources (UNDESA, 2015; Zeldin et al., 2013). Social worker partnership works along these line with university in counselling as a key component in the reduction of deviant behavior, buttressed by strengthening students' upright characters with university who recognized the value for academic excellence (Olcoñ, 2023; Okere, 2025). Within this context, social work-university partnership is one of the most promising engagement to emerge in the reduction of deviant behavior (Oseghale & Christopher, 2022).

In this study we examine if malpractice student-related factors (such as desire for good grades, pressure to succeed, fear of failure, and lack of preparation) predicts deviant behavior in universities. In line with social learning theory and past research on the importance of social work counselling in the reduction of student deviant behavior, we observed the majority of research on examination malpractice been acknowledged as deviant behavior has been restricted to African populations, this study aimed to expands the literature by exploring this issues with a Southeast Nigerian sample from Enugu State.

### *1.1 Defining Deviant Behavior*

Deviant behavior, in a sociological context, refers to actions that violate established social norms and expectations. Early studies of deviant behavior focused on deviant, with behavior conceptualized in term of positive or negative conducts from acceptable norms and values in a particular social setting. Positive deviance is one that over-conforms to the norms and values of the society. In fact, it is a form of deviation that positively exceeds the standards of a society (McClelle & Beggan, 2017). On the other hand, negative deviance is a form of social deviation from the acceptable norms of the society. This form of deviance impacts negatively on a society. It creates social disorder in the society. According to Agwanwo and Onyige (2021) deviant behavior is defined as any form of behavior that deviates from the prevailing acceptable pattern of behavior.

A study by Anderson and Taylor in Ameachi-Ani and Igwe (2021) defined deviant behavior as

behavior which breaches commonly held norms, values and expectations of the society. To these scholars, those who depart from the conventional norms are called deviants. This compliment the position of Steven (2013) who observed that deviant behavior is seen by lots of people as bad because it constitutes a social interactions and impairs social organizations. Jones (2016) perceived deviant behavior as behavioral disposition which is not in accordance with the norms and ideals of a particular society. Hastings and Thomas in Nicholas and Kennedy (2018) defined deviant behavior as any behavior that is recognized as violating expected rules and norms.

Deviant behavior poses a real threat to the physical and social survival of an individual within certain social environments such as the family and the school. Deviant behaviors can be seen in various forms regardless of age or gender. For instance, Ameachi-Ani and Igwe (2021) identified lying, bullying, fighting, violent behaviors, gambling, quarrelling, disobeying teachers, running away from homes, prostitution, murders, rape, burglary, domestic violence, drug abuse, etc. as negative behaviors which is unacceptable to the society. Students malpractice in tertiary institutions in Southeast Nigeria often engage in deviant behaviors activities such as examination malpractices and most of these students engage in the activities because of student-related factors such as desire for good grades, pressure to succeed and lack of preparation as well as fear of failure.

### *1.2 Social Workers-University Partnership and Deviant Behavior*

In practice, social workers-university partnership is a form association that provide crucial support services for students, helping them navigate various challenges associated with behaviors particularly those not confirming with established norms and values of the society. Although, social workers-university partnership has been shown to predict a range of positive students' academic success (Dinnerson et al., 2021). This study highlighted the contested nature of what constitutes the role of social worker or what the role should be. In this study we believe that social workers provide and help to apply knowledge-based professional skills in various educational settings, including university education thereby recognizing the needs to address students' challenges of deviant behavior in university by providing clinical social work services, counselling, case management, program management, and outreach. Hence, the call for this study.

### *1.3 The Current Study*

Examination malpractice as deviant behavior in universities in Nigeria is an old phenomenon, thus, one can rightly say that it is pathological. However, the current rate of examination malpractice and the social "acceptance" of these acts as "normal" and not strange, as well as the general lack of remorse shown by the "actors" and their peers raise many questions about the quality of graduates released by our institutions. The study of examination malpractice as deviant behavior to date almost exclusively focuses on students' conditions within the university, but little is known about students self-experience rating of malpractice and how student-related factors may associate with deviant behavior. This study is designed to explore these issues, with specific attention given to examining the associated factors on deviant behavior for examination malpractice in the university. Specifically, this study is set to answer

one main research question: to what extent is social-workers-university partnership and students' malpractice predict deviant behavior? Given that the study of malpractice as deviant behavior in non-Western cultures is still in its infancy, we consider this to be exploratory. Therefore, we examined potential association between the predictors and deviant behavior from different perspectives.

