



Study Habits and Examination Anxiety as Correlates of Students Attitudes Towards Examination Malpractices in Government Tertiary Institutions in Akwa State, Nigeria

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ARTICLE INFO

Keywords: : Examination Anxiety, Examination Malpractice, Students Attitude, Study Habit

Received : 22 June

Revised : 21 July

Accepted: 25 August

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ABSTRACT

This research looks at study habits and examination anxiety as correlates of students' attitudes towards examination malpractice using government tertiary institutions in Akwa Ibom State as a case study. Survey methodology was employed to collect data from the population of students in tertiary institutions in Akwa Ibom State. A total of 328 people from 10 government tertiary institutions in Akwa Ibom State filled out the survey, The Taro Yamane formula was used to determine a sample size of 400. With a mean criterion of 3.0, the statistical tools of the Statistical Package for the Social Sciences (SPSS) were used to analyze the study's research topics. Reviewing the effects of study habits, causes of examination anxiety, and effects of students' attitude towards examination malpractice will find that: poor time management, teaching strategies, peer pressure, threats from lectures, poor self-care and confidence, the quest for certificates, etc. all lead to examination malpractice in higher institutions in Akwa Ibom State. The study gave some recommendations and concluded that study habits, examination anxiety, and students' attitudes have a joint influence on Examination malpractice therefore all hands must be on deck to make sure students in government higher institutions in Akwa Ibom State have a good study habits and attitude, and also eradicate any form of internal (within the educational system) examination anxiety from students so as to achieve knowledge and skills rather than a mere A4 certificate paper.

INTRODUCTION

Virtually, in all international locations of the world, education has been diagnosed as a sturdy pillar upon which the social, monetary and technological development of the society depend (Oguzie and Nwokolo, 2019). Hence, many nations together with Nigeria have stated and followed education as a critical medium for empowering their residents morally and intellectually so that you can produce people of profitable character with applicable skills, aptitudes and competences wanted for maximum countrywide boom and sustainable improvement. In order to make certain that the goals of any instructional curricular are achieved, the want to study college students' mastery of the subject-count number will become a necessity. Consequent upon the above, exam will become a yardstick towards which college students' competence and development are officially measured. On this note (Emaikwu, 2012) determined that exam is aimed toward figuring out a student's stage of ability acquisition or highbrow competence and expertise after a given training. (George and Ukpong, 2013) emphasized that exam is the maximum not unusual place device round which the complete gadget of training revolves and that they similarly referred to that exam is the tool used to determine who's accredited to transport to the following educational stage. Examination does now no longer most effective feature as a procedure of assessing the development of college students, however additionally motivates and allows college students to understand their educational strengths and weaknesses. It might also function a medium for presenting comments for instructors to attempt new strategies of teaching. When exam isn't always well conducted, the predicted comments might not be as it should be achieved. As an end result of this, the final results of such exam might also additionally result in incorrect choices and judgement that may negatively have an effect on the college students, instructors, complete training community, in addition to the society in general. Unfortunately, the fulfilment of the Nigerian training gadget in accomplishing its noble dreams because the bedrock of countrywide improvement has been substantially marred with the aid of using numerous maladaptive behaviours, amongst which exam malpractice is fundamental (Ajaja, 2012). Undoubtedly, exam malpractice mars the validity and ensuing final results and makes its credibility questionable. (Nwokolo and Oguzie, 2021) determined that the truth that exam is the fundamental yardstick for measuring college students' expertise, success and overall performance appear to have seemed improper for the reason that exam malpractice has more and more come to be endemic within the Nigerian education system.

Nwokolo and Oguzie (2021) similarly said that overdependence on certificate because the fundamental yardstick to degree college students' expertise and competence might also additionally result in overzealousness at the part of college students and their dad and mom to gather certificate thru corrupt method, thereby making them greater predisposed to exam malpractice. Consequently, many college students see examinations as wars of survival and exam malpractice as a powerful method of triumphing the conflict as it stays the most effective method of acquiring certificate and the only indices

of instructional boom (Ofodile et al. 2019). The hassle of exam malpractice in Nigeria appears to have become a monster that's step by step destroying the training gadget. Examination malpractice ought to have severe results at the people, establishments of mastering and the complete use.

