


Self-concept as a correlate of examination misconduct among public secondary school students in Anambra State

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| ARTICLE INFO | ABSTRACT |
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| <p>Keywords: <i>Self- concept, Examination Misconduct, secondary school, students,</i></p> <p><i>Received : 05, Dec. 2025</i> <i>Revised : 11, Dec. 2025</i> <i>Accepted: 13, Dec. 2025</i></p> <p>©2025 Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International</p>  | <p><i>The 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 research design. The population of the study consisted of 5,102 SS 11 secondary school students in Onitsha Education Zone of Anambra State. The sample consisted of 255 SS 2 secondary school students. Purposive random sampling technique was adopted to select six public secondary schools in Onitsha education zone of Anambra state. The instruments titled “Self-Concept Questionnaire” and “Examination Misconduct Questionnaire” were used for data collection. The instruments were subjected to face validity and construct validity by three lecturers from Department of Educational Foundations, Chukwuemeka Odumegwu Ojukwu University. The reliability of the instrument was 0.86 and 0.91 respectively which was gotten through cronbach alpha statistical analysis . Research questions and hypotheses were analyzed using Pearson product moment correlation co-efficient. Findings of the study revealed that there was a moderate positive relationship between self-concept and examination misconduct among public secondary school students in Anambra State. 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, the following recommendations among others were made which includes that male students in public secondary schools should be guided academically to be able to maintain a right self- concept towards examinations. The study contributed to the existing knowledge through providing new empirical ideas to literature on self-concept and examination misconduct among secondary school students.</i></p> |

INTRODUCTION

In Nigeria, the 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 students involved in examination misconduct. This has led to the assumption that most people sees 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 youths into the practice of social vices such as fraud, incessant patronage to miracle centers etcetera. Thus, a student is suppose 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 means of evaluating the quality of knowledge a student has acquired within a specific period of time. Regrettably, this all important means of assessing students seems 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 examination misconduct in our schools, (Nnam et al, 2015). Students, parents, teachers and even examination bodies indulge in this nefarious act with so much impunity. Hence, making Nigerians to buy educational certificates to prove their academic worth because they engage themselves in examination misconduct which they are not able to defend during their course of study.

As a result of examination 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, examination 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 senior secondary school certificate examination, senior secondary school certificate examination and Unified Tertiary Matriculation Examination Conducted by (West Africa Examination Council, National Examination Council and Joint Matriculation Board Examinations respectively) in special centers/miracle centers around the country, where examination misconduct is prevalent, are advised by their parents to go there, (Akaranya et al, 2015).

Examination misconduct was first reported in Nigeria in the year 1914 when the question papers of the senior Cambridge local examinations were reportedly seen by candidates before the scheduled date of the examination (Anzene, 2014). Thus, it led to examination ingenuity and misconduct, the end point was that the validity and resulting outcome become questionable. The bottom line about examination misconduct which takes place at all levels of the Nigerian educational system is nothing but a reflection of the corrupt society. The Nigeria society is that which celebrates mediocrity and sees cheating as smart. The society does not want to know how an individual achieves success but the important thing is the success. Every effort by the government to combat this menace proves abortive. However, Alhaji et al (2017) stressed that examination misconduct is any wrong doing a student or candidate exhibits before, during or after any examination. This is reviewed by researchers as a punishable offence committed in any normal and recognized examination.

Hence, lack of recognition of academic qualifications, frequent cancellations, suspension of results, unproductive labour force, lack of confidence in the educational system, molestation, harassment of students, racketeering of certificate and poor jobs performance. Examination misconduct is an unacceptable behavior that is continually distracting the Nigeria educational system. The certificates that are issued seem like mere sheets of papers, (Okoh, 2016). The effects of examination misconduct cannot be fully exhausted. It discourages students from studying hard first, followed by underachievement in the labour market, denial of admission to deserving students followed by overall reduction in quality of education. More so, it discourages students from working hard; rather, they spend their time to plan the strategy they intend to employ to cheat in examination, (Petters et al, 2015). Thus, 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 the 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. 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. Self-concept acquired in the formative years could help in the development of the strategies and skills needed for confronting 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). Results from studies showed that negative self-concept had detrimental effect on the academic performance of the students. The resultant effect ranges from examination misconduct and other social vices (Cvencek et al, 2018). Personality traits included lack of positive self-concept, lack of effective study habits, inadequate preparation and reluctance to work hard. Therefore, students need positive self-concept, positive attributes toward studies and effective study habits to achieve academic success. Inability to apply good study skill create opportunities for anxiety, which in turn reduce the extent of students' effectiveness in the process of acquiring knowledge, as such students tend to cheat in examinations (Petters et al, 2015). Definitely, right self-concept shuns negative vices and of course, one's self-concept determines one's decisions in life.

