

# **Influence of Personality Types and Socio-Demographic Characteristics of Students on Examination Malpractice: Case of Secondary Schools in Ibadan**

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## **Abstract**

This study investigated: (i) if a significant relationship exists between personality Type 'A' and examination malpractice (ii) if there is a significant relationship between personality Type 'B' and examination malpractice, (iii) if socio-demographic factors (gender, age and birth order) influence examination malpractice. The study employed correlational survey design and questionnaire to collect information. The t-test and Pearson moment correlation statistical tools were used to test its hypotheses, while multiple regression analysis were used to investigate which of the independent variables (personality types and socio-demographic factors) significantly predicted the dependent variable (i.e. attitude towards examination malpractice). The result reveals that personality Type 'A' has a significant relationship with examination malpractice ( $r=0.28$ ;  $p < 0.05$ ). It also indicates that the personality Type 'B' has a significant relationship with examination malpractice ( $r=0.43$ ;  $p < 0.05$ ). In respect of socio-demographic factors, the result shows that there is no significant relationship between the age and examination malpractice, ( $r = -0.102$  and it is not significant at  $p > 0.05$ ). The result also reveals correlation between gender and examination malpractice ( $r = 0.14$  at  $p < 0.05$ ). In another development, the finding shows that there is no significant relationship between birth order and examination malpractice, ( $r = -0.029$  and it is not significant at  $p > 0.05$ ). Implications of these findings are indications that personality types 'A', personality Type 'B' and gender influence examination malpractice among students while factors such as age and birth order are not crucial in determining examination malpractice.

**Keywords:** Personality types, socio-demographic factors, correlate, examination misconduct, secondary schools.

## 1. Introduction

Examination malpractice and other issues associated with juvenile delinquency are global social problems with seriousness implications highlighted by several studies (McCrae and John 1992; Omonijo 1995; Fibersima 2001; Judy and Eileen, 2002; Oniye and Alawaye 2008; Ayinde 2012; Akaranga and Ongong, 2013). In Nigeria, over the years, several ways of cheating in all levels of education is prevalent and have caused a lot of grief to educational stakeholders (Adegoke 2010; Nsiong 2013; Okorodudu 2013). Consequently, the problem has continued to generate more discussion within and outside Nigeria as Jimoh (2009) observed.

Within the country, the seriousness of examination malpractice has provoked extensive studies in the past and in recent times (see for examples Komolafe 1989; Kobiowu and Alao 2005; Abdurazaq and Aminullahi 2006; Khan and Khan 2011). However, studies on examining the relationship between personality type ('A' and 'B') and examination malpractice among students have been relatively few in the existing literature. Also, previous studies have not given adequate consideration on the influence of socio-demographic factors (age, gender and birth order) on examination malpractice among students. Therefore, this study is conceived to address these gaps in knowledge from the Nigerian perspective. To this end, the study is set to achieve the following under stated objectives:

1. To investigate if a significant relationship exists between personality Type 'A' and examination malpractice.
2. To examine if a significant relationship exists between personality Type 'B' and examination malpractice.
3. To discover if there is correlations between age and examination malpractice.
4. To investigate if a significant relationship exists between birth order and examination malpractice.
5. To discover if a significant relationship exists between gender and examination malpractice.

In spite of the decrees passed by the government, trained on examination malpractice and stringent rules guiding against the scourge in some schools, mostly private, the menace is still lingering and increasing at an alarming rate. As a result, further study on this social problem could contribute to knowledge and provide a vital clue towards addressing the endemic nature of examination malpractice in the present day Nigeria.

## 2. Operational Definition of Concepts

The following terms are defined as used in this article:

1. **Examination Malpractice**- engagement of immoral acts in order to pass examinations.
2. **Personality**-the way somebody is, his general habitual behaviours and his manner of approach.
3. **Personality Type**-Various ways of categorizing personalities into types, which include Type 'A' and Type 'B'
4. **Personality Type and Examination Malpractice**

It is evident in the literature that some students are more prone to cheating in examination than others because of their personality, which means the way they are made (Baron 1998). This author argues that personality characteristic play a significant role both in attitude towards the act of learning. Personality is a psychological construct that helps in defining an individual's likely disposition towards an event such as examination malpractice (Parker et al 2002). Hassan (1986) cited some researchers that have attempted to relate some personality factors to cheating. For example, they have attempted to relate some personality factors to cheating in examination and personality. Fibersima (2001) concludes that situations dictate whether individuals with certain personality structure will cheat. The situations were however not classified the setting under which students learn, most times generate intense

competition which McCrae and John (1992) have found to promote examination malpractice. Obe (1996) also buttressed these finding by indicating that the major motivation for cheating is the motivation to succeed by fair or foul play.

