
THE INFLUENCE OF SCHOOL LEARNING FACILITIES ON STUDENTS' ATTITUDE TOWARD EXAMINATION
MISCONDUCT IN AKWA IBOM NORTH-EAST SENATORIAL DISTRICT

By

Ubong James AKPAN, Ph.D.
Department of Social Studies
Akwa Ibom State College of Education,
Afaha Nsit, Nsit Ibom L.G.A

And

Edidiong Linus NKAN, Ph.D.
Department of Social Studies
School of Arts/Social Sciences
College of Education, Afaha Nsit

ABSTRACT

The study assessed the influence of school learning facilities on students' attitude toward examination misconduct in Akwa Ibom North-East senatorial district. The research design adopted for the study was the ex-post-facto design because the manifestation of the influence of independent variables on the dependent variable had already taken place without being manipulated. The study was conducted in the Akwa Ibom North East Senatorial District. The population of the study comprised all Senior Secondary Two (SS2) Civic (SS2) Civic Education students in all the public secondary schools in the Akwa Ibom North-East Senatorial District. The total population of Civic Education students in Senior Secondary School Two (SS2) for the 2017/2018 session was 7,263. The sample of this study consists of 375 SS2 respondents, which is 19% of the study population selected from thirteen schools, and a multi-stage procedure and proportionate sampling technique were used to draw up the sample of the study population. To collect data for this study, the "School Environmental Factors Questionnaire (SEFR)" and "Students' Attitude to Examination Misconduct Questionnaire (SAEMQ)" were used. Face validity was established for the instrument. To determine the reliability of the instruments, a test-retest was conducted with a sample size of 27 students drawn from schools in Akwa Ibom North East Senatorial District that were not part of the actual study. The data for this study were analyzed using mean (\bar{x}) and standard deviation (SD) in answering the research questions, while the t-test was used in testing the hypotheses at 0.05 alpha level of significance. The study showed that there is a significant influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District. It was recommended that appropriate school learning facilities should be provided in the school system to facilitate effective teaching and learning so that students will not resort to negative examination conduct.

KEYWORDS: School Learning Facilities, Students' Attitude Examination Misconduct And Akwa Ibom North-East Senatorial District

INTRODUCTION

Any unlawful act carried out by a student alone or in concert with others—such as parents, teachers, invigilators, classmates, printers, or any other individual or group of individuals before, during, or after an exam in order to obtain unjustified marks or grades is considered examination misconduct (Yara, 2009). In the broadest sense, misconduct refers to inappropriate interference with an organization's ability to carry out its operations or maintain its assets. Any exam behavior that is unsafe and could be construed as misconduct is in violation of the school's ordinances, regulations, policies, procedures, or rules. Acts committed in person, over the phone, electronically, or through other channels, such as public websites and social networking sites, are likewise included in the behavior disposition that is characterized as misconduct. Some examples of test misconduct that students

engage in include exchanging answer booklets, copying on paper, using handkerchiefs, stealing desks or chairs, and paying supervisors or invigilators to ignore or ignore malpractice. Exam misbehavior also involves the use of electronic devices such as cell phones, calculators, organizers, radios, and Walkmans. According to West African According to West African Examinations Council (WAEC, 2015), examination misconduct in Nigeria are successfully perpetrated with the active connivance of students, parents, school authorities, government functionaries' invigilators and sometimes officials of such examination bodies as Joint Admissions and Matriculation Board (JAMB); National Examination Council (NECO); National Teacher's Institute (NTI) etc. In Nigeria, a lot of measures have been put in place by government, school authorities, civil societies, institutions and well-meaning individuals to eradicate examination misconduct but the problem keeps spreading with all form of sophistication.

