

**PSYCHO-SOCIAL FACTORS AND EXAMINATION MALPRACTICE TENDENCIES AMONG PUPILS IN IKOM EDUCATION ZONE OF CROSS RIVER STATE, NIGERIA**

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**ABSTRACT:** *This study examines psycho-social factors and examination malpractice tendencies among pupils in Ikom education zone of Cross River State. It inquires how these factors influence pupils' malpractice tendencies. 520 pupils were randomly sampled for the study, 2 research questions and 2 hypotheses were formulated to guide the study. Pupils' Psycho-Social Factors and Examination Malpractice Tendencies Questionnaire (PPFEMT) was used to gather data for the study. Data was analyzed by one-way analysis of variance (ANOVA) and the hypotheses were tested at 0.05 alpha level. The findings revealed that pupils' attitude to school and pupils' test anxiety do not significantly influence pupils' examination malpractice tendencies. It was therefore, recommended that, head teachers should organize educational programmes on examination stress management to assist pupils cope with test anxiety etc.*

**KEYWORDS:** Psycho-social factors, examination, malpractice tendencies, pupils

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## **INTRODUCTION**

They tend to be a high dependency on test or examination as a means to assess teaching and learning at school in Nigeria. Examination is a means of evaluating the quantity and quality of knowledge a learner has acquired within a specific period of time. Teaching and learning become more effective when the pupils are subjected to a test or examination process to determine the extent which the learners have assimilated the content of the instruction, given and the teacher can also assess himself from the performance of the learners.

Joshua (2012) defines test as an instrument for systematic measure of a sample of behaviour. He further defines it as a useful instrument for determining who qualifies for a particular job or recruitment. He identifies the purposes for testing to include: selection, placement prediction, proficiency and ranking. Other purposes of test include; diagnosis evaluation, guidance and counselling administrative decision, research purposes reporting pupils' progress to parents pre-assessing learner's needs and monitoring learners progress. The aforementioned purposes underlie the relevance of examination to the education sector.

Apart from pupils who are already in school, examination is administered as a pre-condition for selection of pupils and students into school programmes such examinations include; The Common Entrance Examination into secondary schools and University Matriculation Examination into Colleges of Education and Polytechnic. Some learners would do anything legitimate or illegitimate to succeed. It is surprising, pupils acquired skills for cheating. There is tendency for them to cultivate this levels of education as well as other aspects of their life endeavours. If this activity is

left unchecked, the effect on the pupils' and the general populace could be wasted. What factors may be responsible for this ugly behaviour that has corrupted the society?

Thus, the desperate attempt to pass a test or examination through illegitimate measures among learners has paved way to different cases of examination malpractice tendencies in the educational system as a whole. Issue of malpractice tendencies may be due to certain psychosocial factors. Thus, psycho-social factors are those factors that influence learner's examination malpractice tendencies either positively or negatively. Some of these psycho-social factors include, test anxiety, pupils' attitude to school etc. Examination malpractice tendencies may be defined as an unpleasant method used or adopted by a learner to succeed in an examination, either copying from text or note books, using internet, giraffing, exchanging answer booklets or throwing pieces of papers and sought after examination. Sulayman (2008) defines examination malpractice tendency as a situation in which candidates from examination are given unfair advantage, before, during or after the examination for cheap success. It is very unfortunate that these malpractice tendencies have no restriction. Even at the primary school level, examination malpractice tendencies have been taking place (Olufu, 2010).

Therefore, the problem of this study was to examine the extent to which psycho-social factors such as; pupils' attitude to school and pupils' test anxiety influence examination malpractice tendencies in Ikom Education zone of Cross River State, Nigeria.

## **THEORETICAL FRAMEWORK**

This study is anchored on Bandura's social learning theory (1965), social learning theory was propounded by Albert Bandura in 1965. This theory states that children learn by merely observing the behaviour of their social model even though they have never attempted the responses that they have witnessed or received any reinforcement for performing them.

By this principle, Bandura is debunking the idea of trial and error in learning and proposing observational learning, a process of learning by which the learner merely acquires new responses by observing the behaviour of social models, committing into memory actions observed and imitating or reproducing such actions when similar situations occur.

