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Investigating The Influence of Physics Students' Attitudes Towards Examination Misconduct on Their Academic Performance in Secondary Schools in Makurdi L.G. A Benue State

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Abstract*: The work aimed at investigating the influence of students' attitudinal behaviours towards Examination Misconduct on their academic performance in Secondary Schools in Makurdi Local Government Area of Benue State. The design used for the study was the ex post facto survey design. This design was adopted in view of the fact that the research was intended to examine the already seemingly existing influence of physics student attitudinal behaviour towards Examination Misconduct on their academic performance—a phenomenon over which the researchers had no control. random sampling technique was used to select a total sample of 100 physics students for the study out of a population of 452 teachers. More so, three hypotheses were postulated and tested. The questionnaire was used to collect necessary data and the data generated was analyzed, the research questions were investigated and three hypothesis were duly tested using the Chi-square. The results of this study amongst others showed that majority of the students believe that Examination Misconduct is a common feature in the Nigerian school system. It can be concluded that the majority of the students believe that Examination Misconduct is a common feature in the Nigerian school system. And their indulgence in it has the support of some parents, teachers and school principals. Recommendations were given for the effective implementations of policies in order to curb the menace.*

Keyword*: Attitudes, Physics Students, Examination Misconduct,Academic performance, secondary schools*

1. INTRODUCTION

Examination Misconduct or negligence is any improper conduct exhibited by a candidate or anyone responsible for performing an exam before, during or after an exam that is contrary to the rules and regulations governing the exam. (Akaranga & Ongong, 2013). Onuka & Durowoju (2013) defined exam malpractice as any dishonest or unauthorized act or act by a student or in coordination with other students, such as classmates, supervisors, households, parents, teachers, principals, examination officials, supervisors, supervisors, security guards. officers and any individual or group of people before, during, or after an examination in order to gain unnecessary grades or ranks. Some of the exam misconduct include: cheating, spoiling, giving prepared answers in the exam room, impersonating, writing on a piece of paper and hiding a number under the cover, writing on the palm of a desk hand, thigh, and use a certain finger to indicate the correct answer in objective multiple-choice items such as thumb for "A" and smallest finger for option "B" or "C". Some unscrupulous people like to read correct answers to students, they also prolong the time spent on the test. Some teachers give exam papers to their favorite students for bonuses or in kind. These are all flaws considered. Some postmen take advantage of their office by selling photocopies to their students, parents colluding with teachers and students to buy test sets, etc. From all definitions, it is clear that malpractice in high school exams tends to give an unfair advantage or an undue mark on the perpetrator. Again, it can be committed not only by the candidate but also by other bodies responsible for administering the exam. There is no doubt that exam malpractice has been a social problem for decades among high school physics students, but the rate and manner in which it occurs today raises concerns seriously.

This crime rate has become so pervasive that there is virtually no physical examination at all levels of education and no form of illegal practice or another (Nnam & Inah, 2015; Ojonemi et al., 2013). Examination Misconducts or cheating is ubiquitous, and every season comes with a new and ingenious ways of cheating. (Nnam &Inah, 2015; Anzene, 2014; Ojonemi et al., 2013).

Exam cheating kick-started the way a synergistic organization operated and, in keeping with its glorious tradition, anyone who refused to cooperate would be subject to assault. They are certainly a disturbing trend, and they have a serious impact on high school students whose backgrounds are at stake. With teachers and parents so actively involved in this unwanted fraud, the nation faces the prospect of breeding a generation of dishonest youths, half- baked secondary school products and invariably, an unreliable labour force for the future.

In today's Nigerian society, exam cheating is a prominent aspect of the indiscipline, incompetence, corruption and other evils that are ingrained in education, especially among middle school students. learn. Exam abuse practices have spread across the country and involve both genders, regardless of tribe and religion.

This method includes various forms of certificate leaks, spoofing and forgery, stealing response scripts, beating exam supervisors for noncooperation, and more.Onuka & Durowoju (2013)

The fight against corruption cannot succeed if Examination Misconduct continues to be endemic in education especially in the lower secondary system. As leaders of tomorrow who have experienced a school system characterized by academic fraud and dishonesty, the students of these schools will spread and perpetuate this fraud. in any higher education institution they find. They will suffer a life of crime, fraud and corruption. The consequences of exam negligence are serious, as explained above.