According to Adegoke (2010), exam malpractice changed into first pronounced in Nigeria in 1914 whilst there has been a leakage of senior Cambridge Local Examination. The creator referred to that when independence there may be rarely any 12 months that exam malpractice was not recorded in Nigeria. However, exam malpractice has become outstanding since the 1970s, whilst youths who had been in the schools and universities earlier than the appearance of the Nigerian civil conflict in 1967, who had been conscripted into the navy at some stage in the conflict, got here again on the cease of the conflict in 1970 and went again to colleges to maintain with their training (Adeyemi, 2010). These youths who understood the language of the cause of the gun greater than what the instructor changed into saying, had been now no longer psycho-emotionally strong and organized for examinations and so resorted to opportunity method of passing the examinations consisting of direct dishonest in examinations, bribing examiner to permit them to bask in mass dishonest, hiring of machineries to write down for them. This changed into honestly manifested in the West African School Certificate Examination of 1970/1971 whilst all way of irregularities starting from leakage of exam query papers to dishonest in the exam halls (Animasahun, 2013). Examination malpractice might also additionally result in extremely good lack of credibility. A user that will become infamous in exam malpractice ought to lose worldwide credibility (Egobiambu 2019). Probably, the common price of constructing collapse, monetary sabotage, vandalism, kidnapping, drug trafficking, faux drug manufacturing, amongst others, can be sensible results of ethical decadence emanating from exam malpractice. Hence, the terrible influences of exam malpractice are being felt in definitely all sectors of Nigerian economic system consisting of the training, monetary, spiritual and fitness sectors. There are distinction varieties of exam malpractice, consisting of from time to time be perpetuated in shape of impersonation, dishonest, collaborative copying, robbery of different college students' work, smuggling of solution scripts in examinations halls, fabrication of consequences and dismiss to exam regulations. Furthermore, varieties of exam malpractice consist of bringing of unauthorized substances into the exam hall, collusion, swapping of solution booklets, exam rating buying and selling or attack on exam invigilators. Although exam malpractice has come to be considerable in any respect degrees of education in Nigeria, tertiary students' mind-set closer to it is able to substantially decide their probability to indulge in the crime or now no longer (Anierobi et al. 2016).

Thus, college students' mind-set might also additionally have an impact on their views, emotions and evaluations approximately exam malpractice. Moreover, there may be exceptional boom in the incidences of exam malpractice in lots of inner and outside examinations in Akwa Ibom State. It is so apparent that exam malpractice is rapid eroding the way of life of difficult

work, diligence and honesty amongst college and university students in the society. Perhaps, that is because, whilst college and university students see themselves as incapable human beings for sporting out fulfilment orientated educational tasks, they'll broaden emotions of anxiety at some stage in exam situations. As an end result, such students might also additionally view malpractice as a reasonably-priced get away root for exam. Hence, organizing the impact of exam tension as consistent with its dating to college students' mind-set toward exam malpractice will offer counsellors, educators, establishments, authorities and the complete society with accurate understanding of a likely issue which can predispose tertiary students to exam malpractice in Akwa Ibom state. In recent times, the rate of tertiary students' involvement in exam malpractice has assumed an extreme hassle in Nigeria typically and Akwa Ibom state in particular. This is clear as reviews from the numerous examination bodies which include Teachers Registration Council of Nigeria Examination (TRCN), The West African Examination Council (WAEC), National Examination Council (NECO), Joint Admissions and Matriculation Board (JAMB), inner examinations of numerous tertiary establishments in Akwa Ibom State indicated rampant instances of exam malpractice nationwide. The case of the 2019 Unified Tertiary Matriculation Examination (UTME) end result which changed into launched a whole lot later than common because of enormous of malpractices at a few of the exam centres is an example. The JAMB spokesman whilst sooner or later putting forward the discharge of the 2019 UTME end result cited that the effects of 44,265 applicants have been withheld due to various styles of malpractices (Egobiambu 2019). Earlier this year (2024 Q1) the vice chancellor of Ignatius Ajuru University of Education Professor Okechukwu Onuchukwu suspended and expelled some undergraduate students from the institution due to exam malpractice which political science students was the majority.