## 2. Methods

The study sample consisted of 120 students from two faculties and six departments at Allied Health Sciences University in Enugu State, Nigeria. Participants in the current study were selected according to the following criteria: 1) must be a registered student of the university, 2). must be a student who had engaged in examination malpractice in the university, 3) must be a student who had been invited and attended examination malpractice disciplinary panel of the university, 4) must be a student who had been punished by the university authorities for examination malpractice. For the social workers-university partnership, social work counselling with students engaging in malpractice were usually carried out periodically.

The sample for the current study included student between the ages of 17 to 25. The sample was split between males (35%) and females (65%), and comprised of Christian (91.7%), Muslim (5.8%) and small percentage of student whom identified with another religion and were categorized as "other" (2.5%). "In regard to secondary school education, (89%) of participants' graduated from government-owned secondary schools, and 31% from private-owned secondary schools, and both obtained five (5) credits in their O'level including English Language and Mathematics in senior school certificate examinations (SSCE) and passed other required examinations that qualified them for university education. (see, table 1 to 4)".

Approval to carry out the study was sought from the Department of Social Work and the clinical social work unit of the College where the lead author is domiciled. Data for the examination malpractice sample were collected at the beginning second semester of 2023/24 academic session. During the data collection participants were reminded that participation was voluntary and they could skip and questions to which they were uncomfortable responding. The lead author administered the surveys. Surveys took about 15 to 25 munities to complete.

## 3. Results

Table 1. Demographic Characteristics of Respondents (n = 120)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	42	35.0%
	Female	78	65.0%
Age Group	17–19 years	38	31.7%



	20–22 years	56	46.7%
	23–25 years	26	21.6%
Religion	Christianity	110	91.7%
	Islam	7	5.8%
	Other	3	2.5%
Type of Secondary School	Government-owned	89	74.2%
	Private-owned	31	25.8%

Lead Author (Fieldwork, 2024)

Table 2. Student-Related Predictors of Examination Malpractice

Student-Related Factors	Agree (n/%)	Neutral (n/%)	Disagree (n/%)
Desire for good grades	89 (74.2%)	18 (15%)	13 (10.8%)
Pressure to succeed	94 (78.3%)	15 (12.5%)	11 (9.2%)
Lack of preparation	87 (72.5%)	21 (17.5%)	12 (10%)
Fear of failure	91 (75.8%)	14 (11.7%)	15 (12.5%)

Lead Author (Fieldwork, 2024).

Table 3. Students Perception of Examination Malpractice as Deviant Behaviour

Item	Agree (n/%)	Neutral (n/%)	Disagree (n/%)
Malpractice is a form of deviant behaviour	97 (80.8%)	14 (11.7%)	9 (7.5%)
Institutional support enables deviant behaviour	83 (69.2%)	20 (16.7%)	17 (14.1%)
Malpractice negatively affects student moral growth	101 (84.2%)	10 (8.3%)	9 (7.5%)

Lead Author (Fieldwork, 2024).

Table 4. Perception of Social Workers-University Partnership on Deviant Behaviors

Item	Agree (n/%)	Neutral (n/%)	Disagree (n/%)
Social work counselling helped improve student Behaviour	88 (73.3%)	19 (15.8%)	13 (10.9%)
Partnership with social workers reduces deviant Behaviour	85 (70.8%)	22 (18.3%)	13 (10.9%)
More professional social workers should be employed in schools	102 (85%)	11 (9.2%)	7 (5.8%)

Lead Author (Fieldwork, 2024).