The Nigerian society places much premium on paper qualifications which is interpreted as evidence of achievement, scholarships given and prizes awarded. All these are seen as desirable and encourage competitiveness. It also has implications for an individual's self-esteem. Most efforts by average students to have evidence of their academic worth are often beset by obstacles like examination phobia resulting from fear of failures, poor self-esteem, and unfavorable bio-rhythm effects during examination. Ejiogu (2001) agreed in their findings that cheating is most frequent among students with low grades Jacobson et al (1981) supported this view, however, Onah (2010) data suggested that initial failure leads to more cheating than does an initial success. But Badu (2005) was unable to demonstrate any significant relationship between academic achievement and cheating. Glass (1977) supported this position and found that significant cheating occurred in success but not in failure conditions.

#### **4.1. The Personality Type 'A'**

Students or people can be classified into Type 'A' or Type 'B' personalities (Glass 1977). The first category of people, Type A, is claimed to be hardworking, ambitious, highly competitive, achievement-oriented and striving. Such persons believe that with enough effort, they can overcome any obstacle and push themselves accordingly. Thus, Aliyu and Adeoye (1991) argue that Type 'A' do not know when to quit! They are identified with urgency, chronic anger and hostility. Type 'A' seems to chafe at the normal pace of events. They like moving from one activity to another, racing the clock in imposed urgency. Such individuals feel a constant sense of frustration and anger. Going by some psychological theories, Type 'A' behavioural patterns are characterized as impatient, excessive time-conscious, insecure about one's status, highly competitive, hostile and aggressive, and incapable of relaxation. Type 'A' individual are often highly achieving, workaholics of multi-task, drive themselves with deadlines, and are unhappy about the smallest of delays. However, they may exhibit some or all of these characteristics, it does not mean that people with the type 'A' personality are not capable of "couching" some of these behaviour attributes with proper treatment and medication. Those who do not seek treatment have been described as stress junkies, and often display some of the following characteristics: an intrinsic insecurity or sufficient level of self-esteem, which is considered to be the root cause of the syndrome. Based on the above, Type 'A' personality may not be associated with examination misconduct, unless it is proved otherwise in the process of investigation in this study.

#### **Hypothesis One**

H<sub>0</sub>: There is no significant relationship between personality type 'A' and examination malpractice.

#### **4.2 The Personality Type 'B'**

The personality type 'B' individual denotes a person who is more "Relaxed" in his or her approach to life, somewhat opposite of type 'A'. Dwelling on Boileau, (2008), when it comes to time, type 'B' person is not in a hurry. Such a person is better than before. He is intuitive, spontaneous and patient. When it comes to change, such an individual is perceived as a rhythm of the universe and believes that all change is inevitable. He is open to criticism, tries to accept other people's point of view. His anger in most cases is directed against issue and not at persons. He is supportive of others and more likely to express positive feelings, so he has a lesser chance of stress-related disorders.

Type 'B' individuals have some behaviour patterns that are converse or the reverse of Type 'A' Behavioural Pattern (TABP), 'B' is exposed to uncontrollable events, they rest and by slowing down in their efforts, they master the situation. However, they do not believe that they are, in general, incapable of entering environmental control. Instead, Type 'B's appear to respond and periodically too, to the absence of an incentive in an uncontrollable situation. Performances on subsequent tasks is therefore,

unaffected by this failure to master a previous task. These scholars further state that the Type 'B's is being responsive to contingencies as a means of coping with events of life by relaxing. It is an alternative coping strategy and not the ability or tendency to exact control over the environments. Relatively little or non-habitual sense of time urgency, non-competitiveness, lack of aggressive drive and little or no risk of coronary heart disease characterized Type B behaviour Pattern (TBBP). Type B persons exhibit generally more relaxed, easy going, satisfied and unhurried characteristics. Type B individuals are persons without such enhanced behavioural traits as found in type A persons (Aliyu and Adeoye 1991).

However, Aliyu and Adeoye (1991) proceed that Type 'B' person possesses some of the features of Type 'A'. These features are: rarely beset by desire to participate in an emerging number of events, a general expression of relaxation, calm and quiet attention, never cares to compete excessively or form a race with time, an absence of emphatic one word response, rarely sighs when he/she is showing nervous anxiety, no evidence of clipped speech and slow to moderate pacing of verbal responses etc. In contrary, Rosenman and Friedman (1974) noted that the Type 'B' behavioural patterns are almost the exact opposite of Type 'A' subjects. Unlike Type 'A' persons, they are rarely hurried by desires to obtain a widely increasing number of things or participate in an ever-decreasing amount of time. Their intelligence may be as good as or even better than that of the type 'A' subjects.