In the time past, college students in tertiary institution in Akwa Ibom State studied very hard and wrote their examinations with very little malpractice. Those days, any movement so as to mar the credibility of examinations changed into jettisoned. However, the growing price of exam malpractice has turn out to be a primary supply of fear to tertiary students, parents, instructors, counsellors, researchers, exam bodies, authorities and the overall society. Different measures are installed area with the aid of using schools (tertiary, secondary and primary), exam bodies and the authorities to lower the hassle of exam malpractice in Nigeria. Such measures encompass the 1999 exam malpractice act (as amended), which stipulated stringent punishments for any man or woman worried in any shape of exam malpractice. The punishments protected the suspension or general expulsion of tertiary students stuck in exam malpractice, lack of role or termination of appointment for instructors and exam directors worried in the crime, withholding or general cancelation of effects, amongst others. Again, the creation of more than one paper alternatives in the UTME with the aid of using JAMB regarded to be very accurate in shape in lowering incidences of malpractice in examinations nationwide.

Unfortunately, those efforts of schools, exam bodies and the authorities appear to have met with restrained achievement whilst as compared with the price of exam malpractice witnessed within the Nigerian schooling system. Recently, there was a splendid uproar for the wind of extrude and the combat towards crime and corruption in Nigeria. However, the combat towards corruption in Nigeria can also additionally stay unsuccessful if exam malpractice keeps to ravage the schooling system. Ideally, the residents of Nigeria are anticipated to jettison exam malpractice, however it's far unlucky that many youths view the crime in a fantastic mild possibly because of tension. The hassle of this look at is that regardless of all efforts installed area to lower exam malpractice in Nigeria typically and tertiary establishments in Akwa Ibom state in particular, the risk is getting greater year after year. This might be because of failure with the aid of using applicable stakeholders to cope with the connection that exists among student's behaviour, exam tension and tertiary students' mind-set toward exam malpractice. This makes this research vital because it will offer empirical proof so as to similarly make stronger the efforts toward removing exam malpractice from tertiary institution in Akwa Ibom state, and Nigeria in general. The most important objective of this research is to determine study habits and examination anxiety as correlates of students' attitude towards examination malpractice. Specifically, the study sought to: ascertain factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa Ibom State, examine the causes of examination anxiety of students in tertiary institutions in Akwa Ibom State, determine the factors affecting the attitude of students towards examination malpractice in tertiary institutions in Akwa Ibom State.

LITERATURE REVIEW

Conceptual Clarification

Study Habits

The learner's Dictionary has defined study as a "mental effort to obtain knowledge". This means that studying is an art of learning which helps the individual not only to acquire knowledge but also the skill and the habit to study. Narramore (1974) defined habit as "a pattern of activity which, through repetition, becomes automatic, and can maintained with little conscious effort. Therefore, study habit refers to that education that enables learners to achieve their goals through stable patterns of behaviour.

Examination anxiety

Examination anxiety is referred to as a state of uneasiness, worry or feeling of uncertainty about impending or ongoing evaluation programme such as examination or test (Okorodudu and Ossai, 2012). It is a type of performance anxiety that makes students feel terrified about examination or tests.

Eremie and Ikpa (2020) define evaluation as a form of egocentrism resulting from underestimating oneself and uncertainty about one's own abilities, leading to negative evaluations, dissatisfaction, negative self-esteem and academic failure.

Otu (2009) suggests that test anxiety increases students' cheating behaviour. Students with high test anxiety are more likely to exhibit negative test behaviour than students with low test anxiety. For the purpose of this study, test anxiety is defined as students feeling anxious, worried and uncomfortable before or during an exam. It can be a good thing for students to feel a little anxious during an exam, but when this feeling ends, it can be dangerous (Lowe, 2012). Test anxiety has been observed in secondary school students.

Students Attitude

According to (Nwokolo and Oguzie, 2021), it states that people's attitudes, thoughts, feelings, preferences or stances on a problem, emergence, ideas or objects will create their behaviour.

Fansecia (2010) sees attitude as the key to success. It affects a person's choice of action and reactions to stimuli. Therefore, students' behaviour in exams can be important in determining whether you will commit a crime or not. According to Nwokolo and Oguzie (2021), a person's behaviour can be good or bad. Therefore, people who approach fraud detection negatively will see it as a crime and avoid the behaviour. On the other hand, people who have a positive attitude towards lying will see it as a necessary behaviour, which will lead them to exhibit negative behaviours. For the purpose of this study, attitude towards malpractice assessment is defined as the thoughts, feelings, beliefs or prejudices that may cause a person to be exposed to fraud or to prevent such behaviours. Research shows that students' attitudes towards cheating in exams are affected by many factors. One of the factors that affects students' negative attitudes towards exams is measurement/assessment stress.

Examination Malpractice

Exam Malpractice According to (Oguzie and Nwokolo, 2021), exam malpractice is defined as any act or practice committed by an individual or group before, during, or after the test for the purpose of checking the usefulness of the test.