1.1 Research Questions

The investigation prompted the following research questions:

1. How do physic student attitudinal behavior towards Examination Misconduct relate to their academic performance in secondary schools?
2. Does student attitudinal behavior towards Examination Misconduct differ according to educational zones?
3. To what extent does physics students' behavior of Examination Misconduct differ by gender in secondary schools?

1.2 Research Hypothesis

In an attempt to answer the above questions, the following assumptions have been made to guide the research.

1. There is no significant relationship between physics student attitudinal behavior towards Examination Misconduct and academic performance in secondary schools.
2. Physics students' attitudinal behavior towards Examination Misconduct does not significantly differ according to their educational zones.
3. Physics students' behavior towards Examination Misconduct does not significantly differ by gender.

2. RESEARCH METHODOLOGY

The design used for the study was the ex post facto survey design. This was adopted because of the fact that the research was intended to examine the already seemingly existing influence of physics students' attitudinal behaviour towards Examination Misconduct on their academic performance—a phenomenon over which the researchers had no control.

2.1 Sampling technique

The study employed the cluster sampling procedures to ensure a non-zero chance in selecting the participants. The researcher used a purposive sampling technique to pick Makurdi Local Government. Thereafter, the samples for the study consist of four (4) secondary schools drawn by means of the cluster sampling technique. At first, four schools were randomly drawn from both the public and private owned schools in the area. In addition, twenty-five (25) students were randomly selected from each school. This gave a total sample of 100 physics students for the study.

S/N	Selected Schools	No of Students
1	Government Model College	25
2	Gaadi Comprehensive College	25
3	Tilley Gyado College North bank	25
4	Trinity Model College	25

Table 1. Sampled Schools and number of Students used in the Study

2.2 Method of Data Collection

The data collection was done through the administration of questionnaires to the respondents. A total of 100 copies of questionnaire were randomly distributed among the respondents in the study area. Twenty-five (25) students were selected in each of the four schools for the study the researcher with trained assistants distributed the copies of the questionnaire and then, retrieved them after the respondents had responded.

3. RESULTS AND DISCUSSION

Data was analyzed and tabulated according to research findings and corresponding hypothesis.

Research Question 1: How does physics students' attitudes towards Examination Misconduct relate to their academic performance in secondary schools?

S/N	QUESTIONS	A	%	D	%
1	Looking at people's script is a form of cheating in an examination	90	90	10	10
2	Students use their handsets to cheat in examination	75	75	25	25

3	Students give flimsy excuses like going out to ease themselves just to perpetrate the act of cheating in examinations	65	65	35	35
4	Students smuggle question papers before the exams started.	70	70	30	30
5	Students prepare already made answers "expo" into examination hall to cheat.	75	75	25	25
	TOTAL	375	75	125	25

Table 2. Student Attitudes Towards Examination Misconduct In Relation To Their Academic Performance In Secondary Schools

Table 2 above shows that 75% of respondents agreed that students' performance in classroom can affect their behavior towards malpractice, while the remaining 25% disagreed

Hypothesis one: There is no significant relationship between physics students' attitudes towards Examination Misconduct and performance in secondary schools.

O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
90	75	15	225	3
10	25	-15	225	9
75	75	0	0	0
25	25	0	0	0
65	75	-10	100	1.33
35	25	10	100	4
70	75	-5	25	0.33
30	25	5	25	1
75	75	0	0	0
25	25	0	0	0
				18.66

Table3. Chi Square Analysis of Hypothesis One

X^2 Calculated = 18.66
X^2 Critical = 2.78 at 0.05 significance

Table 3 above, result show X^2 calculated to be 18.66 . The X^2 calculated is greater than X^2 critical . Therefore, the null hypothesis is rejected for a significant relationship between students' attitudinal behavior towards Examination Misconduct and their performance in schools.

Research Question 2: Does students' attitudes towards Examination Misconduct differ according to educational zones?

S/N	QUESTIONS	A	%	D	%
1.	Student attitude towards malpractice is affected by educational zone	55	55	45	45
2.	Learning environment has influence on student attitude.	86	86	14	14
3.	Overcrowding of examination halls can result into cheating.	95	95	5	5
4.	Student cheat due to poor invigilation in some part of the country	71	71	29	29
	TOTAL	307	76.75	93	23.25

Table 4. Do students' attitudes towards Examination Misconduct differ according to educational zones?