Bandura arrived at these principles of learning in his theory through experiments he conducted using nursery school children. In the experimental conditions represented by three groups of children who were exposed to short film. Where they saw an adult model direct and aggressive behaviour toward and inflatable doll by hitting it. In one of the groups tagged model rewarded condition, an adult appeared and rewarded the aggressive model for excellence performance. In the second group tagged model punished condition, the aggressive model was scolded and spanked for the aggressive behaviour. While in the third group, no consequence condition, the model was neither rewarded nor punished.

Thus, Bandura concluded that what reinforcement does is to increase the likelihood that the child will perform that which he or she has already learned by observing the models' behaviour. Some models according to Bandura are more worthy of attention than others. He concluded that people who are warm, competent or powerful, are more likely to win attention of children. Teachers, parents and older people may thus, be preferred. Thus, this study established a link between the

use of observation and learning among pupils in Ikom education zone of Cross River State, Nigeria.

The relevance of this theory to this study is that pupils are product of the society they live in. they observe their peers, parents, siblings and particularly teachers that teach them and consider them as models. Their behaviours form the basis from which pupils build theirs. In some schools, teachers are interested in boosting the image of their school through pupils' records of performance. In doing so, they assist pupils by providing answers during examination, especially, external examination.

### **Statement of the problem**

Examination should be a true test of knowledge. It should be able to attest the level of intelligence or performance of learners or pupils in formal and informal learning. Unless the examination is properly administered, its result cannot be relied upon for any useful judgment. It becomes very surprising to observe that primary education which was established on the objective of acquiring literacy, numeracy, creativity and communication skills has also been observed to have a level of involvement in examination malpractice tendencies. Pupils malpractice tendencies is attributed to certain psycho-social variables, such as attitudes to school and test anxiety.

The inability to cope with the school work, laziness, location of the school, corrupt invigilators and supervisors, fear of failure, peer group influence, parental involvement, etc had given rise to pupils' involvement in examination malpractice tendencies. This situation has however motivated the pupils to present gifts to their class teachers in order to favour them during examination. It had been observed that teachers collect money from the pupils and write answers to examination questions on the chalk board for the pupils to copy, especially, during Common Entrance Examination into junior secondary one (JS1). Such pupils graduate from primary school without actualizing the goals of primary education. The consequence is that pupils who are supposed to be well equipped for secondary education now enter such institutions with low quality skill and knowledge, thus, metamorphosing to poor quality education products. The products of this level cannot read or write effectively even at this period that we are faced with the problem of Education advancement. It becomes very important that our pupils should be adequately trained, this will help to reduce the rate of examination malpractice in our primary Education system.

Therefore, the problem of this study was to examine the extent to which psycho-social factors such as; pupils' attitude to school and pupils' test anxiety influence examination malpractice tendencies in Ikom Education zone of Cross River State, Nigeria.

### **Purpose of the study**

The main purpose of this study was to examine psycho-social factors and examination malpractice tendencies among pupils in Ikom education zone of Cross River state, Nigeria.

Specifically, the study was designed to:

- i. Determine the extent to which pupils' attitude to school influences examination malpractice tendencies.
- ii. Ascertain how pupils' test anxiety influences examination malpractice tendencies.

### **Research questions**

The following research questions were posed to direct the study;

- i. To what extent does pupils' attitude to school influences their examination malpractice tendencies?
- ii. To what extent does test anxiety influence pupils' examination malpractice tendencies?

### **Research hypothesis**

To provide a guide for this study, two hypotheses were formulated based on the research questions posed.

- i. Pupils' attitude to school does not significantly influence their examination malpractice tendencies.
- ii. Test anxiety does not significantly influence pupils' examination malpractice tendencies.

### **Significance of the study**

The study of examination malpractice tendencies may be of importance to:  
Teachers, school heads, parents, pupils, government and general readers.

However, these beneficiaries may benefit from the study in the following ways:

The study may be of immense benefit to the teachers to know how psycho-social factors influence pupils' malpractice behaviour. This study may help the pupils to have full knowledge of the influence of psycho-social factors resulting in malpractice tendencies. This study may help parents to understand that psycho-social factors have high influence on pupils' malpractice tendencies. The study may assist the school heads to arrive at the proper ways of setting the classrooms for effective teaching and learning, because of the influence of psycho-social factors on pupils malpractice tendencies. This study may further help the government to know how psycho-social factors influence pupils' tendencies in malpractice. The general readers may have full knowledge of examination and how to develop themselves psychologically, socially, morally, to mention but a few. The study will encourage them to read wide, and know the implications of examination malpractice tendencies.