#### 4. Discussion

Universities authority across Nigeria are concerned about the increasingly high rate of students who engaged in deviant behavior particularly in the area of malpractice (Waziri, 2023; Okoye et al., 2024; Adebayo & Osamoka, 2024). To address this issues, it is imperative for universities to pay greater attention to periodic counseling's of students (Adebolawle, 2011; Akpan & Udo, 2025). Consistent with this emphasis, the current study examine to what extent social-workers-university partnership and perception of students' on malpractice predictions of their deviant behavior. The investigation was carried out within the context of a unique sample and cultural setting – an allied health science university in Southeast, Enugu State.

The results from this study indicate that student-related factors particularly pressure to succeed, fear of failure, and desire for good grades are strong predictors of deviant behavior through malpractice. A high percentage (above 70%) of students agreed that these factors significantly influenced their involvement in examination malpractice behavior. Furthermore, the majority of students (over 80%) recognized malpractice as a deviant behavior, suggesting a clear awareness of the moral and institutional implications. Notably, 69.2% also agreed that institutional complicity could inadvertently support such behaviors, highlighting the need for systemic reform. Support for the role of social workers was substantial, with 73.3% agreeing that counselling helped reduce deviance. This supports previous research suggesting that psychosocial support plays a vital role in improving academic and behavioral outcomes.

As shown in the study results, pressure to succeed and desire for good grades can influence students' involvement in deviant behavior. This suggest that immense pressure from the society might trigger the behavior of students to engage in malpractice in the university. As witness in past studies, there appears to be a little englightment for students who aspires to have university



education, and need for them to see attending university beyond acquiring academic certificates (Skillsroad, 2018; Jaremus, 2023; Hensby & Adewumi, 2024).

On the connection between gender and attitude to student engagement in malpractice which is well reported in literature. This study results reveals that student malpractice as deviant behaviors is high among females, than their male counterparts. However, this result contradict the study conducted in among accounting students four public institutions in the United States concerning the possible connections between gender and the willingness to tolerate unethical academic behavior, and it was reported that females were less tolerant of academic dishonesty than males (Ameen et al., 1996). Thus, research is apparently still inconclusive about the direction and magnitude of observed gender differences in engagement of student malpractice; and this informed the inclusion of gender as a variable in the current study. Universities that partner relevant agencies and who employed professional school social workers and counsellors are more likely to minimum engagement of students (Olcoń, 2023; Okere, 2025). Interestingly, university employing professional school social workers will be significant predictors to reduce deviant behavior in this study.

## **5. Conclusion and Implication for Future research**

The responses against student malpractice as deviant behavior can hardly be won by the university authority alone. Rather, every component of the university community, administration, academic and non-academic staff and students, has complementary obligations and responsibilities to curb deviant behavior. The results also show strong student recognition of malpractice's negative impact and the value of social worker-university partnerships in mitigating deviant behavior. In addition, as shown in this study reliance on the professional school social workers, as currently not that pronounced in many universities in Nigeria, may effects in curbing the menace of deviant behavior of students.

A major limitation of the study related to its small sample population size. On that account, its findings were essentially limited to a specialized university in which the survey was undertaken. Besides, the extent to which respondents were consistent in their preference and engagement ratings was not investigated. It should be more informative, for instance, to determine the extent to which specific individuals who expressed high preference for an approach also were willing to engage in it. This should be of interest to further studies in this area of management sciences. These limitations notwithstanding however, findings of the study remain valid for the study area and are generalizable to comparable universities in Enugu State, Nigeria and beyond.

### **5.1 Recommendations**

Based on the findings of this study, the following recommendations are proposed to reduce deviant behaviour, particularly examination malpractice, among university students.

- 1). *Strengthen Social Worker-University Partnership:* universities should institutionalize and expand partnerships with professional social workers. These professionals should play active roles in student counseling, rehabilitation, and preventive programs targeting deviant Behaviour.