Muhney Gutmann and Schneiderman (2008) define test malpractice as academic misconduct that involves denial or conduct that undermines the reliability of the assessment or evaluation.

Oguzie et. al (2001) examination malpractice refers to any injustice committed by an individual or group of individuals during the examination. For the purposes of this study, a negative test by a person in the process of testing the candidate's ability or knowledge is considered an illegal or unfair test.

Theoretical Literature

Bandura's Social Learning Theory (1977)

Bandura's Social Learning Theory (1977) Social learning theory combines the behavioural and cognitive aspects of learning and aims to provide a comprehensive model that can explain many aspects of educational analysis that occur in the real world. In 1961 and 1963, Albert Bandura conducted various experiments to determine whether social behaviour (violence) can be

accepted through counselling and practice. The learning process of children watching inflatable dolls aims to help children practice their own behaviour by watching others. These experiments were called the Bobo Doll Experiments. Encouraged by the findings of the Bobo doll experiment, Bandura proposed the principles of education in 1977. This principle was later developed in 1986 into the Social Cognition Principle, which recognizes that learning is social, a constant change and interaction between people, the environment, and behaviour. As Bandura and Walters stated in 1963, the principle becomes moral in nature; however, over the years Bandura moved to a broader perspective, which led to a major revision of the law in 1977. Instead, it was a method of habituating to closeness in the relationship. Learning can occur by observing behaviour and observing the consequences of the behaviour (additional reinforcement). Learning feedback involves inferring facts from observation and determining the effectiveness of behaviour (observational learning or modelling). Therefore, learning can occur without any change in behaviour. Motivation plays a role in learning but is not responsible for learning. Students are not recipients of facts, information, environment, and behaviour interact (parallel decision making).

Observation and direct experience

Typical stimulus-response theories rely on direct knowledge (of stimuli) to determine behaviour. Bandura discovered the ability to learn about the process through feedback. This gives the ability to model the way in which people "symbolically produce real effects." This abstract model produces useful results similar to those shown in the S-R context model. An important topic in social studies is the concept of interactive decision making. The theory states that just as a person's behaviour is affected by the environment, the environment is also affected by the person's behaviour. In other words, a person's behaviour, the environment, and personal behaviour affect each other. For example, a child who plays a video game gets his friends to play the same game, thus encouraging the child to play more often.

Modelling and underlying cognitive approaches

Social learning theory has paid close attention to the conceptual models mentioned above. Bandura discussed three types of stimulus patterns:

Live model, in which someone is demonstrating the preferred conduct.

Verbal instruction, wherein an individual describes the preferred conduct in element and instructs the participant in a way to interact within the conduct.

Symbolic, wherein modelling happens by way of the media, inclusive of movies, television, Internet, literature, and radio. Stimuli may be both actual or fictional characters.

Exactly what records is gleaned from commentary is stimulated via way of the kind of version, in addition to a sequence of cognitive and behavioural approaches, inclusive of:

Attention – so that it will examine, observers need to attend to the modelled conduct. Experimental research has discovered that focus of what's being found out and the mechanisms of reinforcement substantially boosts gaining knowledge of effects. Attention is impacted via way of traits of the observer (e.g., perceptual abilities, cognitive abilities, arousal, beyond overall performance) and traits of the conduct or occasion (e.g., relevance, novelty, affective valence, and purposeful cost). In this way, social elements make contributions to attention – the status of various fashions influences the relevance and purposeful cost of commentary and consequently modulates attention.

Retention – In order to breed a determined conduct, observers need to be capable of bear in mind capabilities of the conduct. Again, this method is stimulated via way of observer traits (cognitive capabilities, cognitive rehearsal) and occasion traits (complexity). The cognitive approaches underlying retention are defined via way of Bandura as visible and verbal, in which verbal descriptions of fashions are utilized in extra complicated scenarios.

Reproduction – By reproduction, Bandura refers now no longer to the propagation of the version however the implementation of it. This calls for a diploma of cognitive skill, and can in a few instances require sensorimotor capabilities. Reproduction may be tough due to the fact within the case of behaviours which can be strengthened thru self-commentary (he cites development in sports), it is able to be tough to take a look at conduct well. This can require the enter of others to offer self-correcting comments. Newer research on comments aid this concept via way of suggesting powerful comments, which could assist with commentary and correction improves the overall performance on individuals on tasks.