### **Assumptions of the study**

In this study the following assumptions were made.

- i. The dependent variable, examination malpractice tendencies is normally distributed in the population.
- ii. Subjects (pupils) are randomly selected and so are representative of the population.
- iii. The variables used for the study (attitude to school and test anxiety) are measurable.
- iv. The subjects for the study clearly understood the test instruments administered to them and the information supplied were genuine and without bias.

### **Scope of the study**

The study covered the psycho-social factors and examination malpractice tendencies among pupils in Ikom Education Zone of Cross River State. The psycho-social factors for the study were: pupils' attitudes to school and test anxiety as they influenced examination malpractice tendencies. The study was delimited to only primary school level. Furthermore, only final year (primary 6) pupils in public schools between 2018/2019 academic session were studied, because they were considered to have possessed the capacity to read and understand the demands of the instrument. The study covered all the public schools.

## **Research design**

The research design adopted for this study was ex-post-facto. Ali (2006) defined ex-post facto design as a means of undertaking studies in which independent variables among the subjects had already existed and cannot be manipulated or controlled. The situation was also consistent with the view of Isangedighi, Joshua, Asim and Ekuri (2004) who see ex-post facto as a research design basically for studies of phenomena after they have occurred, since no direct manipulation would be carried out on the independent and dependent variables respectively in the study, Ex-post facto design becomes the most appropriate for use in this study. This design was considered most appropriate because the researcher had no direct control of the independent variables because, they were not manipulated as they had already occurred at the time of data collection.

## **Research Area**

The research area was Ikom Education Zone. Ikom Education Zone is made up of six (6) Local Government Areas namely; Abi, Boki, Etung, Ikom, Obubra and Yakurr. The zone is bounded at the North by Ogoja, at the South by Biase, East by Ebony State and at the West by Republic of Cameroon. The main Occupation of the people of Ikom Education zone is farming. Inhabitants of the area produce; yam, cassava, rice, maize, cocoa, plantain, cocoyam, oil palm and others. The people are multi lingual with Ejagham and Yakurr as major languages. Educationally, Ikom Education zone of Cross River State has three hundred and forty five (345) public primary schools.

The zone had six (6) tertiary institutions namely; Steady Flow Collage of Education, Ikom, Nogak Polytechnic Ikom, Elder Oyama Memorial Collage of Education Ofat, Obubra, Cross River University of Technology, Institute of Management and Technology (IMT) Ugep, School of Nursing Itigidi, Abi, two Federal Government Colleges and several government schools. The zone had 345 public primary schools. A break down of the number of schools showed that Abi has (45), Boki (93), Etung (24), Ikom (62), Obubra (73) and Yakurr (48) public primary schools. Some of these public primary schools included, PCN primary school I EdibaAbi, primary school, WulaBoki, primary school, Ekimaya-BendegheEtung, PCN primary school Yala-NkumIkom, Government primary school I AbabeneObubra, PCN primary school IdomiYakurr, among others.

## **The Population of the Study**

The population for this study comprised all primary 6 pupils of public schools in Ikom Education Zone of Cross River State. According to the enrolment records as provided by the State Universal Basic Education Board (SUBEB, 2019), there were 31,617 pupils in primary 6. The state statistics revealed that there were 16,642 males and 14,975 females from 345 public primary schools in Ikom Education Zone. Their ages were between 9 and 11 years.

## **Sampling Procedure**

In this study, the stratified and proportional random sampling techniques were adopted. The researcher stratified the schools on the basis of Education stratum. There were 345 public primary schools in Ikom Education Zone. Proportional and stratified random sampling procedures were used to sample 23 schools, from 345 public primary schools in the zone. In other to determine the sample size of 520 pupils' in primary six, from available population of 3,041 pupils' 17.1% was used. Based on this, 3 were proportionally and randomly sampled from Abi Local Government Area with 45 schools, 6 out of ninety three primary schools from Boki Local Government Area, 2 out of 24 primary schools from Etung Local Government Area, 4 out of 62 primary schools from

Ikom Local Government Area, 5 out of 73 primary schools from Obubra Local Government Area and 3 out of 48 primary schools from Yakurr Local Government Area. As shown in Table 1.