- 2). *Integrate Mandatory Counselling Services*: every student should have access to regular psychological and academic counseling, especially those involved in or at risk of engaging in malpractice. Early intervention can help address the root causes of deviant behaviour.
- 3). *Enhance Student Preparation Programs*: universities must implement academic support systems such as tutoring, study skills workshops, and time management seminars to minimize the need for malpractice due to poor preparation or fear of failure.
- 4). *Adopt a Multi-Stakeholder Disciplinary Approach*: disciplinary panels addressing malpractice should include social workers, psychologists, and student representatives to ensure a holistic and rehabilitative—not purely punitive—response to misconduct.
- 5). *Develop Ethical Literacy and Awareness Campaigns*: conduct regular campus-wide campaigns promoting academic integrity, emphasizing the consequences of deviant behavior, and celebrating examples of ethical academic achievement.
- 6). *Train and Sensitize Faculty and Administrators*: staff should be equipped to identify early signs of student distress and deviant tendencies. Workshops and refresher trainings on student behavior management should be mandatory for lecturers and academic advisors.
- 7). *Policy Review and Enforcement*: institutions must review and consistently enforce academic integrity policies. Policies should clearly define malpractice, outline consequences, and include provisions for social work interventions.

### **Acknowledgement**

This work was supported by the Chartered Institute of Social Work Practitioners of Nigeria (C-ISOWN)

### **Funding**

None.

### **Informed Consent**

Obtained.

### **Provenance and Peer Review**

Not commissioned; externally double-blind peer reviewed.

### **Data Availability Statement**

The data that support the findings of this study are available on request.

### **Competing Interests Statement**

The authors declare that there are no competing or potential conflicts of interest.

## References

- Abel, J., Sima, R. G., & Shavega, T. (2020). The intensity of academic dishonesty among postgraduate students in higher learning institutions in Tanzania and how to curb the situation. *European Journal of Research and Reflection in Educational Sciences*, 8(9), 94-103.
- Adebayo, A. A., & Osamoka, S. S. (2024) Menace of examination malpractices in tertiary institutions: a study of selected universities in Ekiti State, Nigeria, FUOYE. *Journal of Criminology and Security Studies*, 3(1), 234-255
- Adebowale, T. (2011). Perceived availability of guidance and counselling services among tertiary institution students in selected South-West Universities in Nigeria. *An International Journal of Psychology in Africa*, 19(1), 361–374. <https://doi.org/10.4314/ifep.v19i1.64608>
- Adeyemi M. B. (2019) et al. Examination malpractice in Nigeria: an analysis of causes, effects, and solutions. *Int. J. Educ. Res. Rev.*
- Agwanwo, A. & Badey, K. (2021). *Introduction to sociology of deviance*. Pearls Publishers.
- Akpan, U. U., & Udo, G. (2015). 2Broadcasting technology training and career development: Gaging counselling methods in Nigerian universities. *Educational Dimension*, 1-25. <https://doi.org/10.55056/ed.880>
- Ameachi-Ani, S. & Igwe, T. (2021). *Introduction to the psychology of deviant behavior*. Emmanest Publishers
- Ameen E. C., Guffey D. M., McMillan J. J. (1996). Gender differences in determining the ethical sensitivity of future accounting professionals. *J. Bus. Ethics*, 15, 591-597. <https://doi.org/10.1007/BF00381934>
- Chala et al. L. (2022). Exploring national examination malpractice mechanisms and countermeasures: an Ethiopian perspective *Int. J. Instr.*
- Cloete M G T (1978). School and Deviance Behavior - The Role of School Social Work in Identification and Treatment of Deviant Behavior. *Journal South African Journal of Criminal Law and Criminology*, 2(2), 147-154.
- Dinnerson Q., Lane, T., Neely-Goodwin, S., Williamson-Ashe, S., & Jackson-Nevels, B. (2021). Strengthening Community Partnerships: Preparing Social Work Students for the Profession. *Applied Learning in Social Work Education. Simmons University School of Social Work*, 10(2). Retrieved from <https://alswe.simmons.edu/article/strengthening-community-partnerships-preparing-social-work-students-for-the-profession/>
- Eneji C.O., Petters, J. S., Esuabana, S. B., Onnoghen, N. U., Udumo, B. O., Ambe, B. A., ... & Ikutal, A. (2022) University Academic Dishonesty and Graduate Quality for National Development and Global Competitiveness: Nigerian Universities in Perspective. *International Journal of Learning, Teaching and Educational Research*, 21(5), 401-427. <https://doi.org/10.26803/ijlter.21.5.20>