### **Hypothesis Two**

H<sub>0</sub>: There is no significant relationship between personality type 'B' and examination malpractice.

### **4.3 Socio-Demographic Factors and Examination Malpractices**

Prior studies attribute examination malpractices to the society, where achievement, no matter the means, is applauded. The family is a dominant part of the child's environment. Its members provide models for behaviour as children imitate the people around them, especially the people they love and admire (Osundeyi 2004). Parents and older siblings are models not only in specific behaviour, but also general roles. The family, therefore, being the child's first school could function in support or discourage the educational aspiration or opportunities of its children (Kalgo 2001). Parental styles of child-rearing, parent-child relationship could influence students to indulge in social vices (Osundeyi 2004). On this note, Kalgo (2001) argues that the role played by the homes and parents in shaping the development of adolescents, accounts to a large extent, for examination malpractice in Nigeria.

Salami (2008) blames parents for failing in their duties in children and modeling virtuous behaviours. This scholar believes that parents set "perfectionist" standard for their wards, with the result that parents become upset to anything short of achievement, only few children may withstand the pressure of parents. For other, cheating forms the means to achievement. In the past, parents sent their children to school not because they were ambitious but because they want their wards to be educated. The interest and attitude of the child was considered above parental interest. Wards were not pressurized into taking courses they were not capable of doing (Ibrahim 2005).

(Hassan 1986) indicated that Children with higher motivation would cheat than those with low academic motivation. This is an indication that high motivation may breed a negative tendency especially if such a characteristic is not supported by high intellectual ability. As a fundamental factor that influences or aids cheatings. Improper seating arrangement during examination could facilitate or influence examination misconduct. If students are closely seated they can easily or pass papers to one another. Similarly, conducting examinations in an overcrowded lecturer room could be a fertile ground for students to perpetuate misconduct. In such a situation, which is prevalent in most tertiary institutions, it becomes very difficult to invigilate students properly. However, the desire of students to pass their examinations at all cost could equally count. Students who are desperate to pass any examination can do everything at his disposal to perpetuate the act of examination malpractice (Kamal

and Bener 2009). Psychological state of mind of many students could equally prompt some students to engage in examination malpractice.

#### 4.4 Gender

It is evident in the literature that gender of students influences examination malpractice (Dega1987; Aminullahi 2006). Although the result of the study by Igborgbor and Igbrobor, (1999) indicates no significant difference in the proportion of the sexes involved in examination malpractices, but growing up as a male or female child may likely have influence on personality. Therefore, it is very important to know what it means to have 'masculine' or 'feminine' traits or be a male or female in this study? A student who is masculine tends to be aggressive, analytical, assertive, athletic, competitive, decisive, dominant, forceful, independent, individualistic, self-reliant, and willing to take risk while a student who is feminine tends to be affectionate, cheerful, loyal, sensitive, shy, self-spoken, sympathetic, tender understanding, warm and yielding. Therefore, it is obvious that a masculine student may likely be involved in examination malpractices than his feminine counterpart, going by the above traits. However, the study of Omonijo et al (2011a) disagrees with this likelihood. The study shows that female students are afraid of being caught for violating the law and being penalized, which also corroborates Lombroso (1903) cited by Burke (2001), who concludes that true female criminals are rare. Females have not evolved like males, due to the inactive nature of their lives. However, one could also reason that somebody who is competitive, forceful and willing to take risk may want to do everything possible, cheating inclusive in order to pass an examination.

Therefore, it has been contended that the gender factor is of paramount important to cognitive, affective and behavioral actions of individuals. In line with this, Igborgbor and Igbrobor, (1999) submit that there are biological based differences in brain component, which account for men's higher spatial, numerical and independent cognitive styles. In other words, what this means is that men and women behave differently because of variation in their psychological constitution along gender lines without much consideration to environmental influence. Such claims have given rise to investigations of gender difference in psychology, counseling and educational issues (Magee and Hojat, 1998; Ossai, 2004). Therefore, this study states that

#### Hypothesis Three

H<sub>0</sub>: There is no significant relationship between gender and examination malpractice.

