

## **Predictive Influence of Home and School Variables on Students' Attitude towards Examination Malpractices in Eket Educational Zone of Akwa Ibom State, Nigeria**

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### **Abstract**

Home and school environment has profound influence on many circumstance Home and School Environment pose a great threat on student attitude towards examination malpractice. Most studies are on effect of home and school environment on student achievement. This work particularly examined the extent to which home and school variables (parent socio economics status, moral value, parent marital status, parenting style, school location, school facilities and class size) relatively and collectively predict student attitude towards examination malpractice. Ex-post facto research design was adopted for the study. The sample for the study comprise of 450 senior secondary II (SS2) students drawn randomly from twelve (12) secondary school in Eket Education Zone of Akwa Ibom State. Multi stage sampling procedure was used to select the participant. Data were collected with the aid of a structured questionnaire named "Determinant of students' attitude towards examination malpractice" (DSATEMQ). Data were analysed based on research questions constructed to guide the study, using correlation and regression analyses. The result shows that the seven home and school variable could collectively predict students' attitude towards examination malpractice ( $F=11.138$ ,  $R^2= 0.155$ ,  $R=0.393$  and  $adj, R^2=0.141$ ,  $P<0.05$ ). The result also shows that there was no relationship between the home variable with  $p=0.000$  and  $0.005$  for parenting style and moral value and student attitude towards examination malpractice, but accepted the null hypothesis for school variable. Similarly, there is also no significant relative contribution of each of the independent on the dependent variable. Hence, the researchers recommend that parent should check their method of parenting at home as their style of parenting directly predict students' attitude towards examination malpractice. The ministry of education should lay more emphasis on teaching moral in school as this will help to change the students' attitude.

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**Keywords:** Predictive, Students' Attitude, Examination Malpractice, Home Variables, School Variables

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### **I. Introduction**

The main objective of education be it formal or informal is to equip students with the requisite knowledge and skills to enable them contribute effectively to the national development. This education at any level demands periodic assessment and evaluation in the form of test, project, practical or examinations in order to ascertain the level of achievement of knowledge and competence of the students. Hence, most students see examination as competition. Interestingly, since Stone Age human beings have shown positive attitude towards malpractices to achieve successes. Today malpractices have invaded our educational system, and have become one of the greatest threats to the validity of examinations, the authenticity of the certificate issued and the reliability of the products of the Nigerian educational system is the prevalence of examination malpractices (Eromosele, 2011; Maheshwari, 2011). Examination malpractices in Nigeria can be traced to 1914 when the Senior Cambridge local examination leaked (Adekale, 1993; Olatunbosun, 2010; Anzene, 2014). But the most prominent of examination malpractices in Nigeria was in 1977, which was coded Expo 77 (Adesina, 2005; Okebukola. 2014). Examination malpractice has currently become a social menace in the Nigerian educational system. Examination malpractice is a manifestation of dishonest attitude towards the conduct of examination. It is a deliberate act of commission made by candidate, single-handedly or in collaboration with others, to obtain a better grade than he is capable of obtaining. This is not new and is not peculiar to specific schools (Nsong, 2011; Anzene, 2014). It is a negative tendency that has eaten deep into the substance of the examination system.

Due to increase in the cases of cheating in examinations, it has not only constituted a deviant behaviour, but has also affected the validity of examination results and certificates issued to candidates concerned (Udoh, 2008; Abdullahi, 2009; Osadebe and Bini, 2018).