One of the most dynamic organizations that adapts to the shifting demands of society is the school. Additionally, it cultivates in each person the knowledge, interests, beliefs, attitudes, habits, abilities, and power that students would find desirable to position themselves in the social order and utilize to influence their lives and society in a way that is more honorable and noble. For learning and growth, students require a safe, healthy, and engaging environment. The environment has a significant impact on a child's development during the six to eight hours that kids spend in school. The majority of time is spent on school property or on the commute to and from school. In order to maximize experiences that promote education, health, and stewardship, this situation necessitates thorough curriculum planning and design. Consequently, the educational setting plays a critical role in forming and changing intellectual capacity.

A clear and equitable disciplinary policy, well-run classrooms, efficient school-based health services, and the availability of suitable facilities all contribute to a positive school climate. Students who are in a supportive and conducive school environment with ample learning resources and a pleasant atmosphere feel more at ease and are more focused on their studies, which leads to improved academic achievement.

A suitable and sufficient setting is crucial for a child's learning to be successful. The stimulus required for learning experiences is provided by a favorable school environment. The majority of the children's time is spent in school, and through curriculum, instructional strategies, and interpersonal interactions, the school environment has a significant impact on their performance and attitude.

Institutions of higher learning are closely related to society at large. They are both agents of social change and transformation and the temple of knowledge. The nation is quite concerned about the overall state of our colleges, universities, and schools. It has a big influence on how the students' personalities develop. Since kids spend the majority of their lives in school, the educational setting has a significant role in instilling moral principles in them. For example, Kochhar (2009) posited that the destiny of Indian girl is now being shaped in her classroom. This quote demonstrated how important the school atmosphere is to students in particular and the country as a whole. As a result, as students are the foundation of any country, they require a safe learning environment in order to thrive and avoid academic dishonesty.

School buildings, playgrounds, large classrooms, students, staff, library resources, the school administration, and disciplinary procedures are all considered to be part of the school environment. Play areas and school buildings must be created and maintained to encourage learning while being risk-free. According to studies, school infrastructure like buildings, classroom sizes, library resources, and instructional materials can have a favorable or negative impact on student attainment. Variables like teachers' work attitudes and students' eagerness to learn, as well as their attitudes toward test behavior and misconduct, are examples of school environmental influences.

The school location, buildings, playgrounds, equipment, and other tangible resources that are available for efficient teaching and learning operations are all considered school facilities. All things considered, school facilities are tangible assets that support efficient instruction and learning. Blocks

of classrooms, labs, workshops, libraries, equipment, water, electricity, tables, desks, seats, a playground, a computer lab, storage space, and restrooms are all included. It is crucial to remember that having sufficient facilities in schools can help kids develop their abilities, knowledge, and attitudes, allowing them to reach their full potential and become independent. Students' attitudes on exam misbehavior might also be influenced by inadequate or subpar school amenities.

STATEMENT OF PROBLEM

Educationists have expressed serious worry about the ongoing prevalence of exam misbehavior, which is supported by school environmental elements such as instructors' work attitudes, administrative policies, and learning facilities, among others. It appears that examination misconduct has not been adequately addressed in Nigeria, despite the National Policy on Education placing a high value on exams. Observations by Adesina (2015) have shown that there is mass cheating in public examinations in the country. Except for the cancellation of results for a certain center or the withholding of results in specific subjects, nothing tangible has been done to lessen the issue. Nobody seemed to be concerned about the impact of the educational environment in any of these. Typically, people place the blame on society and parents.

RESEARCH OBJECTIVE

- What are the influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

RESEARCH QUESTION

- What are the influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

RESEARCH HYPOTHESIS

- There is no significant influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

CONCEPTUAL REVIEW

Examination Misconduct

Examination misconduct has now taken a new trend involving an organized system of the supervisors, invigilators, subject teachers, and, in some cases, principals of schools (Aina, 2010). This view is shared by the author Ikupa (2016), who observes that examination bodies, government functionaries, school authorities, invigilators, supervisors, parents, and students all participate in examination misconduct. This author reiterates that examination misconduct has long graduated from normal 'giraffing' at a neighbor's work using key points, notes, or textbooks or copying on sheets of paper referred to as 'microchips' (or 'mwakenyas,' as they are referred to in Kenya) to a more sophisticated and organized system of buying questions from examination bodies or from corrupt bank officials entrusted with the safekeeping of examination question papers. Some forms of misconducts as discussed by Kagoda and Sentongo (2015) are listed below:

- **Collusion:** Between applicants and test administrators as well as between candidates themselves: When candidates write identical exam copies, it is called collusion. Collusion also applies when an examination official gives the exam materials to parents, overzealous school administrators, or the intended examinees before the exam time. Collusion results in widespread exam cheating.

- **Impersonation:** In this instance, a hired mercenary or another candidate takes the test in place of the actual applicant. Exams are written by twins for each other, while male candidates sit in for girls or vice versa.
- **Giraffing:** This form of cheating takes its name from one of the African wild animals with an extremely long neck, legs, and small head (Akaranga and Onyong, 2013). It is a process in which an examinee stretches out his neck as long as possible to view and copy what a fellow candidate has written down for a given question. Giraffing is among the oldest and the commonest forms of examination malpractice.
- **Inscription:** Students are now able to write information or materials on everything, such as their hands, thighs, baby poop, and other body parts; handkerchiefs, rulers, handbags, chairs, tables, exam room walls, and so on (Oredein, 2006). Nursing mothers turn their infant's sensitive skin into a whiteboard, and occasionally during exams, they ask for permission to breastfeed their child just so they can read or review their notes.
- **Irregular activities Inside and outside examination Halls:** Unwholesome behaviors are displayed during exams by students who have made the decision to cheat. For example, communicating and receiving information from other applicants or from agents and touts outside the test hall, sneaking question papers out of the hall, or ripping portions of the question paper or answer booklet during the exam are all examples of malpractice.
- **Scientific Malpractice/the Use of Mobile Phones during Examinations:** In order to get an unfair advantage, applicants now use illegal scientific calculators, organizers, compact discs, and cell phones. For usage in exams, mobile phones with cameras (imaging features) are utilized to take pictures of an entire textbook in a much smaller format. When taking an exam with multiple-choice questions, candidates in the exam room receive the answers via their agents' phones, even if they are not in the same area.
- **Bribery:** Teacher-student collaboration to cheat may be strengthened by this type of wrongdoing. Exam malpractices are examined from an economic standpoint. In order to employ illicit materials that have been smuggled into the test room or to extend the exam's allocated time, a student may pay an exam official money, but not necessarily to purchase the question paper. Bribery, sometimes known as sorting in higher education, is very common in Nigeria. While female students use money or sex to negotiate for "upgrading" their test grades, male students offer money or other goods. Both secondary and tertiary education exams sometimes include bribery.
- **Intimidation/Assault on Examination Officials:** There have been documented instances of students and touts threatening invigilators with deadly weapons, such as daggers, pistols, axes, etc., in order to gain a free day while committing the horrible crime. This violent behavior is more likely to occur among students who participate in covert cult activities. Intimidation is especially noticeable during the last semester of undergraduate exams or during the External West African Senior School Certificate Examination (WASSCE)/National Examination Council (NECO) exams, also known as the General Certificate of Education (GCE). Other types of exam misbehavior include widespread cheating, question paper leaks, trading answer booklets for note comparison or blatant impersonation, and some candidates using coded sign languages.

SCHOOL LEARNING FACILITIES AND STUDENTS' ATTITUDE TO EXAMINATION MISCONDUCT

Abdulrahman (2012) investigated the relationship between the quality of school facilities and students' attitude to examination misconduct in relation to the field of Technology and Livelihood Education (TLE). Survey design was used in this study and questionnaire was administered to the respondents who were departmental heads and selected instructors in the field. In addition, data was collected from the school anecdotal records. Independent z-test was used to specifically identify the difference in students' attitude to examination conduct prior to and after the procurement and utilization of new facilities in the TLE department. Results revealed that the component with the highest

mean rating was the exterior environment (3.50) and the component with the lowest mean rating was support space (2.97). In terms of students' attitude to examination conduct, there was much improvement in their attitude to examination misconduct due to the quality of school facilities made students' attitude vulnerable to examination misconduct and the administrators concerned should take significant action in addressing this educational issue.