**Table 1: Available population of schools pupils and the study sample by stratum and gender**

S/N	STRATUM	TOTAL NO OF SCHOOLS	RATIO	NO. OF SCHOOLS SELECTED	PUPILS				
					M	F	T	SUB- TOTAL	
1	ABI	45	3.00	3	1. PCN P/S I, EDIBA	13	14	27	64
					2. PCN P/S II, EDIBA	8	7	15	
					3. GOVT P/S EDIBA	7	15	22	
2	BOKI	93	6.20	6	4. P/S WULA	159	129	288	1222
					5. P/S KAYANG	82	97	179	
					6. P/S BASHUA	86	79	165	
					7. P/S BOKALUM	90	75	165	
					8. P/S BATERIKO	153	127	280	
					9. P/S EBRAN TA-BOJE	77	68	145	
3	ETUNG	24	1.60	2	10. P/S EKIMAYA	6	5	11	56
					11. P/S TITOR	20	25	45	
4	IKOM	62	4.13	4	12. PCN P/S YALA	16	15	31	77
					NKUM	7	13	20	
					13. P/S OMINDOM	6	10	16	
					14. P/S OWOM	6	4	10	
5	OBUBRA	73	4.86	5	15. ATIMAKA				1504
					16. GOVT. PLS I ABABENE	45	51	96	
					17. GOVT. PLS II ABABENE	250	246	496	
					18. GOVT. PCN PLS III ABAENE	40	39	79	
					19. PCN PLS APIAPUM	224	233	457	
					20. ST EUGENE PLS OCHON	180	196	376	
6	YAKURR	48	3.20	3	21. PCN P/S IDOMI	26	28	54	118
					22. PCN P/S MKPAIN	12	12	12	
					23. PCN P/S EKORI	13	18	31	
7	GRAND TOTAL	345	22.99	23		1535	1506	3041	3041

**Source: (Field survey, 2019)**

### Sample

The sample of this study comprised 520 pupils out of 3,041 pupil in primary 6 in the 2018/2019 school session (SUBEB, 2019). From 23 public primary schools in the 6 local government area. There were 262, represent 50.38% male and 258, representing 49.62% female as shown in table 2.

**Table2: Sample distribution by area /stratum, schools and percentages Frequency table**

Variable Schools/LGA	Respondents	M	F	Total	Percentage
1.00	5	2	3		1.0
2.00	3	2	1		0.6
3.00	3	1	2	11	0.6
4.00	104	66	38		20.0
5.00	20	5	15		3.8
6.00	18	10	8		3.5
7.00	18	10	8		3.5
8.00	32	17	15		6.0
9.00	17	9	8	209	3.3
10.00	2	1	1		0.4
11.00	8	3	5	10	1.5
12.00	5	3	2		1.0
13.00	3	1	2		0.6
14.00	3	1	2		0.6
15.00	2	1	1	13	0.4
16.00	16	6	10		3.1
17.00	85	47	38		16.3
18.00	14	8	6		2.7
19.00	78	35	43		15.0
20.00	64	24	40	257	12.5
21.00	9	4	5		1.7
22.00	6	4	2		1.2
23.00	5	2	3	20	1.0
<b>Total</b>	<b>520</b>	<b>262</b>	<b>258</b>		<b>100.0</b>

Source: (field survey, 2019).

## Instrumentation

### Construction

Only one researcher made instrument (questionnaire) was used in generating data for the study. It was titled Pupils' Psychological Factors and Examination Malpractice Tendencies Questionnaire (PPFEMTQ). The questionnaire was divided into two sections (A and B). Section A comprised respondents bio-data such as name of school, gender, school location (urban and rural) and parental socio-economic status (very rich, rich, poor).

Section B comprises of twenty (20) Likert type items of 4-point response options, meant to determine extent of respondent's agreement or disagreement with each item. Five items each were constructed to measure each dimension of the independent variable namely; attitude to school and test anxiety. Response option here were strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). Typical items here include: i practice mathematics with other pupils, i attend classes frequently, i feel very uneasy during examinations, i worry about how to obtain high scores in examination.