Motivation – The selection to breed (or chorus from reproducing) a determined conduct is depending on the motivations and expectancies of the observer, inclusive of expected outcomes and inner standards. Bandura's description of motivation is likewise essentially primarily based totally on environmental and hence social elements, when you consider that motivational elements are pushed via way of the purposeful cost of various behaviours in a given surroundings.

Vygotsky's Theory of Sociocultural Cognitive Development

Lev Vygotsky (1896-1934) was a Russian therapist and teacher who developed concepts about how social interactions influence our cognitive development. This is Lev Vygotsky's culture theory of cognitive development. Vygotsky developed his theory at the same time that Swiss psychologist Jean Piaget's theories on cognitive development were developing, but these changed at almost every point. Some of Vygotsky's paintings are still being translated from Russian. This concept recognizes that infants' cognitive development and ability to acquire knowledge can be guided and modified through social interaction. His idea (also known as Vygotsky's sociocultural concept) says that acquiring knowledge is an important part of social life rather than an adventure

of discovery. He expanded on the topic by saying that infants' knowledge is greatly utilized under the guidance of more experienced members including figures or teachers. This concept also suggests that children interact with and analyse the ideas and behaviours they see in their environment. It is suggested that subcultures play an important role in developing skills for cross-cultural success. Vygotsky also emphasizes the importance of language as the foundation of all learning.

Empirical Literature Review

Manish Vishwanath (2023) investigated the academic and academic performance of government secondary school students in Ekumfi district: Exploring educational management. This study uses Bakare's (1977) theory of learning behaviour and VAK's theory of learning style from Fernald and Keller (1920) as the theoretical framework to examine the effects of learning behaviour of high school students in Ekumfi Region while controlling for relevant factors. A descriptive interview system was developed to collect quantitative data from 475 students through questionnaires and checklists using comparative sampling techniques. After meeting the validity and reliability requirements, the data were analysed using nonparametric statistical tools such as Pearson product-moment correlation and multiple hierarchical regression. Studies generally show that learning behaviour has a positive relationship with students' overall learning. Studies also show that learning styles have an impact on learning. It has also been observed that learning style does not affect learning behaviour. Instead, the learning model supports the connection between student learning and academic success. Especially listening learning models, visual learning models, tactile learning models, reading writing and time management contribute to learning, but individual collaboration and maintenance of important documents cannot be achieved through tests, homework and assignments. Therefore, it is recommended that strategies to improve learning behaviour be done with methods that will improve students' learning.

Ekejiuba et al. (2022) investigated the relationship between test anxiety and test-taking behaviour among secondary school students in Imo State, Nigeria. Three research questions were answered and the null hypothesis tested at the 0.05 significance level guided this study. This study adopted a social science approach. The population of this study consisted of 33,922 secondary school students (SS2). The sample of the study consisted of 3,520 students selected from a multi-level sample. The instruments used in this study were the Stress Assessment Questionnaire (TAI) and the Stress Assessment System (EMAS). Descriptive statistics, Pearson product-moment correlation and regression analysis were used in the data analysis. The findings show that most students in Imo State experience high levels of stress. The results also show that majority of students in Imo State have a negative attitude towards malpractice in examinations. More importantly, the results showed a positive relationship between test anxiety and cheating tendencies among secondary school students. This study concluded that test anxiety among secondary school students was associated with their attitudes toward cheating. This study recommends that

counsellors, teachers, and researchers increase their efforts to develop programs that can help reduce student stress so that students are less stressed and more prepared when faced with exams and tests without thinking about them.

Obi and Oguzie (2019) investigated the effects of desensitization techniques on generalized anxiety disorder among youth in Enugu East Local Government, Enugu State, Nigeria. Studies have shown that stress tests can cause symptoms such as sweating, tremors, indigestion, and excessive worry. Although test anxiety may improve the performance of some students, it is often detrimental and leads to poor performance.

Ukavbe (2018) Exploring the consequences of poor performance in Nigerian education: Challenges for school counsellors. In his analysis, cheating can take many forms and dimensions, including fraud, scams, concealment, beatings, and threats to administrators. The author added that, as would be expected on a battlefield, the culture of public scrutiny in some parts of the country has become a matter of life and death. Sometimes, competitors come to clinics with dangerous weapons such as machetes, knives and even guns. Penn (2017) in his study on the effect of test anxiety on student performance found that test anxiety can be caused by poor time management, inability to complete study materials, poor academic performance, worrying about the performance of the previous exam, and comparing the result with the personal result. Heart rate is one of the most commonly used arousal measures as it is easy to measure.