Ijaiya (2004) also found socio-economic factors to be major causes than institutional factors, the common belief on certificates as the only yardstick to measure ones qualification has led many Nigerians into buying educational certificates to prove their academic worth. Deming (1994) examine the different effect of parenting style on the behavior of pre-adolescent son. The result indicates that rejection, ambivalence, aggression by sons were significantly related to parents' aggression and perceived rejection of sons. Akaranga and Ongong (2013) viewed the cause of examination cheating to parental upbringing. They believe that because of social status and economic ability, most parents are easily persuaded to bribe their way through for the sole success of their children and self-gratification. Conger and Miller (1966) noted that, the better relationship of a child with parents the less likely he is to engage in deviant behavior (like examination malpractice). Ojo and Olumuyiwa (2011), investigated the relationship between parental influence on wards in examination misconduct and societal value for certificates. They employed 545 respondent and the data was analysis using ranking, percentages and three ways analysis of variance. The result showed that there was a relationship between parental influence on ward in examination malpractice and societal value for certificate. Khan and Khan (2011) studied relationship between the socio economics status of parents and the involvement of their children in cheating in senior secondary school examination. The result showed that, 62.26% of children of lower class parents were involved in cheating during examination 11.32% from middle class parents and 26.42% were children of upper class parents. This result is a pointer to the fact majority of students involved in examination malpractice is of those whose parents are of lower class. Ukporkor (2004) examine the instigator s of examination cheating in Akpabuyo Local Government Area of Cross River State using a total of 240 respondent randomly chosen the data analyzed using Pearson product moment correlation. The result shows that student with low moral value cheat more in school exam than those with high moral value.

### **Statement of the problem**

There has been much outcry on the issue of examination malpractice and the fall of the standard of Education in Nigeria. A lot of questions have been raised as to what factors are responsible for this and what sustains examination malpractice in the education sector from primary, secondary and tertiary levels of education. The occurrences of examination malpractice at any level of education pose the greatest threat to the validity and reliability and validity of an examination body as well as the authenticity and recognition of certificate issued. Several studies have been conducted on the effect, relationship or influence of various factors, however, the combine effect of home and school variables have not been given attention. The researchers consider students as the major stake holder in the nation building based on their academic attainment. Therefore their attitude is paramount based on this view, one would ask: what indeed is the nature of student attitude towards examination malpractice? Can this attitude be explained or predicted?

### **Purpose of the study**

The purpose of this work was to examine the nature of students' attitude towards examination malpractice, to find out if this attitude could be predicted using home and school variables.

Specifically, the study was designed to:

- 1) Determine whether home and school variables significantly correlates with students' attitude towards examination malpractice,
- 2) Determine the extent to which the following variables described as home and school variables (parent socio economics statue, parent marital status, moral value, parenting style, school location, school facilities and class size) collectively predict student attitude towards examination malpractice.
- 3) Examine the relative contribution of each of the home and school variables to the prediction of students' attitude towards examination malpractice.

### **Research question**

1. Is there any relationship between the home and school variables and student attitude towards examination malpractice?
2. To what extent do the following home and school variables (parent socio-economic status, parenting style, parents marital status, moral value, school location, school facilities and class size) collectively predict students' attitude towards examination malpractice.?
3. What is the relative contribution of each of these home and school variables to the prediction of student attitude towards examination malpractice?

### **Research hypotheses**

1. There is no significant relationship between the home and school variables being studied and students' attitude towards examination malpractice?
2. The seven home and school variable considered in this work collectively do not significantly predict students' attitude towards examination malpractice.
3. When considered separately the seven home and school variables are not significant predictors of student attitude towards examination malpractice

## II. Methodology

### Research design

Ex-post facto research design was used for the study since that variables are inherently not manipulated by the researchers.

### Population

The population of the study were all SS2 students of 2018/2019 academics session in Eket Educational Zone of Akwa Ibom with a population size of 7564 students.

### Sample and Sampling Technique

The sample for the study comprises 450 senior secondaryII (SS2) students statistically drawn from twelve(12) secondary school in Eket Educational Zone of Akwa Ibom State. The multistage sampling procedure consisting of simple random sampling technique, proportionate sampling technique and stratified random sampling, was used in selecting the participants.

### Instrumentation

In order to predict students' attitude towards examination malpractice in Eket Educational Zone, determinant of students' attitude towards examination malpractice questionnaire (DSATEMQ) was developed. The questionnaire was validated, and subjected to pilot survey to enable the determination of its reliability, which yielded coefficient between that ranges between 0.92-0.97 for the various sections using Cronbach Alpha test analysis.

## III. Results

### Research Hypothesis I

There is no significant relationship between the home and school variables being studied and students' attitude towards examination malpractice?