Abolade (2004) also examined the relationship between school facilities and students' achievement in the affective and psychomotor domains of learning. The study used a descriptive research design. The population consisted of all the teachers in public secondary schools in Ogun State, Southwest Nigeria. The sample was made up of 1200 teachers from 60 secondary schools. Multistage and stratified random sampling techniques were used to select the sample, the schools, and the teachers for the study. A self-structured instrument tagged "Secondary School Students' Achievement Questionnaire (SSAQ)," which was validated by research experts in educational management tests and measurement was used to collect the data for the study. The data were analyzed using frequency count, simple percentages, bar charts, measurement, and Pearson product moment correlation. The study revealed that inadequate schools' physical facilities hampered students' achievement. The study further revealed that the students achieved well in the cognitive and psychomotor domains of learning and failed in the affective domain.

The study revealed that there was an insignificant relationship between school facilities and students' achievement in the affective domain but a significant relationship between school facilities and students' achievement in the psychomotor domain of learning. Based on the findings of the study, it was recommended that schools step up effort in providing physical facilities to enhance students' achievement in the affective domain, while the government should assist the schools to improve upon the level of physical facilities in schools so as to improve the students' achievement in all areas of learning.

METHODOLOGY

The research design adopted for the study was the ex-post-facto design because the manifestation of the influence of independent variables on the dependent variable had already taken place without being manipulated. The study was conducted in the Akwa Ibom North East Senatorial District. The population of the study comprised all Senior Secondary Two (SS2) Civic (SS2) Civic Education students in all the public secondary schools in the Akwa Ibom North-East Senatorial District. The total population of Civic Education students in Senior Secondary School Two (SS2) for the 2017/2018 session was 7,263. The sample of this study consists of 375 SS2 respondents, which is 19% of the study population selected from thirteen schools, and a multi-stage procedure and proportionate sampling technique were used to draw up the sample of the study population. To collect data for this study, the "School Environmental Factors Questionnaire (SEFR)" and "Students' Attitude to Examination Misconduct Questionnaire (SAEMQ)" were used. Face validity was established for the instrument. To determine the reliability of the instruments, a test-retest was conducted with a sample size of 27 students drawn from schools in Akwa Ibom North East Senatorial District that were not part of the actual study. The data for this study were analyzed using mean (\bar{x}) and standard deviation (SD) in answering the research questions, while the t-test was used in testing the hypotheses at 0.05 alpha level of significance.



RESULTS AND DISCUSSION

Research Question One

What influence does school learning facilities exerts on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

Table 1: Mean and standard deviation on influence of school learning facilities on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District?

Variable	n	x	SD	Decision
Classroom Availability	86	34.88	8.28	H ₀ Rejected
Library Facilities	176	35.41	8.07	
Instructional Material	113	38.36	9.41	
Students’ attitude to examination misconduct	375			

Researcher’s fieldwork data (2021)

Result in Table 1 indicated the mean for classroom to be 34.88 with a standard deviation (SD) of 8,28, mean for library facilities is 35.41 with a standard deviation (SD) of 8.07 and the mean for instructional materials is 38.36 with a standard deviation (SD) of 9.41. The result showed variance based on school learning facilities. This implies that school learning facilities influence students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

Hypothesis Testing

Hypothesis One

There is no significant influence of school learning facilities on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

Table 2: Analysis of Variance (ANOVA) of the significant influence of school learning facilities on students’ attitude to examination misconduct