Pupils' tendency for examination malpractice was measured using a 10-item rating scale of 4-point response options in which the pupils were required to tick against the extent to which tend to perform certain malpractice acts like: talking to a fellow pupil during examination, asking for assistance in a test and passing a piece of paper to another person. Response alternatives were: very highly (VH), highly (H), little (L) and very little (VL). Thus in all, the instrument had 20 items, 10 on psychosocial factors and 10 on tendency for examination malpractice.

### Validation of the instrument

Validation refers to the degree to which an instrument measures what it intends to measure, or the extent to which a true and accurate measure of a trait is probable (Isangedighi, Joshua, Asim and Ekuri, 2004).

Two kinds of validity were established for the instrument of the study. These were face and content validities. Face validity refers to the way the questionnaire items appear to take care of relevant content in the subject area of interest, while content validity refers to the extent to which the instrument represents the content of interest, or how well the items on the instrument represent or sample the content to be measured.

In order to determine the validity of the instrument, it was submitted to experts in Measurement and Evaluation Unit, in the Faculty of Education, Cross River University of Technology, Calabar to vet. The title of the study, purpose of the study and null hypotheses were forwarded alongside with the instrument. The experts examined the hypotheses and the instrument independently and indicated few corrections, suggested for the improvement of the instrument. These suggestions helped to improve the instrument. By these processes, face and content validities were employed in the study. They all finally certified the instrument adequate for the research study.

### Reliability of the instrument

To establish the internal consistency of the research instrument, Cronbach reliability estimates was analyzed alongside the split half coefficient estimate using SPSS computer windows 20 efficient alpha ranged between 0.599 to 0.833. These were all higher than the asserted 0.49 estimate as provided by Nunally (1986). See table 3 below

**Table 3: Cronbach reliability estimate of the study instrument (N=20)**

Variables	No of items		X	Sd	$\sum s^2$	
Cronbach alpha attitude to schooling	5	1 <sup>st</sup>	15.167	1.572	1.1209	0.682
		2 <sup>nd</sup>	15.233	3.130	4.2714	0.705
Test anxiety	5	1 <sup>st</sup>	15.033	0.598	0.711	0.599
		2 <sup>nd</sup>	15.500	3.011	3.147	0.816
Exam. Malp tendencies	10	1 <sup>st</sup>	26.267	1.973	2.559	0.833
		2 <sup>nd</sup>	28.800	10.803	33.097	0.796



**Procedure for data collection**

The instrument was administered to the subjects by the researcher with the assistance of the teachers in the selected public primary schools.

**Procedure for data analysis**

The data gathered for this study were analyzed using one-way analysis of variance (ANOVA).

**RESULTS****Testing of hypotheses**

**Hypothesis one:** Attitude to school does not significantly influences examination malpractice tendencies among pupils. See table 4.

**Table 4: One-Way Analysis of Variance (ANOVA) of the influence of attitude to schooling on pupils' examination malpractice tendencies N = 520**

	N	$\bar{X}$	S D	St.Error
Low attitude	83	28.7349	9.82913	1.07889
Average	367	28.9891	9.88872	0.51619
High Attitude	70	20.4143	8.97257	1.07243
Total	520	28.8712	9.74515	0.42735

Sources of variability	SS	Df	MS	F-cal	Sig.
Between groups	21.257	2	10.628	0.112	0.894
Within groups	49267.111	517	95.294		
Total	49288.367	519			

Result not significance at alpha level.05; df = 2 and 517, critical F = 3.002

From Table 4, the calculated F-value of 0.112 was found to be lower than the critical F-value of 3.002 needed for significance at 0.05 alpha level with 2 and 517 degrees of freedom. With this result the null hypothesis was upheld. This means that pupils' attitude to schooling does not significantly influence their examination malpractice tendencies. The profile plot of sub-group means was presented in Figure 1.