The multiple correlational analysis was used to test this hypothesis. The analysis was conducted on the data obtained for each of the home and school variables and students' attitude towards examination malpractice. The result is presented in Table 1 and Table 2

**Table 1:** Multiple correlation analysis showing the strength's and significance of the interaction between the home and school variable and student attitude towards examination malpractice

S/N	Variables	Multiple Correlation	P-Value
1	School Location	0.180	0.716
2	Parent Socio-Economics Status	0.165	0.327
3	Parent marital status	0.203	0.076
4	Class Size	0.049	0.600
5	Moral Value	0.261	0.005
6	Parenting Style	0.356	0.000
7	School Facilities	0.171	0.573

- Significant at P<0.05 probability level

From the Table 1, two variables out of the seven variable are significant correlate of student attitude towards examination malpractice. Since two of the home variable are statistically, we reject the null hypothesis that there is no significant relationship between the home and school variable and student attitude towards examination malpractice.

Table 2 show that school facilities, school location, class size, parent socio-socio economics status and parent marital status though not significant correlate student attitude towards examination malpractice are however significantly correlate with other home and school variables.

**Table 2:** Matric of correlation and summary of multiple regression analysis of the joint predictive strength of the seven home and school variables on student attitude towards examination malpractice.

	ATEM	PES	MV	MS	PS	SL	SF	CS
ATEM	1.000	0.165	-0.262	0.203	0.356	0.180	0.171	0.049
PES		1.000	-0.077	0.104	0.385	0.144	0.144	0.190
MV			1.000	0.203	-0.390	-0.177	-0.223	-0.021
MS				1.000	0.317	0.218	0.125	-0.016
PS					1.000	0.438	0.381	-0.237
SL						1.000	0.245	0.078

SF						1.000	0.127
CS							1.000
Model	Multiple	R-Square		Adjusted		Standard error of the estimate	
	R	(R <sup>2</sup> )		R <sup>2</sup>			
Value	.393	.155		.141		5.743	

Hypothesis Two: The seven home and school variables considered in this work collectively do not significantly predict students' attitude towards examination malpractice.

In testing this hypothesis, multiple regression analysis was performed on the data obtained with students' attitude toward examination malpractice as a dependent variable and home and school variables as independent variables. The result of the joint contributions together with the predictive power of these variables as shown on Table 2 and Table 3

**Table 3:** Analysis of variance table showing the effect of seven home and school variables on students' attitude towards examination malpractice

Source of variation	Sum of Square	Df	Mean Square	F	P-Value
Regression	2571.777	7	367.397	11.138	0.000
Residual	14051.691	426	32.985		
Total	16623.468	433			

\*Significant at P<0.05 probability level.

Table 2 shows that the seven home and school variables could collectively predict students' attitude towards examination malpractice. The multiple regression analysis shows R-Value of 0.393 and (R<sup>2</sup>)-Value of 0.155 and adjusted R<sup>2</sup>=0.141. Table 4 also shows the test of significance of this predictive relationship. The test output shows an F-ratio of 11.138 which is significant at 0.05 probability level.

The implication of the test is that the home and school variables considered collectively, are significant predictive of student attitude towards examination malpractice. To this end the null hypothesis is rejected. A further analysis of Table 2 reveal that the home and school variable could account for up to 15.5% of students towards examination malpractice. This is to say that the variables jointly explain 15.5% of the variance in student attitude towards examination malpractice.

Hypothesis Three:

To test the hypothesis, multiple regression analysis was applied to the data from the home and school variables (considered independent variable) and student attitude towards examination malpractices is (considered as the dependent variables). The reason was to test for significance of the regression coefficient, which is the representative of the strength of each variables. The result is presented in Table 4

**Table 4:** Summary of multiple regression analysis of the relative contribution of each of the home and school variables to the prediction students' attitude towards examination malpractice.