Evaluation of Literature Reviewed

Manish Vishwanath (2023), Ekejiuba et al. (2022), Obi and Oguzie (2019), Ukavbe (2018), Penn (2017) have all looked at students study habits as related to examination malpractice. Most of the studies were conducted outside schools/institutions in Akwa Ibom State and some used methods such as analysis of ANOVA, chi-square and Pearson product moment correlation, and retrospective analysis to validate the data.

This study is different from others study in terms of geographical location it focuses on only government higher institutions in Akwa Ibom State, in terms of content it looks at: factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa Ibom State, causes of examination anxiety of students in tertiary institutions in Akwa Ibom State, factors affecting the attitude of students towards examination malpractice in tertiary institutions in Akwa Ibom State and in terms of method, the study employ survey method with the use of SPSS and 5-likert scale to analyse it data base on this gap the researchers tend to carry out this work.

METHODOLOGY

The study adopts survey research design to examine study habits and examination anxiety as correlates of students' attitudes towards examination malpractices in tertiary institutions in Akwa Ibom State, Nigeria. Primary and secondary data were used in the research. The primary data were gotten through respondents' questionnaire while the secondary population were gotten from all the students in tertiary institutions in Akwa Ibom State

[University of Uyo (128,314), Federal University of Science and Technology Ikot Abasi (479), Akwa Ibom State University (15,000), National Open University Uyo Learning Centre (21,339), Federal Polytechnic Ukana (3,300), Akwa Ibom State Polytechnic Ikot Osurua (12,000), Federal College of Education Ididop (453), Akwa Ibom State College of Education, Afaha Nsit (9,000), Akwa Ibom State College of Health Sciences (2,324) and Maritime College Oron (1,862)]. Akwa Ibom State has 10 state/federal tertiary institutions. According to NUC and NBTE statistics, the total population as of 2018 and 2023 is 194,071 persons respectively. With the implementation of Taro Yamane, the population size decreased to 400 people. 35 final year students and 5 senior lecturers from the departments of Psychology, Nursing and Maritime Transport from 10 selected institutions in Akwa Ibom State received the questionnaire. It allows the researcher to access important information for the study. Data are presented using descriptive statistics tools such as words, percentages, and means. On the other hand, the three research questions were analysed using the 5 Likert mean and standard deviation scales in Social Science Statistical Software (SPSS). The research questions were analysed using a mean scale of 3.0; A total score below 3.0 indicated that participants disagreed with the research question, while a total score above 3.0 indicated that participants agreed with the research questions. Objective detection methods were used in the research. For clarity, the research instrument adopted for this study is a self-structured questionnaire titled study habits and examination anxiety as correlates of students' attitude towards examination malpractice (S.H.E.A.C.S.A.E.M). It enabled the researchers obtain relevant data for the research. The questionnaire was designed to elicit information from the respondents, and to suit the need and purpose of the study. The questionnaire was designed in four (4) sections. The first section looks at demographic data of the respondents such as; gender, age, occupation, state of origin. The second section analysed research question one which is centred on factors effecting students study habits towards examination malpractice in government tertiary institutions in Akwa Ibom State. The third section analysed research question two which is the causes of examination anxiety in students in government tertiary institutions in Akwa Ibom State. The fourth section analysed research question three which is factors effecting the attitude of students towards examination malpractice in government tertiary institutions in Akwa Ibom State. The questionnaire adopts a 5-point Likert scale of Strongly agreed (SA), Agreed (A), Undecided (U), Strongly Disagreed (SD), and Disagreed (D). The instrument is made up of a total of 25 items. Purposive sampling was chosen for use in this study because it provides a nonprobability sample selected based on characteristics present in specific populations and across study practices. It can also help researchers identify common misconceptions within each group.

RESEARCH RESULT

Data presentation

The data analysis was based on the research objectives. Primary and secondary data were reviewed. In the main analyses, participants were

identified based on specific demographic characteristics. Age, level and all other demographic variables are calculated using percentages. The researchers use the mean and standard deviation for descriptive statistics in secondary analysis.