Table 4 above depicts that a total of 76.75% percentage of respondents agreed to the assertion that, student attitudinal behavior towards Examination Misconduct differ according to educational zones while 23.25% disagreed.

Hypothesis two: Physics student attitudinal behavior towards Examination Misconduct does not significantly differ according to educational zones.

O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
55	76.75	-21.25	451.56	5.88

45	23.25	21.75	451.56	19.42
86	76.75	9.25	85.56	1.11
14	23.25	-9.25	85.56	3.68
95	76.75	18.25	333.06	4.33
5	23.25	-18.25	333.06	14.32
71	76.75	-5.75	33.06	0.43
29	23.25	5.75	33.06	1.42
				50.59

Table 5. Chi Square Analysis of Hypothesis Two

X^2 Calculated = 50.59

X^2 Critical = 2.78 at 0.05 significance

In the table 5 above, result shows that X^2 calculated to be 50.59 is greater than X^2 critical. Therefore, the null hypothesis (Ho) should be accepted that students' attitude towards Examination Misconduct does not significantly differ according to educational zones.

Research Question 3: To what extent does physics students' attitude towards Examination Misconduct differ by gender in secondary schools?

S/N	QUESTIONS	A	%	D	%
1.	Gender equity in classroom affects students attitudinal behaviour	55	55	45	45
2.	Student attitude towards malpractice differ in gender	50	50	50	50
3.	Gender is important in the way student interact in examination hall	64	64	36	36
4.	There is gender difference in classroom and this can lead to malpractice	87	87	13	13
5.	Some classroom learning activities might be more effective to male or female	72	72	28	28
	TOTAL	328	67	172	33

Table 6. Physics students' attitude towards Examination Misconduct by gender in secondary schools

Table 6 above shows that the percentage of respondents who agreed to the assertion is greater than the percentage of respondents who disagreed. That is, a total of 67% agreed that student behavior towards malpractice is affected/differ in genderwhile33% of the respondent disagree.

Hypothesis three: Physics student behavior towards Examination Misconduct does not significantly differ by gender.

O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
55	65.6	-10.6	112.36	1.71
45	34.4	10.6	112.36	3.27
50	65.6	-15.6	243.36	3.71
50	34.4	15.6	243.36	7.01
64	65.6	-1.6	2.56	0.04
36	34.4	1.6	2.56	0.07
87	65.6	21.4	457.96	6.98
13	34.4	-21.4	457.96	13.31
72	65.6	6.4	40.96	0.62

28	34.4	-6.4	40.96	1.19
				37.97

Table 7. Chi Square Analysis of Hypothesis Three

X^2 Calculated = 37.97

X^2 Critical = 2.78 at 0.05 significance

From the above table, the result shows that X^2 calculated is 37.97 and is greater than X^2 critical. Therefore the null hypothesis (Ho) should be accepted that student behavior towards Examination Misconduct does not significantly differ by gender.

CONCLUSION

The results of this study indicate that the majority of the students believe that Examination Misconduct is a common feature of the Nigerian school system. And their indulgence in it has the backing of some parents, teachers and school principals. The inferences drawn from the results have provided the much-needed answers to the research questions. In case; Factors influencing Examination Misconduct were confirmed by the vast majority of the respondents whose opinions on the topic of study were also responsible for students' attitudes of towards cheating in examination; all for the purpose of finding a way of passing the examination.
To the researcher's surprise, the factors influencing Examination Misconducts were multi-dimensional when looking at relationships; drastic measures must be taken to stop the growing threat of Examination Misconducts.

RECOMMENDATION

No one can claim to have all the solutions to the elimination of Examination Misconduct. This study recommends that:
1. Government and school administrators should hold regular seminars and workshops to educate the students, parents, teachers and school administrators about the consequences of Examination Misconduct.
2. Law enforcement officials and other relevant government officials should be sent to Secondary Schools' examination centers to help in the eradication of this social ill.
3. Society must abolish materialism and paper qualification.
4. Honesty should be rewarded in Schools and society to promote the eradication of fraud, cheating, bribery and corruption.

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