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SELF-CONCEPT AS A CORRELATE OF EXAMINATION MISCONDUCT AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

The frequency of occurrence of examination misconduct indicated that there is need for students' sensitization. This study investigated self-concept as a correlate of examination misconduct among secondary school students in Anambra state. The study was guided by three research questions and three null hypotheses tested at 0.05 level of significance. The study adopted correlational design. The population of the study consisted of 5,102 SS11 secondary school students in Onitsha Education Zone of Anambra state. The sample consisted of 255, SS2 secondary school students. Purposive random sampling techniques was adopted to select six public secondary schools in Onitsha education zone of Anambra state. The instrument titled "self-concept questionnaire and "examination misconduct questionnaire" were used for data collection. The instruments were subjected to face validity and construct validity. Data were analysed using SPSS with Pearson product moment correlation co-efficient. The results indicated that there was a moderate positive relationship between self-concept and examination misconduct among male students and weak positive relationship among female public secondary school students in Anambra state. There was a weak positive relationship between self-concept and examination misconduct among urban secondary school students and moderate positive relationship among rural-based public secondary school students in Anambra state. Based on the findings, this study recommended that students in public secondary schools should be guided academically to be able to maintain a right self-concept toward examinations. This study contributed to the existing

knowledge through providing new empirical ideas to literature on self-concept and examination misconduct among secondary school students

Keywords: Self-Concept, Correlate, Examination Misconduct.

Introduction

Today's educational system has been filled with social vices such as examination misconduct.

Examination processes have been filled by a lot of misconducts. Examination misconduct is already becoming too worrisome in Nigerian educational system because it is been condoned by most parents, students, teachers. The frequency of occurrence of examination misconduct indicates that there is need for students' sensitization, hence, there is an increasing number of students involved in examination misconduct. This has led to the assumption that most people see cheating in examination as nothing and it's also regarded as a normal process of passing examination.

Examination misconduct is not just the havoc it wrecks in our educational system but the gradual introduction of truths into the practice of social vices such as fraud, incest and patronage to miracle centers etcetera. Thus, a student is supposed to study, sit and write his examination but misconduct in educational system has become so widespread that many students prefer to indulge in it just to move to the next class and obtain certificates. In fact, in a school setting, examination is a mean of evaluating the quality of knowledge a student has acquired within a specific period of time. Regrettably, this all-important means of assessing students seem to have become ineffective as all forms of misnomer have been introduced into the system, there is hardly any issues in education that has generated a more serious discussion and raised more concern in Nigeria and in the state today than the issue of examinations misconduct in our schools. (Nnam et al, 2015).

As a result of examinations misconduct, some Nigerian students cannot even write their names comprehensive letters, let alone read and understand comprehension because they do not spend time to study. Thus, examinations misconduct has no doubt eaten deep into the educational system of Nigerians to the extent that it needs total academic awareness to be able to put students in the proper path. Surprisingly, 75% of students who take west Africa secondary school certificate examinations and unified tertiary matriculation examination conducted by west Africa examination council, national examination council and joint matriculation board examinations respectively in special centers/miracle cente4rs around the county where examination misconduct is prevalent

are advised by their parents to go there. (Akaranya, et.al, 2015).

There is a general worry about the poor quality of education in Nigeria. The image of Nigeria education has been greatly tarnished as a result of examination misconduct which characterize the nation's institutions of learning. The government in a bid to salvage the situation has provided laws guiding the conduct of examination, yet it has continued to be in the increase. Thus, this shows the level of determination of the Nigeria government at all levels of combating the menace of examination. (Adeyemo, 2018) opined that examination misconduct can be regarded as intellectual crime, intellectual fraud, intellectual honor that involved parents, students, school administrators, teachers, security agents, clerks, typists, computer programmers and virtually almost all facets of entire society because of get rich syndrome.