The researcher defines self-concept as a totality of a person's personality, perception and abilities which controls one's decisions in everyday endeavour. One's self-concept is a driving force to various definitions in life. The way and manners we perceive ourselves go a long way in describing and determining who we are, what we really want and what we actually decided. Students with low self-concept tend to do poorly in examinations 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 setting, 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 culturally and socially constructed roles with both men and women in the society. It is seen as a social construct, a socialization product where persons learn societal expectations as either males or females. The biological makeup goes a long way in defining each individual's capabilities and the roles that can be best played by each sex and in this case, gender (Olanade et al, 2021). Pitt et al (2018) defined gender as the observed differences between men and women or between boys and girls in the various social and economic indicators. Cvencek et al (2018) equally found out that males tend to cheat in examinations than females, this may be as a result of the fact that males tend to have more morale and are ready to take risk no matter whose ox is gored. It is pertinent to note that there is relationship between gender and location of a school in this context because location of a school will determine how students will perceive themselves, their preferences to a particular location in carrying out the crime and which will amount to how they will behave in adjudged examinations.

Therefore, location is a place or region anywhere in the world. Naftali et al (2019) defined location as a place on the earth or for that matter on a celestial body. In other words, it is equally a place where a particular point or object exists. More so, in the urban and rural areas, there tends to be a high level of examination misconduct prevalently among the rural due to their level of teaching and learning which is degrading. This is in consonant with Alison (2019) findings on the fact that examination misconduct were perceived to be higher in rural schools than in urban schools. Perpetrator of examination misconduct prefer remote villages where external examiners do not always come and this is mostly seen among the miracle centers who took their candidates there. Also, most invigilators and examiners prefer schools in urban areas due to accessibility of roads unlike in the rural areas where there are inaccessibility of roads and insecurity. Hence, the high rate of examination misconduct in the locality for the sole aim of gaining undeserving grades. In this context, their perception of self-depicts the fact that there is no successful examination without regular indulgence in examination misconduct. Thus, the principle of self-concept posits that our perception

of self-determines our decisions in life. Hence, when one's self-concept is positive, it leads to positive decision. And equally when one's self concept is negative, it leads to numerous social vices such as bribery and corruption, miracle centers which harbour the miscreants who indulge in examination misconduct.

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 states across the federation and thus 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 since none has been carried out in Anambra state and also because most of the studies were done in the western countries and across the states in Nigeria. It is against this background that the present study intends to investigate self-concept as a correlate of examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State, Nigeria.

Statement of the Problem

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 toll on 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. In Nigeria, examination misconduct seems to have recorded tremendous setbacks in academics, development, manpower, work force, International credibility and productivity. The increasing rate of corruption, bribery, low productivity, half baked graduates, unqualified professionals and loss of credibility on Nigeria as a country could be attributed to the menace of examination misconduct in the country. Unfortunately, it has degraded the standard and quality of education in the country, especially during the National Examinations, because most educators, teachers and officials seem to pay, swap and organize question papers and ready-made answers for the students. This has led to an outcry in Nigeria, making some people to question the credibility of West African Examination Council, National examination council and Joint matriculation board examination, being the only organs saddled with the responsibility of conducting public examinations in Nigeria.

The researcher has also witnessed a lot of students that are faced with depression, withdrawal from school, suicidal tendencies due to cancellation of results and due to examination misconduct. Poor job performances, certificate racketeering, discouragement of students from hard work, dismissal, termination, loss of position, lack of self-confidence could also be attributed to be among the negative consequences of examination misconduct. Unfortunately, the implications of these problems are that certificates emanating from these students will continue to be treated with suspicion and disdain, bringing embarrassment and sufferings 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 problems of examination misconduct continue. 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 Onitsha Education Zone of 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 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 among public secondary school students in Onitsha Education Zone of Anambra State.
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 public secondary school students in Onitsha Education Zone of Anambra State.

METHOD

The methods were discussed under the following subheadings; research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis. The study adopted correlational research design which according to Nworgu (2015) explained that correlational research design indicates the direction and magnitude of the relationship between two or more variables in the study.