- Faloranmi, O. O. (2014). Effectiveness of social work interventions in reducing deviant behaviour among secondary school students in Ibarapa Central Local Government, Igbo-Ora, Oyo State. *Nigerian Journal Clinical and Counselling Psychology*, 20(1). 84-101
- Fitrial, B., Yahya, S. P. & Nur, H. (2023). Impact of a Conducive Learning Environment on Learning Motivation and Student Achievement in Vocational Schools. A. A. Patak and A. H. Hasim (Eds.): *W-SHARE 2022, ASSEHR 762* (pp. 199-206). [https://doi.org/10.2991/978-2-38476-084-8\\_27](https://doi.org/10.2991/978-2-38476-084-8_27)
- Hensby, A., & Adewumi, B. (2024). Becoming a Higher Education Student: Managing Expectations and Adapting to Independent Learning. In: Hensby, A., Adewumi, B. (eds) *Race, Capital, and Equity in Higher Education. Palgrave Studies in Race, Inequality and Social Justice in Education*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-031-51617-7\\_3](https://doi.org/10.1007/978-3-031-51617-7_3)
- Jaremus, F., Sincock, K., Patfield, S., Fray, L., Prieto, E., & Gore, J. (2023). Pressure to attend university: beyond narrow conceptions of pathways to a "good life." *Educational Review*, 77(4), 1155-1174. <https://doi.org/10.1080/00131911.2023.2287417>
- Jones, W.A. (2016). *Fundamentals of sociology*. Pam Publishers Ltd.
- Lin, C.-H., Chen, J.-H., Lin, E. S., & Lo, C. O. (2022). The Effects of College Student Experience on Degree Aspirations for Graduate Education. *SAGE Open*, 12(3). <https://doi.org/10.1177/21582440221117798>
- Madudili, C. G. (2013) Conducive Learning Environment: A Critical Necessity For Students' Academic Achievement In Nigeria. *COOU Journal of Science Education and Allied Discipline*; 3(1), 109-115.
- Matraji A. U. (2024). *Indonesia: From School Violence and Bullying to a Culture of Care. Network for Education Watch Indonesia*. Retrieved from <https://educationoutloud.org/indonesia-school-violence-and-bullying-culture-care>
- McCabe, D. L. (1993). Faculty responses to academic dishonesty: The influence of student honor codes. *Res. High. Educ.*, 34, 647-58. <https://doi.org/10.1007/BF00991924>
- McClellan, T., & Beggan, G. (2017). *Fundamentals of sociology*. Great Publishing House.
- Martin, E. M., & Loretta, P. (2013). Social Work in the Engaged University. *Journal of Social Work*, 49(4), 635-645. <https://doi.org/10.1080/10437797.2013.812827>
- Mireku, D. O., Bervell, B., & Dzamesi, P. D. (2024). Examination malpractice behaviours in Higher Education (EMALBiHE) in sub-Saharan Africa: A systematic review. *International Journal of Educational Development, Elsevier*, 108(C). <https://doi.org/10.1016/j.ijedudev.2024.103064>
- Nicholas, T., & Kennedy, A. (2018). *Fundamentals of psychology of deviant behavior*. Worth Publishers.