Variables	Unstandardized regression weight (β)	Standardized regression weight	SE	T-ratio	P-Value
PES	0.066	0.048	0.066	0.991	0.322
MV	-0.247	-0.138	0.088	-2.804	0.005
MS	1.171	0.085	0.058	1.779	0.076
PS	-0.187	0.245	0.046	4.025	0.000
SL	0.234	0.018	0.044	0.364	0.716
SF	0.020	0.026	0.038	0.526	0.599
CS	-0.279	-0.024	0.053	-0.524	0.600

\*Significant at 0.05 probability level

Table 4 shows the regression weight from multiple regression analysis. Both unstandardized and standardized regression coefficients. The table shows that the standardized regression co-efficient (β-weight) range from -0.138 to 0.245 that of unstandardized co-efficient are from -0.279 to 1.171. Also from the table p-value of two (Parenting style and Moral value) out of the seven variables under consideration were significant predictors (at P<0.05 of student attitude towards examination malpractice). However, the other remaining five variables were not statistically significant at 0.05 probability level.

Since, two variables out of the seven variables on their individual merit significant predictors of students' attitude towards examination malpractice. The consequence is the rejection of our hypothesis considered separately. A further analysis shows that parenting style is the strongest predictor. This is closely followed by moral value. The prediction equation is as follows

$ATEM=20.931+0.066ES+0.247M-1.171MS+0.187PS+0.0234SL+0.020SF-0.279CS$ . From this equation, it could be seen that class size predicted student attitude towards examination malpractice in a negative dimension. Also their level of contribution to the prediction of this student attitude is low. The list being the school facilities.

#### **IV. Discussion**

The study had the following findings:

There is no significant relationship between the home and school variables being studied and students' attitude towards examination malpractice? The result shows that two variables that is moral value and parenting style out of the seven variable are significant correlate of student attitude towards examination malpractice. The result also show that school facilities, school location, class size, parent socio-socio economics status and parent marital status though not significant correlate student attitude towards examination malpractice are however significantly correlate with other variables .

2)The seven home and school variable considered in this work collectively do not significantly predict students' attitude towards examination malpractice the result shows that the seven home and school variables could collectively predict students' attitude towards examination malpractice. The multiple regression analysis shows R-Value of 0.393 and  $(R^2)$ -Value of 0.155. The test output shows an F-ratio of 11.138 which is significant at 0.05 probability level. The home and school variable account for up to 15.5% of the variation in the student attitude towards examination malpractice

The result is in line with Deming (1994) examine the different effect of parenting style on the behavior of pre-adolescent son. The result indicates that rejection, ambivalence, aggression by sons were significantly related to parents' aggression and perceived rejection of sons. From the result parenting style is a strong predictor of student attitude towards examination malpractices.

3) When considered separately the seven home and school variables are not significant predictors of students' attitude towards examination malpractice the result reveal that when the variables were considered separately, they do not significantly predict students' attitude towards examination malpractice with standardized regression co-efficient (B- weight) range from -0.138 to 0.245 and that of unstandardized co-efficient are from -0.279 to 1.171. Also from the table, p-values (for Parenting style and Moral value out of the seven variables under consideration) were significant predictors (at  $P < 0.05$ ) of students' attitude towards examination malpractice. It is observed that, these two variables belong to the home variables. The result is not in line with Jega (2006) who stated that, one of the cause of poor performance and examination malpractice in schools is the absence of facilities which include laboratory, accommodation, instructional aids and library material This implies that weather there is facilities or not it does not influence the students' attitude towards examination malpractice, but when considered with other home and school variable collective influence the attitude towards malpractice. The relative contribution of each of these variables is in the order of predictive equation  $ATEM=20.931+.066PS- 247MV+1.17MS +.0187PES +.234SL+ +.020SF- .0279CS$ .

#### **V. Conclusion**

From the study, it was found that students' attitude towards examination malpractice was not significantly influenced by school variables. From the seven variables studied, only parenting style and moral value were significant correlate of students' attitude towards examination malpractice at .05 probability level. However, the other five variables were not significant correlate of attitude towards examination malpractice. Interestingly, all the seven home and school variables considered were significant predictors (directly or indirectly) of students' attitude towards examination malpractice when considered collectively, being responsible for 15.5% of this attitude.

#### **VI. Recommendations**

Based on the findings of this study, the following recommendations would be very useful in modifying students' attitude against examination malpractice. Curriculum designers need to study the new model and emphasize the teaching of morals at homes and in schools. This will help to upset the direct effect of some of poor behavior at home. In addition, Guidance counselors would use this study as basis for advising parentson parenting style, as their style of parenting influence as well as predict students' attitude towards examination malpractice.

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