These days, the situation seems to be that majority of the students in Anambra state irrespective of age, gender, family, background and school environment indulge in one examination misconduct or the other. It is necessary that students should inculcate the habit of studying. The researcher defines examination misconduct as an act of ill-behaviour exhibited willingly by students in examination halls with the aim of obtaining high scores and clearing all papers. It is an evil act and as such, unacceptable everywhere in the world. Indulging in it portrays negative signal on both the national productivity and the economy. This is because mediocrities will dominate the labour force and the consequence will be production of goods that are substandard. Thus, examination misconduct should be shunned by all and sundry in order to produce potentials whose certificates can compete globally. Hence, students should be taught on how to work on themselves and perceive themselves equally. This will automatically improve their self-concept which will propel them to study harder in examinations. Thus, in the absence of the zeal to work hard and control one's feeling of competency, examination misconduct will set in. the morality of school. When it is low, the students will be triggered to indulge in examination misconduct so that they can easily pass examination. Those who have low self-concept are more likely to engaged in examination misconduct and equally low academics.

Self-conduct acquired in the formative years could help in the development of the strategies and skills needed for controlling life challenges. This is why, it is important to adopt a positive self-concept that will span throughout one's life span to enable one to take good life's decisions. Self-concept is general and changeable at first but as one grows older the self-perception becomes much more detailed and specific (Pastorino et. al, 2018). They pointed that it comprises of three components, physical, social and academic. The physical aspect of self-concept relates to that which is concrete in nature, such as the way an individual looks like his sexes, heights, weights, the kind of clothes he wears and the kind of home he

lives in. Social self-concept describes how people relate with other. While academic self-concept refers to an individual's perception of his or her love of competence or ability within the academic realms.

It is important to note that students' perception of themselves makes them indulge in life threatening decision that will either make them or mar them. Helm et al (2016) sees self-concept as individual depends on their experience with the self-concept is firmly compared to achievement Smith et. al (2015) stated that self-concept and rating one positively. Here, the concept of self helps individuals in understanding themselves and also portray as a positive image of someone.

In essence, it is a good foundational knowledge on the importance of our perception towards our personal existence. Agboala (2015) stated that there are two types of self-concept; high or positive and low or negative, self-concepts. Hence, one is said to possess high elf-concept acts in fear, lack self-confidence, does not believe in him or herself and suffers inferiority complex. A person with low or negative self- concept many think he cannot do better in life and this may probably lead to low self-concept and anxiety resulting in the involvement of examination misconduct.

The researcher defined self-concept as a totality of as pe4rosn's personality, perception and abili6tiews which controls one's decision in every day endeavor, one's self concept as a driving force of various definition in life. The way and manner we perceive ourselves go a long way in describing and determining who we are, what we really want and what we actually decided. Student with low self-concept tend to do poorly in examination and vice versa. To support this, the results from cross-cultural studies have shown that a negative self-concept had detrimental effects on the performance of the students from the different samples and countries (Cvencek et. al. (2018). In school settings, self-concept will be attributed to gender since it has to deal with the relationship between students and perception of their self-worth.

Gender is the cultural and socially constructed role with both men and women in the society. It is seen as a social construct, a socialization product where persons learn societal expectation as wither males or females. The biological make-up goes a long way in defining each capability and the roles that can be best played by each sex in this case, gender (Olande et. al. (2021). Pitt et.al. (2018) defined gender as the observed difference between men and women or between boys and girls in the various social and economic indicators.

Understanding the concept of self as perceived by students to manage, shun and overcome the challenges encounte4dr in examination misconduct remains critical problem in our society today facing student in secondary schools in Anambra state. Most educators like Weiten et.al (2011) agree that there is significant relationship between individual behavior, attitude and reactions which propelled by their self-concept. Some

scholars like Cvencek et. al. (20187) argued that there is equally a relationship self-concept and examination misconduct. Okoro et. al (2014) argued that this is no census as to whether gender actually determines student attitude toward examination misconduct, hence the difference.

However, the results of the relationship between self-concept, gender differences and examination misconduct have been inconsistent. Besides, most of the studies Were conducted in the western countries (Cvencek et.al (2018) Weiten et. al (2014), other similar studies were equally carried out in other state across the federation and the full understanding of self-concept and examination misconduct run the risk of being bias. Therefore, replicating such study in Anambra state will likely clear the bias.