The study was carried out in Anambra State. Anambra State is one of the five states in the south east geo-political zone of Nigeria. Anambra State was created on 27th August, 1991 by the former military president of Nigeria, General Ibrahim Badamosi Babangida (rtd); with a total land area of 4,844 square kilometers, estimated total population of 11.4 million people and density of 860 persons per square kilometer (ANSG, 2020). It's headquarter is at Awka, the state capital. Anambra state is made up of 21 local government areas with 178 communities. The rationale for the area of study was born out of the researcher's careful observation that most of the parents and guardians in Onitsha have little or no time for education except their businesses and thus are ready to pay and

sponsor their wards into any forms of examination misconduct which expose them and their wards to incessant patronage to miracle centers, cheating, question leakages and even expulsion. This no doubt got the researcher so worrisome to find out what results to this and the best way to adopt positive self-concept towards examinations.

The population of the study comprised of 5,102 SS 2 students in public secondary school schools in Onitsha Education Zone of Anambra State. The SS 11 students were chosen for the study because they are not in an examination class like SS 111 students who are preparing for SSCE examinations and SS 1 students who are warming up for their admission processes as at the time of gathering data for the study. However, the SS 2 students were used as respondents for this study because they are matured to provide useful data on their experience and relationship of the various variables identified in the study. (Source: Post Primary School Service Commission (PPSSC), 2024).

The sample for this study consisted of 255 SS 2 students drawn from the population of the study. The sample size represented the targeted SS2 students in Onitsha Education Zone. The sample size represented 5 % of the entire population. This is in consonance with the recommendation of Cohen et al (2018) that 5 % is an ideal sample size when the population is large. Purposive random sampling technique was used to select two secondary schools each from Onitsha North, Onitsha South (that is, urban) and Ogbaru (that is, rural) respectively.

Two instruments were used for data collection. Self-concept Questionnaire (SCQ) and Examination Misconduct Questionnaire (EMQ). The Self Concept Questionnaire was developed by Robson (2019) and adapted by the researcher. The instrument has two sections, A and B. Section A deals with personal data of the respondents while section B has 30 items that elicited information on self concept of students. The items were structured on a 4-point scale of : Completely disagree (1), Disagree (2), Agree (3) and Completely Agree (4). The range of scores were weighted as 1, 2, 3 and 4 respectively. The second instrument was Examination Misconduct Questionnaire (EMQ) developed by Makaula (2018) and adapted by the researcher. The instrument elicited information on examination misconduct of respondents. The items of the instrument are 15 in numbers. The items were structured on a 4-point scale of : Completely Agree (CA), Agree (A), Disagree (D) and Completely Disagree (CD). The range of scores were weighed as 4, 3, 2 and 1 respectively.

The face and construct validity of the instruments were determined by three experts. The research topic, purpose of the study, research questions, hypotheses and copies of the instruments were given to two experts in Guidance and Counselling and an expert in Measurement and Evaluation, all in the Department of Educational Foundations of Chukwuemeka Odumegwu Ojukwu University for validation. These experts were requested to examine the instruments' content, coverage, clarity of the language and suitability in covering the variables of the study. These experts made useful input in the study. In examination misconduct questionnaire, the instrument was restructured to depict what constitutes examination misconduct, the use of SS2 students in research questions and hypotheses were removed. In self-concept questionnaire, items 18, 19 and 27 were restructured. Thus, the validators' comments, suggestions and recommendations were used to modify the items before the final production of the instruments.

To ascertain the reliability of the instrument, copies of Self Concept Questionnaire (SCQ) and Examination Misconduct Questionnaire (EMQ) were trial-tested on a single administration on a representative sample of 20 students from one secondary school in Enugu State. This was done using Cronbach Alpha Statistical Analysis which gave alpha co-efficient values of 0.86 for SCQ and 0.91 for EMQ. The high co-efficient values indicated that the instruments were reliable for the study. Thus, it is in consonance with the view of Howith et al in Nworgu (2015) which posited that a reliability coefficient of 0.70 and above is high enough and deemed acceptable.

The researcher administered the instruments to the respondents with the help of the classroom teachers from the chosen schools. 105 copies of questionnaire were administered to the respondents. The classroom teachers were briefed on good manners, time management and on how to administer

and collect copies of the questionnaires. The completed copies of the questionnaire were retrieved on the spot. The distribution and collection lasted for two weeks.