Table 1 Demography and Distributions of the Questionnaires

Names of Selected Institutions	Names of Department Selected	Age/Level of Students	Academic Rank of Selected Lecturers	No. of Questionnaire Distributed/Returned
<ul style="list-style-type: none"> • University of Uyo 	Psychology	20-30/400L	Senior Lecturer	40/36
<ul style="list-style-type: none"> • Federal University of Sc. and Tech. Ikot Abasi 	Psychology	20-30/400L	Senior Lecturer	40/34
<ul style="list-style-type: none"> • Akwa Ibom State University 	Psychology	20-30/400L	Senior Lecturer	40/32
<ul style="list-style-type: none"> • National Open University Uyo 	Psychology	20-30/400L	Senior Lecturer	40/27
<ul style="list-style-type: none"> • Federal Polytechnic Ukana 	Psychology	20-30/400L	Senior Lecturer	40/32
<ul style="list-style-type: none"> • Akwa Ibom State Polytechnic 	Psychology	20-30/400L	Senior Lecturer	40/38
<ul style="list-style-type: none"> • Federal College of Education Ididep 	Psychology	20-30/400L	Senior Lecturer	40/32
<ul style="list-style-type: none"> • Akwa Ibom State College of Education Afaha Nsit 	Psychology	20-30/400L	Senior Lecturer	40/34
<ul style="list-style-type: none"> • Akwa Ibom State College of Health Science 	Nursing	20-30/400L	Senior Lecturer	40/30
<ul style="list-style-type: none"> • Maritime Academy Oron 	Marine Transport	20-30/400L	Senior Lecturer	40/33
		20-30/300L		
		20-30/200L		

Source: author's compilation (2024)

From table 1 above shows sectorial distribution of the questionnaire, it is seen that the questionnaire was distributed evenly among the various tertiary institution in Akwa Ibom State of which respondents from **Akwa Ibom State Polytechnic** have the highest retrieved questionnaire (38) while National Open University Uyo study centre have the lowest respondents of 27.

Research Question One

What are the factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa Ibom State?

Table 2. Respondents' Perceptions on factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa Ibom State

S/N	Factors	Mean	Standard Deviation	Decision
1	Poor time management among students.	3.91	3.62	Agreed
2	Poor teaching/lecturing strategies.	4.14	3.70	Agreed
3	Students home environments.	4.11	3.74	Agreed
4	Peer pressure.	4.31	3.90	Agreed
5	Social media addiction of students.	4.55	4.08	Agreed
6	Work and financial instability.	4.10	3.61	Agreed
7	Family stress.	4.45	4.11	Agreed
Aggregate Mean		3.75	3.73	Agreed

Source: Authors survey, 2024.

From table 2 above, it could be visible that every one of the respondents anonymously agreed that poor time management among students, poor teaching/lecturing strategies, students home environments, peer pressure, social media addiction of students, work and financial instability and family stress are the factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa State, Nigeria. The mixture suggest criterion is 3.75 that's above the suggest criterion of 3.0 and the mixture standard deviation is 3.73 that's above the usual deviation of 3.0 indicating that every one of the respondents anonymously agreed to the items in table 3.

Research Question Two

What is the causes of examination anxiety in students of tertiary institutions in Akwa Ibom State?

Table 3. Respondents' Perceptions on the causes of examination anxiety in students of tertiary institutions in Akwa Ibom State

S/N	Factors	Mean	Standard Deviation	Decision
1	Fear.	3.71	3.82	Agreed
2	Poor preparation.	4.15	3.71	Agreed
3	Poor performance history.	4.15	3.73	Agreed
4	Unrealistic performance expectation.	3.14	3.11	Agreed
5	Difficulties in understanding the study materials.	3.53	3.57	Agreed
6	Threat from lecturers.	4.18	3.80	Agreed
7	Poor self-care which includes: insufficient sleep, unhealthy eating, lack of exercise or relaxation.	4.12	3.76	Agreed
Aggregate Mean		3.85	3.73	Agreed

Source: Authors survey, 2024.

From table 3 above, it could be visible that every one of the respondents anonymously agreed that fear, poor preparation, poor performance history, unrealistic performance expectation, difficulties in understanding the study materials, threat from lecturers, and poor self-care which includes: insufficient sleep, unhealthy eating, lack of exercise or relaxation are the causes of

examination anxiety in students of tertiary institutions in Akwa Ibom State, Nigeria. The mixture suggest criterion is 3.85 that's above the suggest criterion of 3.0 and the mixture standard deviation is 3.73 that's above the usual deviation of 3.0 indicating that every one of the respondents anonymously agreed to the items in table 3.