Statement of the Problem

As concerned counsellors and individuals, we have closely observed and recognized the examination misconduct is a widespread problem and an issue of great concern globally. The rate at which students engage in examination misconduct is alarming, such that misconduct is virtually seen in all levels of education of which students in secondary schools in Anambra State are not left out. Under normal circumstances, examination is supposed to be used for assessing students' capabilities and for entering into another phase in academics. But, nowadays the incessant involvement of students in examination misconduct have taken to Ilion the students and this may be as a result of factors like poor parental upbringing fear of failure, pressure for good grades, poor self-concept, miracle centers, and possibly, poor parental involvement.

Unfortunately, the implication of these problems is that certificates emanating from these students will continue to be treated with suspicion and disdain, bringing embarrassment and suffering to the individuals, families involved. Some cannot defend, their certificates not to talk of delivering at their duty posts and the moral decadence of the students are on the increase.

A lot of researches have been conducted on examination misconduct to curb the menace among them are the implication of self-esteem, self-efficacy, motivational strategy and behavioural therapy among others. Despite all these works done on examination misconduct the problem of examination misconduct continues. However, many of such studies were conducted few years ago, many were conducted outside Nigeria while few conducted in Nigeria do not seem to resolve the question on examination misconduct among secondary school students in Anambra State. This is a gap in knowledge which the present study intends to fill. Therefore, the problem of this study is to investigate self-concept as correlate of examination misconduct among public secondary school students in Anambra State.

Purpose of the Study

The main purpose of this study was to examine self-concept as a correlate of examination misconduct among public

secondary school students in Anambra State. Specifically, the study sought to:

1. Examine the relationship between self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State.
2. Determine the relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State.
3. Examine the relationship between self-concept and examination misconduct among urban and rural-based public secondary school students in Onitsha Education Zone of Anambra State.

Research Questions

The following research questions guided the study.

1. What is the relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State?
2. What is the relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State?
3. What is the relationship between self-concept and examination misconduct among urban and rural-based public secondary school students in Onitsha Education Zone of Anambra State?

Hypotheses

The following null hypothesis were formulated and tested at 0.05 level of significance.

1. There is no significant relationship between self-concept and examination misconduct.
2. There is no significant relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State.
3. There is no significant relationship between self-concept and examination misconduct among urban and rural-based Onitsha Education Zone of Anambra State.

Research Method

The study adopted a correlational research design. A correlational research design is a research approach that indicates the direction and magnitude of the relationship between two or more variable in the study. Hence, it allows, the researcher to look at the relationship between two or more variables in the study. The correlational design allows researchers to assess the strength and nature of association without manipulating the variables. The rationale for adopting the correlational research design is to ascertain the relationship between self-concept and examination misconduct among public secondary school students in Anambra State. Data collected were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions and the hypotheses were tested with test of

significance correlation, at 0.05 level of significance. The statistical package for social sciences (SSPS) Version 27 was used.

Presentation of Results

Demographic Characteristics of Respondents

The presentation of results and analysis of data collected for the study reviewed. The data obtained from the filed by the researcher were presented and analyzed in relation to the research questions and hypotheses in the study.

Question 1: What is the relationship between self- concept and examination misconduct among public secondary school students in Onitsha Education zone of Anambra State?

Table 1: Pearson r of the relationship between self-concept and examination misconduct

Variables		Self-Concept	Examination Misconduct	Remark
Self-concept	Pearson (r)	1.00	462^{xx}	Moderate positive
	N	105	105	
Examination Misconduct	Pearson (r)	.462^{xx}	1.00	
	N	105	105	

xx r (.462) = moderate positive relationship

Pearson (r) displayed in Table 1 showed moderate positive relationship between self-concept and examination misconduct among public secondary students in Onitsha Education zone of Anambra State. The result in Table 1 revealed that the Pearson (r) value of .462 was obtained. This implied a moderate positive relationship (r= .462, N = 105) between self-concept and examination misconduct in public secondary schools in Onitsha Zone of Anambra State.