At the end of the exercise, copies of the distributed questionnaire were used for data analysis. Data collected were analyzed using Pearson Product Moment Correlation Coefficient to answer the research questions and the hypotheses were tested with test of significance for correlation at 0.05 level of significance. The statistical package for Social Sciences (SSPS) version 27 was used.

Decision Rule

The guideline for describing the nature of the relationship between the two variables (self concept and examination misconduct) was based on Schober et al (2018) as follows:

+/- 0.00 to 0.09 = Negligible Correlation

+/- 0.10 to 0.39 = Weak Relationship

+/- 0.40 to .69 = Moderate Relationship

+/- 0.70 to 0.89 = Strong Relationship

+/- 0.90 to 1.00 = Very Strong Relationship

Thus, while the negative coefficient indicates a negative relationship or correlation between the variables, positive coefficient indicates positive relationship or correlation between variables. For the hypotheses, where the obtained probability value (p- value) is equal or less than 0.05, the null hypotheses was rejected which implies that there is a significant relationship between the two variables. However, where the obtained p- value is greater than 0.05, the null hypotheses was not rejected which implies that the relationship between the two variables is not significant.

RESULT AND DISCUSSION

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

Analysis of research Questions

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

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 Misconduct | Self-Concept | Remark |
|------------------------|----|------------------------|--------------------|--------------------------------|
| Urban | | | | |
| Examination Misconduct | 82 | 1.00 | .321 ^{xx} | Weak positive relationship |
| Self-concept | 82 | .321 ^{xx} | 1.00 | |
| Rural | | | | |
| Examination Misconduct | 23 | 1.00 | .453 ^x | Moderate positive relationship |
| Self-concept | 23 | .453 ^x | 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.

Test of Hypotheses

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 ^{xx} | 1.00 | Significant |
| | Sig (2-tailed) | .000 | | |
| | N | 105 | 105 | |
| Examination Misconduct | Pearson (r) | 1.00 | .462 ^{xx} | |
| | 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 Misconduct | Self-Concept | Decision |
|---------------------------|----------------|---------------------------|--------------------|-------------|
| Male | | | | |
| Examination Misconduct | Pearson (r) | 1.00 | .458 ^{xx} | Significant |
| | Sig (2-tailed) | | .001 | |
| | N | 52 | 52 | |
| Self-concept | Pearson (r) | .458 ^{xx} | 1.00 | |
| | Sig (2-tailed) | .001 | | |
| | N | 52 | 52 | |
| Female | | | | |
| Examination Misconduct | Pearson (r) | 1.00 | .394 ^{xx} | Significant |
| | Sig (2-tailed) | | .000 | |
| | N | 53 | 53 | |
| Self-concept | Pearson (r) | .394 ^{xx} | 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 Misconduct | Pearson (r) | 1.00 | .321 ^{xx} | Significant |
| | Sig (2-tailed) | | .000 | |
| | N | 82 | 82 | |
| Self-concept | Pearson (r) | .458 ^{xx} | 1.00 | |
| | Sig (2-tailed) | .000 | | |
| | N | 82 | 82 | |
| Rural | | | | |
| Examination Misconduct | Pearson (r) | 1.00 | .453 ^{xx} | Significant |
| | Sig (2-tailed) | | .030 | |
| | N | 23 | 23 | |
| Self-concept | Pearson (r) | .453 ^{xx} | 1.00 | |
| | Sig (2-tailed) | .030 | | |
| | N | 23 | 23 | |

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

Table 6 indicated that the 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. Hitherto, the finding was that there is 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.

Discussion of Findings, Conclusion and Recommendations

This chapter presented the discussion of findings, conclusion, implications of the study, recommendations, suggestion for further studies, contributions to knowledge as well as summary of the study were discussed.

Discussion of Findings: The findings of this study were discussed in line with the purpose of the study raised in the study. It was carried out under the following subheading.

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

The relationship between self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State.

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 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 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 study concluded that there is a significance 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 are in consonance with the study of Aslam et al (2021) and Cvencek at al (2018) who revealed that students' attitude especially boys in examination is drastic. The reasons for this result maybe because male students have more morale than female students to indulge in examination misconducts.

The 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 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 significance 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.

CONCLUSION

The study investigated self-concept and examination misconduct among public secondary school students in Onitsha Education Zone. Based on the findings of the study, the researcher concluded that there was a significant relationship between self-concept and examination misconduct among public secondary school students in Onitsha Education Zone of Anambra State. 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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