Research Question Three

What are the factors affecting students' attitude towards examination malpractice in tertiary institutions in Akwa Ibom State?

Table 4. Respondents' perceptions on the factors affecting students' attitude towards examination malpractice in tertiary institutions in Akwa Ibom State

S/N	Factors	Mean	Standard Deviation	Decision
1	Peer influence.	4.17	3.81	Agreed
2	Parental influence.	4.41	3.94	Agreed
3	Socio-economic status of the students.	4.51	4.04	Agreed
4	Lack of effective support from lecturers.	4.11	3.65	Agreed
5	Poor class room instruction.	4.27	3.91	Agreed
6	Wrong value of educational system.	4.12	3.37	Agreed
7	The quest for certificate instead of knowledge and skills.	4.21	3.81	Agreed
8	Laziness among students.	4.12	3.86	Agreed
9	Lack of self-confidence.	3.13	3.03	Agreed
10	Poor school facilities.	4.19	3.79	Agreed
11	Inadequate preparation.	4.12	3.86	Agreed
Aggregate Mean		4.12	3.73	Agreed

Source: Authors survey, 2024.

From table 3 above, it could be visible that every one of the respondents anonymously agreed that peer influence, parental influence, socio-economic status of the students, lack of effective support from lecturers, poor class room instruction, wrong value of educational system, the quest for certificate instead of knowledge and skills, laziness among student, lack of self-confidence, poor school facilities, and inadequate preparation are the factors affecting student attitude towards examination malpractice in tertiary institutions in Akwa Ibom State, Nigeria. The mixture suggest criterion is 4.12 that's above the suggest criterion of 3.0 and the mixture standard deviation is 3.73 that's above the usual deviation of 3.0 indicating that every one of the respondents anonymously agreed to the items in table 4.

DISCUSSION

Study habits and examination anxiety as correlates of students' attitudes towards examination malpractices in tertiary institutions in Akwa Ibom State, Nigeria, were uncovered by answering the study question. Poor time management among students, poor teaching/lecturing strategies, students home environments, peer pressure, social media addiction of students, work and financial instability and family stress are the factors affecting students study habits towards examination malpractice in tertiary institutions in Akwa

Ibom State, Nigeria which is in line with the empirical literature review of Manish Vishwanath (2023) that study habit have significant positive relationship with students' academic performance and also that teaching and learning style affect academic performance. Also the study is in line with that of Penn (2017) that poor time management lead to examination malpractice among students. The findings of the study are also in line with Ekejiuba et. el (2012) that there is a high positive significant relationship between student examination anxiety and examination malpractice among students and also the study agrees with that of Penn (2022) that poor historical performance of student brings about negative attitude in students which lead to examination malpractice among students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study investigated study habit and examination anxiety as correlates of students' attitudes towards examination malpractices in tertiary institutions in Akwa Ibom State, Nigeria. Based on the result of the findings the following conclusion was drawn from the study. There is a significant positive relationship between Study habits and examination malpractice. The result implies that a good or bad study habit have significantly relates to decrease or increase in examination malpractice. Also, there is a significant relationship between examination anxiety and examination malpractice. The result implies that increase in examination anxiety significantly relates to increase in examination malpractice. Furthermore, the result shows that there is a significant relationship between students' attitude and examination malpractice. Students who have bad/poor study habits are more likely to embrace the urge to engage in examination malpractices. Conversely, students who have examination anxiety are more likely to engage in examination malpractice and bad students' attitude leads to examination malpractice. Conclusively; study habit, examination anxiety and students' attitude have joint influence on Examination malpractice therefore all hands must be on deck to make sure students in higher institutions of Akwa Ibom State have a good study habit and attitude, and also eradicate any form of internal (within the educational system) examination anxiety from students so as to achieve knowledge and skills rather than certificate which is just a mere A4 paper.

Recommendation

The following suggestions that administrators of private, state and federal institutions in Nigeria should make for students with the help of counsellors are students should:

1. find a good place to study.
2. try to relax as much as possible while studying.
3. set goals and objectives while studying and working.
4. try to disseminate various information while learning to understand the lesson.
5. create a study buddy.

6. prepare before taking the exam.
7. take care of your body and keep your mind healthy.
8. learn to control the physical signs of stress and anxiety as they try to manifest themselves.
9. be their own motivational coach, because self-motivation is the best type of motivation.
10. connect with supportive people (students that are brilliant than them).

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