- Nwaka, N. G., & Nwagbata, A. R. (2020). Dishonesty among tertiary education lecturers: a study of prevalence and management strategies. *National Journal of Educational Leadership (NJOEL)*, 5(1), 89-98.
- Okoye, U. P., Ighodaro, H. F., Obainoke, E. F. & Ugege, E. J. (2023). *Examination Malpractices and the Development of Tertiary Education in Nigeria*. <https://doi.org/10.47772/IJRISS.2024.8110164>
- Oladipo, I. E., Udoh-Emokhare, C. E., & Oladipo, T. D. (2023). Deviant Behaviour and Students' Academic Activities in Oyo State, Nigeria. *African Journal of Stability and Development*, 15(1), 93-113. [https://doi.org/10.53982/ajsd.2023.1501\\_2.06-j](https://doi.org/10.53982/ajsd.2023.1501_2.06-j)
- Olaschinde-Williams, O. (2020). Lecturer and student sensitivity to academic dishonesty intervention approaches in the University of Ilorin, Nigeria. *International Journal of Education Research and Reviews*, 8(8), 001-008
- Olcoñ K., Mugumbate, R., Fox, M., Keevers, L. Ray, N., Spangaro, J. & Cooper, L. (2023): 'No university without community': engaging the community in social work simulations. *Higher Education Research & Development*. <https://doi.org/10.1080/07294360.2023.2197192>
- Okere R. O. (2025). Deviant Behaviours Among Students: The Role of the Teacher and Implication for Counselling. *International Journal of Innovative Social Sciences & Humanities Research*, 13(1):281-294, doi:10.5281/zenodo.14903019
- Raccoon gang. (2018). *What Makes Good Learning Environment*. Accessed 14/05/2025 from <https://raccoongang.com/blog/what-makes-good-learning-environment/06/04/2018>
- Moore, S., & Donaldson, L. P. (2022) Incorporating Community Based Participatory Action Research in Social Work Graduate Education. *Journal of Teaching in Social Work*, 42(4), 409-422. <https://doi.org/10.1080/08841233.2022.2117761>
- Shopeju, J. B. (1998). Examination malpractice: a review of contributing factors. *Acta Criminologica*, 11(1), 76-84.
- Gulee, S. D., Micah, M. & Yayock, E. (2024). Developing strategy to tackle the challenge of examination mismanagement and malpractice in colleges of education in the north-west geopolitical zone, nigeria. *International Journal of Education Effectiveness Research*, 6(8), 95-121. <https://doi.org/10.70382/hijeer.v06i8.007>
- Taylor, L., Ellen, N., & Lambert, K. (2002). Academic dishonesty- Realities for New Zealand tertiary education staff and New Zealand education institutions. Retrieved May, 51, 2025 from [http://www.tefma.com/infoservices/papers/2002\\_AAPPA\\_Brisbane/L\\_Taylor.pdf](http://www.tefma.com/infoservices/papers/2002_AAPPA_Brisbane/L_Taylor.pdf)
- UNESCO. (2012). *A Place to Learn: Lessons from Research on Learning Environments*. Retrieved April 30, 2024, from <http://uis.unesco.org/sites/default/files/documents/aplace-to-learn-lessons-from-research-on-learning-environments-2012-en.pdf>

UNDESA. (2015). *Youth and intergenerational partnerships*. Retrieved from <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-intergenerationalpartnerships.pdf>

Tiffany R. W., & Jacqueline A. T. (2017) Gerontological Social Work Student-Delivered Respite: A Community-University Partnership Pilot Program. *Journal of Gerontological Social Work*, 60(1), 48-67. <https://doi.org/10.1080/01634372.2016.1257530>

Seghale, O., & Ola, C. O. (2022). Managing Deviant Behaviours among Undergraduate Student Users of Federal University Libraries in Southwest, Nigeria. *Library Philosophy and Practice* (e-journal). 7537. Retrieved from <https://digitalcommons.unl.edu/libphilprac/7537>

Seven, S. (2013). *Deviance: Sociological criminality*. McGraw Hill.

Skillsroad. (2018). *Youth Census Report*. Retrieved from <https://cica.org.au/wp-content/uploads/Skillsroad-2018-Youth-Census-Report.pdf>

Zeldin, S., Christens, B. D., & Powers, J. L. (2013). The psychology and practice of youthadult partnership: Bridging generations for youth development and community change. *American Journal of Community Psychology*, 51(3-4), 385-397. <https://doi.org/10.1007/s10464-012-9558-y>

### Copyright Disclaimer

Copyright reserved by the author(s).

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).