### Means Plots

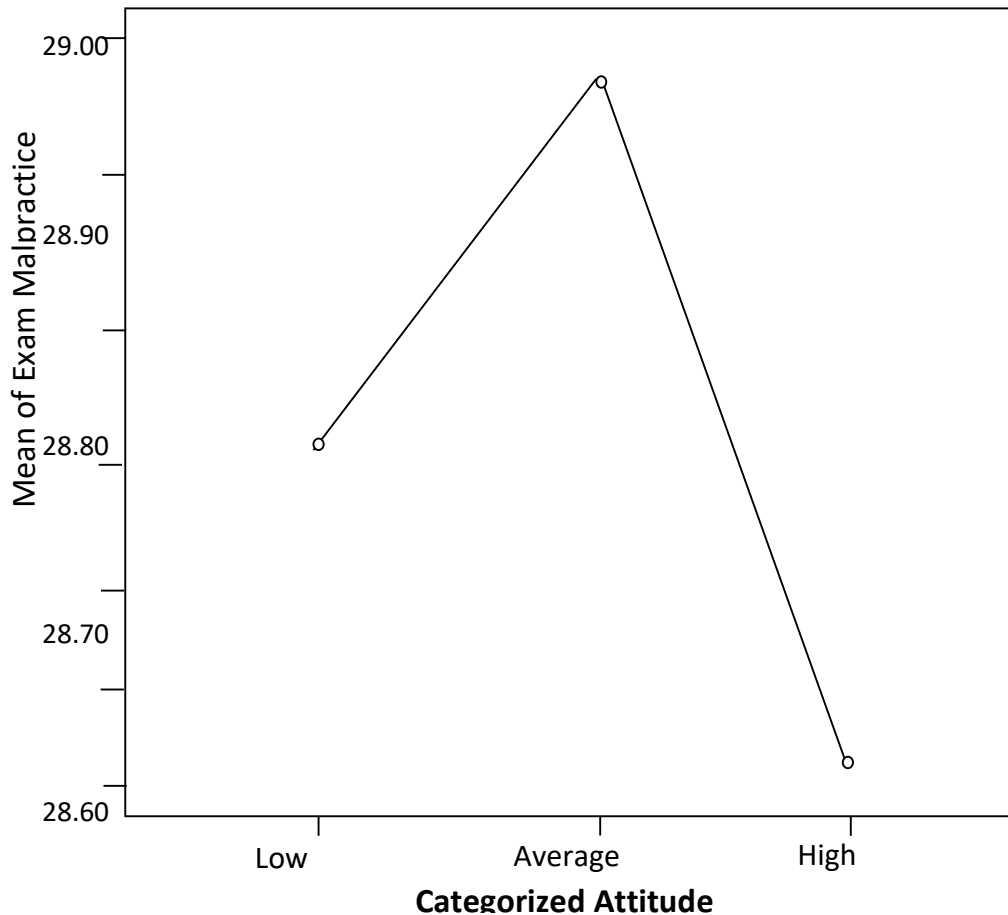


Figure 1: Profile plot of examination malpractice tendencies by categorized attitude to school

The means plots above of the study showed that the mean of low attitude to schooling was (28.70), average (29.00) and high (28.40). This means that pupils attitude to schooling does not significantly influence their examination malpractice tendencies.

**Hypothesis 2:** Test anxiety does not significantly influences examination malpractice tendencies among pupils'. The result of this analysis was presented in table 5.

**Table 5: One-Way Analysis of Variance (ANOVA) for the influence of test anxiety on pupils' examination malpractice tendencies N = 520**

	N	$\bar{X}$	S D	St. Error
Low Test Anxiety	90	27.7111	10.56201	1.11333
Average Test Anxiety	367	28.9292	9.38551	0.48992
High Test Anxiety	63	30.1905	10.54003	1.32792
Total	520	28.8712	9.74515	0.42735

Sources of variability	SS	Df	MS	F-cal	Sign.
Between groups	232.006	2	11.6.003	1.223	0.295
Within groups	49056.361	517	94.887		
Total	49288.367	519			

Result not significant at alpha level 0.05; df = 2 and 517, critical F = 3.002

From Table 5, the calculated F-value of 1.223 was found to be lower than the critical F-value of 3.002 needed for significance at 0.05 alpha level with 2 and 517 degrees of freedom. With this results, the null hypothesis was upheld. This means that test anxiety does not significantly influence pupils' examination malpractice tendencies in schools. The profile plot of sub-group means was presented in Figure 2.