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2926.300	3	975.433	14.458	.000
Within Groups	25029.370	371	67.465		
Total	27955.669	374			

Researcher’s fieldwork data (2021)

The result in Table 2 shows that an F-ratio of 14.458 with an associated probability value of 0.000 was obtained with regards to the significant influence of school learning facilities on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District. Since the associated probability value of 0.000 was less than 0.05, the null hypothesis four which states that there is no significant influence of school learning facilities on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District was rejected. This implies that there is a significant influence of school learning facilities on students’ attitude to examination misconduct in Akwa Ibom North-East Senatorial District. The significance of this result caused Post Hoc Scheffe test to be conducted in order to find the facility between which the significant difference lie.

Table 3: Post Hoc Scheffe test of the significant influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District

School learning facilities	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
Class Availability 4.1649	1.52722		1.38777	.998	-3.6298
Library Facilities 3.6298	1.26752		1.38777	.998	-4.1649
Instructional Materials	*8.50714		1.59813	.000	4.0190 12.9953

The mean difference is significant at 0.05 level.

Researcher's fieldwork data (2021)

From the result in Table 3 above, it is observed that the significant difference in the three learning facilities (classroom availability, library facilities and instructional materials lies with the highest significant difference (8.50714).

CONCLUSION

In conclusion, the availability and adequacy of school learning facilities significantly influence students' attitudes toward examination misconduct in Akwa Ibom North-East Senatorial District. Poor facilities often create frustration and low motivation, pushing students toward dishonest practices. Conversely, well-equipped and conducive learning environments foster confidence and academic integrity. Schools with functional libraries, laboratories, and classrooms encourage genuine learning efforts. Therefore, adequate investment in educational facilities remains vital for curbing examination malpractice. Sustainable improvement in school infrastructure will promote discipline and enhance students' moral and academic standards. The study showed that there is a significant influence of school learning facilities on students' attitude to examination misconduct in Akwa Ibom North-East Senatorial District.

RECOMMENDATIONS

- Appropriate school learning facilities should be provided in the school system to facilitate effective teaching and learning so that students will not resort to negative examination conduct.
- Existing school facilities should be properly maintained and upgraded regularly to ensure a conducive learning environment.

REFERENCES

- Abdulrahman, M. (2012).** Differential allocation of educational resources and secondary school academic performance in Edo State, Nigeria. PhD Thesis, University of Ibadan, Nigeria, 220p
- Abolade, E. E. (2004).** Students' perception of science subjects and its implications for utilization and management of teaching and learning resources. *African Journal of Science, Technology and Mathematics*, 6(2): 34-40
- Adesina, S. (2015)** Growth without development: Nigeria's educational experience between 1914-2004. Educational Industries Nigeria, Ogun State, 216p
- Aina, O. (2010)** Primary, the ethics and integrity of business and technical examination, pp.121-135. In: A. I. Onyechere (Editor). Promoting examination ethics: the challenge of collective responsibility. Federea; Ministry of Education National Conference Proceeding. Potomac Consulting Group, Lagos, 76p.
- Akaranga, S. I. & Onyong, J. J. (2013).** The phenomenon of examination malpractice: an example of Nairobi and Kenyatta universities. *Journal of Education and Practice*, 4(18): 87-96
- Ikupa, J. C. B. (2016).** Causes and cure of examination of malpractices. *The Business Administrator*, 1(1):38-39
- Kochhar, S. K. (2009).** Methods and Techniques of Teaching. Sterling Publisher, New Delhi, 364p.
- Oredein, A. O, (2006).** Checking examination malpractice in Nigeria schools. https://www.naere.org.ng/journal/checking_examination_malpractice_nigerian_schools. [df (Retrieved on 28th July, 2019)
- Yara, P. O. (2009).** Relationship between teachers' attitude and students' academic achievement in mathematics in some selected Senior Secondary Schools in Southwestern Nigeria. *European Journal of Social Sciences*, 11(3): 364-369