Research Question 2: What is the relationship between self-concept and examination misconduct among male and female public secondary students in Onitsha Education Zone of Anambra State?

Table 2: Pearson (r) of the relationship between self-concept and examination misconduct among male and female public secondary students.

Variables		Examination Misconduct	Self-Concept	Remark
Examination Misconduct	52	1.00	.458^{xx}	Moderate positive
Self-concept	52	.458^{xx}	1.00	
Female				
Examination Misconduct	53	1.00	.394^{x}	
Self-concept	53	.394^{x}	1.00	Weak positive relationship

xx r (.458) = moderate positive relationship; xx r (.394) = weak positive relationship

As seen in table 2, the Pearson (r) between self-concept and examination misconduct of male and female public secondary school students was .458 for male and .394 for female. The values indicated that the relationship between self-concept and examination misconduct of male students had a moderate positive relationship while that of female students have a weak positive relationship. This deduced that self-concept had a moderate positive relationship with examination misconduct of male students while self-concept had a weak positive relationship with examination misconduct of female students in public secondary schools in Onitsha zone of Anambra State.

Research Question 3: What is the relationship between self- concept and examination misconduct among urban and rural-based public secondary school students in Onitsha Education Zone of Anambra State?

Table 3: Pearson (r) of the relationship between self-concept and examination misconduct among urban and rural publics secondary students.

Variables	N	Examination	Self-Concept	Remark Misconduct
Urban				
Examination Misconduct	82	1.0 Relationship	321**	Weak positive
Self-concept	82	.321**	1.00	
Rural				
Examination Misconduct	23	1.00 Positive Relationship	.453*	Moderate
Self-concept	23	.453*	1.00	

x r (.453) = moderate positive relationship xx r (.321) = weak positive relationship

Findings from Table 3 depicted the Pearson (r) between self-concept and examination misconduct among urban and rural public secondary school students in Onitsha Education Zone of Anambra State. The result was .321 for urban students and .453 for rural students. The values deduced that the relationship between self-concept and examination misconduct of urban students had a weak positive relationship while that of rural students had a moderate positive relationship. This concluded that self-concept had a weak positive relationship with examination misconduct of urban students while self-concept hand a moderate positive relationship with examination misconduct of rural students in public secondary schools in Onitsha Education Zone of Anambra State.

Hypotheses

In order to make decision on self-concept as a correlate of examination misconduct among public secondary school students, the following null hypotheses were tested at 0.05 level of significance.

Hypothesis 1: There is no significant relationship between self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State.

Table 4: Test of significance of correlation between self-concept and examination misconduct among public secondary students,

Variation	Examination Misconduct		Self-Concept	Decision
Self-concept	Pearson (r)	.462**	1 .00	Significant
	Sig (2-tailed)	.000		
	N	105	105	
Examination	Pearson (r)	1.00	.462**	
Misconduct	Sig (2-tailed)		.000	
	N	105	105	

xx correlation is significant at the 0.05 level (2-tailed)

Analysis from Table 4 indicated that the correlation between self-concept and examination misconduct among public secondary students was .462 with a probability value of .000 which was less than 0.05 level of significance. Since, the p-value of .000 was less than 0.05 alpha level, the null hypothesis was rejected. This implied that there is a significant relationship between self-concept and examination misconduct among public secondary school students in Onitsha Zone of Anambra State.

Hypothesis 2: There is no significant relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State.

Table 5: Test of significance of correlation between self-concept and examination misconduct among public male and female secondary students.