### Means Plots

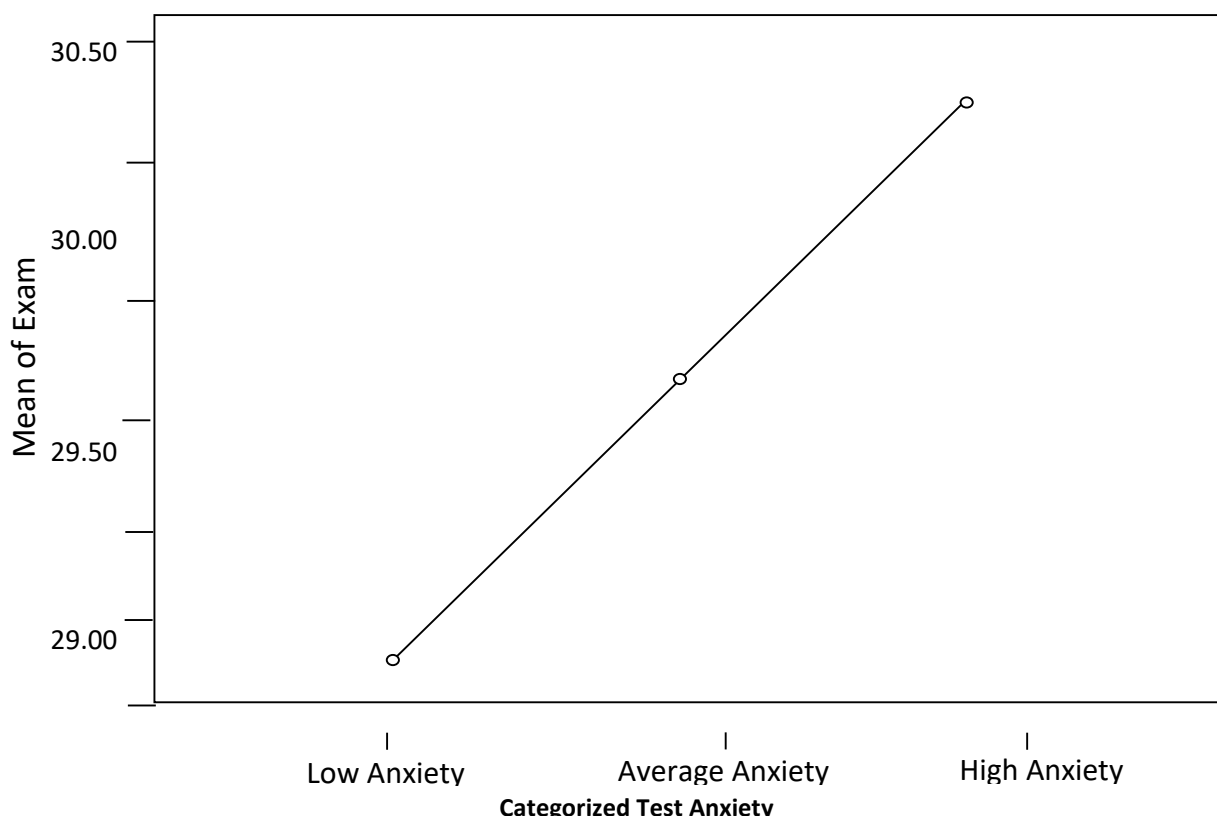


Figure 2: Profile plot of examination malpractice tendencies by categorized test anxiety

The means plots of the study revealed that low anxiety was (27.50), average anxiety (29.00) and high (30.50). This means that test anxiety does not significantly influence pupils' examination malpractice tendencies.

### **SUMMARY OF FINDINGS**

From the data analyzed the following findings emerged.

- i. Attitude to school does not significantly influences examination malpractice tendencies among pupils.
- ii. Test anxiety does not significantly influences examination malpractice tendencies among pupils'.

### **DISCUSSION OF FINDINGS**

The statistical analysis of hypothesis one of this study have revealed that pupils' attitude to school (categorized into low – 83, average – 367 and high 70), does not significantly influence their examination malpractice tendencies. The results of ANOVA confirmed this assertion through it F-value of 0.112 which was far lower the critical F-value of 3.002. This findings agrees with Angrey (2004) and Bature (2005). But contradicted with the finding of Udom (2000) study on the factors that affect pupils tendencies to cheat in examination, revealed that pupils' actual level of cheating in examination is significantly dependent on the level of their attitude toward school.