Variation	Examination	Self-Concept	Decision Misconduct	
Male				
Examination	Pearson (r)	1.00	.458**	Significant
Misconduct	Sig (2-tailed)		.001	
	N	52	52	
Self-concept	Pearson (r)	.458**	1.00	
	Sig (2-tailed)	.001		
	N	52	52	
Female				
Examination	Pearson (r)	1.00	.394**	Significant Sig (2-tailed)
Misconduct	.000			
	N	53	53	
Self-concept	Pearson (r)	.394**	1.00	
	Sig (2-tailed)	.000		
	N	53	53	

xx correlation is significant at the 0.05 level (2-tailed)

Table 5 revealed that the p-values of self-concept and examination misconduct among male and female public secondary students was .001 for male students and .000 for female students. These values revealed that the p-values (.001 and .000) were less than 0.05 level of significance, hence the null hypothesis was rejected. Nevertheless, the study concluded that there is a significant relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education Zone of Anambra State.

Hypothesis 3: There is no significant relationship between self-concept and examination misconduct among urban and rural - based public secondary school students in Onitsha Education Zone of Anambra State.

Table 6: Test of significance of correlation between self-concept and examination misconduct among public urban and rural-based secondary students.

Variation		Examination Misconduct	Self-Concept	Decision
Urban				
Examination	Pearson (r)	1.00	.321**	Significant
Misconduct	Sig (2-tailed)	.000		
	N	82	82	
Self-concept	Pearson (r)	.458**	1.00	
	Sig (2-tailed)	.000		
	N	82	82	
Rural				
Examination	Pearson (r)	1.00	.453**	Significant
Misconduct	Sig (2-tailed)	.030		
	N	23	23	
Self-concept	Pearson (r)	.453**	1.00	
	Sig (2-tailed)	.030		
	N	23	23	
xx correlation significant at the 0.05 level		(2-tailed)		

Table 8 indicated that p-values of self-concept and examination misconduct among urban and rural -based public-secondary students was .000 for urban students and .030 for rural - based students. These values indicated that the P-values (.000 and .030) were less than 0.05 level of significance, therefore the null hypothesis was rejected.

Discussion of Findings

The findings of the study showed that there was a moderate positive relationship between

self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State. The result of null hypothesis indicated a significant relationship between self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State. The findings of the study are in consonance with the results of Alison (2019) and Enu (2015) who found a significant relationship between self-concept and examination misconduct among students. The reason for this may be because as students' motivation arouses, their cheating tendencies also increase too. It appeared that students' negative self-concept is a propelling factor towards examination misconduct.

The findings of the study revealed that the relationship between self-concept and examination misconduct of male students had a moderate positive relationship while self-concept had a weak positive relationship with examination misconduct of female students among public secondary school students in Onitsha Education Zone of Anambra State. The size of the correlation shows that the relationship between self-concept and examination misconduct is stronger among male students than female students. The result of null hypothesis showed a significant relationship between self-concept and examination misconduct among male and female public secondary school students in Onitsha Education
Zone of Anambra State.

The findings of the study revealed a weak positive relationship between self-concept and examination misconduct of urban students in public secondary schools. On the other hand, there was a moderate positive relationship between self-concept and examination misconduct among rural public students in Onitsha Education Zone of Anambra State. The size of the correlation shows that the relationship between self-concept and examination misconduct is stronger among rural public secondary school students in Onitsha Education Zone of Anambra State. The result of null hypothesis showed a significant relationship between self-concept and examination misconduct among urban and rural-based public secondary school students in Onitsha Education Zone of Anambra State. Thus, this showed that there is a sifnificance relationship between self- concept and examination misconduct among urban and rural - based public secondary school students in Onitsha education zone of Anambra state. The findings of this study are in consonance with Alison (2019) who revealed that examination misconduct is prevalent in rural schools than in urban schools. The reason for this result maybe that, perpetrators of examination misconduct prefer remote
villages where external examiners do not always come due to inaccessibility of roads and insecurity

Recommendations

Based on the findings of this study, the following recommendations are made

1. Public secondary schools in Onitsha Education Zone need academic overhauling and awareness to expose them to the dangers of examination misconducts.
2. Male students in public secondary schools should be guided academically and otherwise to be able to maintain a right self- concept towards examinations.
3. It is pertinent that students in the rural areas should be exposed to constant sensitization in order to develop a positive self- concept to shun examination misconducts.
4. Government should increase the incentives of teachers and examination officials so as to deter them from collecting illegal money during examinations.

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