This findings stated clearly that the average pupils' involve more in malpractice tendencies, following by pupils with low attitude to school and finally, the high attitude to school. Buttressing this view malpractice tendencies among pupils is depended on the attitude of the pupils toward school. In our educational system today, pupils' no longer devote time to read because the only way to succeed in the examination is to cheat. Furthermore, Agbor (2003) study on the force behind examination malpractice found out that, lack of adequate preparation for examination non-seriousness on pupils part and stress on certificate make pupils to bribe their way through examination. Poor attitude to school, results in malpractice tendencies among pupils. This finding contradict with that of Clarks (2007) study, which dealt on the influence of psychological outcomes on the level of effort put into school work. Further contradiction could be seen on Odinkwo and Adeyemi (2009) study, which reported a positive attitude to school work and pupils attitude to learning in English language. The result of this study led to the inference that the more positive attitude the pupils display to school work, the belter the learning outcome, while negative attitude will lead to poor learning outcome.

The statistical analysis of hypothesis two has revealed the facts that test anxiety does not significantly influence pupils examination malpractice tendencies in school. The results of Analysis of Variance (ANOVA) confirmed this view through it F-value of 1.223 which was lower than critical F- value of 3.002. The findings agrees with Asia (2001), on a related research study. in a study on the influence of test anxiety on examination malpractice of senior secondary school

students in Calabar south education authority. However, Udom (2000) study on test anxiety and cheating in examination revealed that the results was not significant at ( $p>.05$ ). Thus, the null hypothesis was accepted and concluded that, pupils with different actual level of cheating do not differ significantly on test anxiety.

This study categorized test anxiety into low – 90, average – 367 and high – 63. The study speculated that pupils with average anxiety engage more in malpractice tendencies. This was followed by low anxiety pupils and high anxiety. Anxiety tends to create tension, fear and depression. In examination anxiety may hinder the ability to recall what was read and may create fear of failure.

The finding of this study contradicted the finding of Isangedighi (2001) study in examining the influence of test anxiety and pupils academic achievement, used 300 pupils as a sample drawn, using simple random sampling technique. Ex-post-facto design was adopted for the study. A questionnaire was used to generate data for the study. The Pearson product moment correlation analysis technique was used to analyze the data at 0.05 level of significance. From the finding, it was revealed that pupils' academic achievement is significantly related to the level of anxiety. It also contradicts the finding of Bassey and Iruoje (2016) study on test anxiety, attitude to schooling, parental influence and peer pressure as predictors of students cheating tendencies in Edo state Nigeria. Ex-post facto research design was adopted for the study. Stratified random sampling technique was used. One thousand two hundred (1200) senior secondary school students were selected for the study. A 60 – item four point likert type questionnaire developed by the researchers was used for data collection. The data collected were analyzed, using Multiple Regression Analysis. The result, revealed that test anxiety, attitude to schooling, parental influence and peer pressure jointly significantly predict students cheating tendencies in examination.

This study depicts that examination malpractice does not only takes place in secondary and tertiary institutions, but also takes place at the foundational level of our educational system (primary school). However, the study stated clearly that during external examination, like the Common Entrance Examination, teachers do copy answers on the board for children to copy. Because, most parents bribe teachers with money, while some with gifts, so that their children will be successful at the end of the examination.

The study of examination malpractice tendencies may be of importance to pupils, the general readers, teachers, school heads, parents and government. However, these beneficiaries may benefit from the study in the following ways. The study may help the pupils to know the implication of examination malpractice tendencies. The study may help the general reader to have full knowledge of examination malpractice tendencies, thereby developing themselves, psychologically, socially, morally and otherwise.

## CONCLUSION

Based on the findings of this study, the following conclusions were made:

Attitude to school and test anxiety have no significant influence on pupils' examination malpractice tendencies in Ikom education zone of Cross River State, Nigeria.

## Recommendations

- Based on the findings of this study these recommendations were made:
- i. Head teachers should explore other means in assessing the pupil's attitude to school by giving item open test, assignment to reduce malpractice tendencies among the pupils.
  - ii. Head teachers should organize education programmes on examination stress management, to assist pupils in coping with anxiety.
  - iii. Head teachers should build self-confidence on examination prior to the period of

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