#### 4.5 Birth Order

Birth order or ordinal position in a family can leave an imprint on personality. First born children seem to have a higher chance of achieving eminence than latter-born persons. Thus, they could have better high school and college grade averages. Past studies show that more first born become National Merit Scholars and more are medical students or graduate students. The study of (Humphreys and Revelle, 1984) indicates that most U.S astrologists were firstborn. Olowonnirejuaro and Akande(2005) confirm this in their study by concluding that firstborn tend to be high achievers, responsible, hardworking and disciplined persons with high levels of pride and self-esteem. First born are also shy, more confirming, and more likely to be anxious or neurotic than later-born persons are (Jefferson et al 1998). This author further stated that firstborns are leader drivers and responsible types. In the light of the foregoing, it could be deduced that these types of students like to manage people, love being in control and also feel comfortable with surprises or feeling out of depth. They are conservative in their outlook, which could be strength or weakness (Harris, 2006). Their ability to focus on goal and propensity to organize others means they can achieve whatever they put their minds to. Their perfectionism can mean they can be low risk taker but they can be the rock around which organization can be built. In respect of last born, they tend to excel in social relationships. They are affectionate, friendly and at ease with each other. Youngest children tend to be more original and creative than firstborn. For such

reasons, later born are typically more popular with their peers. They also display better social skills when interacting with strangers.

Birth order influence personality through parental attitudes, the answer seems to lie on the emotional set that parent bring to each child because they are the first on the scene, oldest children often get more attention, praise and concern than later born children. The first child is talked to more, punished more, and gets more stimulation and affection than later born children do. The first born is also more likely to be a planned child and is breast-fed longer. Such pattern seems to benefit the first born, who come to think of themselves as important persons. Higher parental expectations for the first born are then translated into high self-expectations. For instance, women business executives who have excelled in traditional male-dominated occupations tend to be first-born children. Although the connection is open to interpretation, it may be that these firstborn women were especially encouraged to succeed than their parents.

A principal drawback of being firstborn is that new parents are more anxious and inconsistent. As a result, firstborn develop higher level of anxiety and tendency to conform to adult values. Parents consistently report that they used lighter discipline and were relaxed with second or later children. The youngest children in a family are particularly prone to be pampered and assigned to fewer responsibilities than his older brother and sisters. In other words, firstborn children tend to be more peer-oriented than later born (Olowonnirejuaro and Akande 2005). It is on this ground that this study formulates the following hypotheses:

#### **Hypothesis Four**

H<sub>0</sub>: There is no significant relationship between birth order and examination malpractice

#### **Hypothesis Five**

H<sub>0</sub>: There is no significant relationship between age and examination misconduct

## **5. Methods**

### **5.1. Research Design**

The research design adopted for this study is the correlational survey type, which looks at the relationship between two or more variables. Correlational studies are used where there are many variables that needed to be studied simultaneously and the true experimental design cannot be used. It enables researchers to measure a great number of variables and interrelationships simultaneously.

### **5.2. Population of Study and Sample Size**

The population of study consists of both public and private secondary schools in Oyo-State. Numerically, there are 235 public and 41 private secondary schools, resulting in 276 secondary schools, out of which 5 secondary schools were randomly selected for the study. A total of 60 respondents (male 30, female 30) were drawn from these 5 secondary schools for the study, leading to 300 respondents.

### **5.3 Sample Techniques**

Multi stage sampling techniques was used to select respondents. Oyo-state was reticulated into five zones as indicated in **Table 1**. These zones comprises of five Local Government Areas. Within the areas, two private and three public schools were randomly selected. In each of the five schools, sixty respondents were randomly selected and they were asked to fill the questionnaire for the study.

**Table 1:** Types of Schools by Local Government and Zones in Ibadan, Oyo-State.

Zone	LGA	Schools	Type of Schools		No. of Respondents
A	Ibadan South-West	Winfield High School, Jericho	Private	-	60
B	Akinyele Local Govt.	Crown Height College	Private	-	60
D	Ibadan North Local Govt.	Maverick College, Bodija, Ibadan	-	Public	60
E	Lagelu Local Govt.	Idowu Comprehensive High School	-	Public	60
F	Ibadan North-East	Army Barracks Grammar School.	-	Public	60
<b>Total</b>			<b>2</b>	<b>3</b>	<b>300</b>

Source: Field Survey Data 2014

## 5.4 Research Instruments

To achieve the thrust of this study, questionnaire was used to collect data. The questionnaire titled “Personality Types and Socio-Demographic Factors” (PTSDEMFAQ) is a 58 items questionnaire that contains three sections. Section A has 7 items drawn by the researchers to elicit the following socio-demographic data: age, gender, birth order and type of school, class in school, nationality and school. The other two sections are two different scales which are as follows:

1. Section B: Personality Type Sub-Scale (PTSS)
2. Section C: Examination Malpractice Sub-Scale (EMSS).

### 5.4.1 Description of Personality Type Sub-Scale (PTSS)

Twenty items in the Personality Type Sub-Scale were adapted from Type A Behavioural Pattern Inventory (TABPI) designed by (Alao 1989; Salami 2008) literature on Type A Personality. The instrument (TAMPI) was constructed by Alao(1989) to classify his respondents (students) into Type ‘A’ and ‘B’ behaviour groups. The adapted sub-section on personality types contains 20 items reflecting the 4 major factors of TABP namely: Competitiveness, Achievement-Striving, Aggressiveness/hostility/impatience and a sense of time urgency. Each of the 4 major factors of TABP has five items drawn on them as a sub-scale under the personality Type Sub-Scale (PTSS). This was employed to carry out ensure that each of the four factors is adequately measured.

The scoring of personality type sub-scale was based on a four (4) point scale which according to Alao, (1989) can discriminate between two categories of people in such a way that everybody stands in his/her unique category without any intersection. The scale has the following option.

- |                             |   |          |
|-----------------------------|---|----------|
| A. Almost always true of me | = | 4 points |
| B. Sometimes true of me     | = | 3 points |
| C. Rarely true of me        | = | 2 points |
| D. Never true of me         | = | 1 point  |

The items are positive in concept and a positive answer indicates a preponderance of type A behaviour pattern (TABP). The points (4, 3, 2, and 1) as indicated in the scale option above are to be given to responses A, B, C and D respectively to show the amount of the TABP possessed by each of the participants (respondents) the higher the score chosen for each item, the closer the respondent type A, while C and Dare the type B. since. Response C attracts 2points and there are 20 items in the sub scale, the number of possible maximum scores for type ‘B’ respondent is (2x20) =40. Therefore, number 40 was therefore chosen as maximum cut-off point for the identification of student who are of type ‘B’ individual while those who score above 40 point was categorized as type ‘A’ individuals.

### 5.4.2. Description of Examination Malpractices Sub-Scale (EMSS)

The Examination Malpractice Sub-Scale (EMSS) was adapted from [85] and improved upon. The twenty items sub-scale measures cognitive (items 2, 7, 11, 16, 18), Affective (items 1, 5, 6, 10, 14, 15, 19, 20) and Behavioural (items 3, 4, 8, 9, 12, 13, 17) aspects of attitude towards examination malpractices. The adapted Examination Malpractices Sub-Scale (EMSS) contains 20 items. A four point scoring method based on Likert Attitude Scale was used for this sub-scale. The four –point response pattern as follows:

- a) Strongly Agree (SA)
- b) Agree (A)
- c) Disagree (D)
- d) Strongly Disagree (SD)

The items are either positively or negatively worded (stated). When positively worded, the scoring system described above applies but when negatively worded, the reverse applies.

### 5.5 Validation and Reliability of Instrument

In validating the instrument of study, the instrument was printed out and given to 5 experts in the field of study for comments and assessments. The researchers made corrections with the suggestions raised by these experts. In respect of the reliability of the instrument, the test-re-test method of establishing the coefficient of stability of the instrument was adopted. The instrument was administered twice to a group of twenty randomly selected students in two secondary schools in Ibadan North and Akinyele Local Government Area of Oyo-State within an interval of four weeks. The two sets of scores obtained under each sub-scale and the questionnaire as a whole were correlated using Pearson’s product Moment Correlation and a correlation of 0.71 was obtained, while PTSS and EMSS had correlation coefficient of 0.74 and 0.69 respectively. The co-efficient obtained for each of the sub-scales and the instrument in general were considered high enough for the researcher to conclude that the instrument is reliable and fit for gathering data for the study.

### 5.6 Data Analysis and Statistical Test

The t-test was used in analyzing five hypotheses formulated because they are concerned with group having two means. Pearson moment correlation statistical tool was also considered appropriate for them because it is a technique used to test groups with more than two means for significance. In the case of hypotheses 1-4, multiple regressions was used as a higher statistical tool to establish which of the independent variables (personally type and socio-demographic factors) significantly predicted the dependent variable (i.e. attitude towards examination malpractice).

### 5.7 Demographic Data

**Table 2:** Age Composition of Respondents

SN	Age Cohort	F	%
1	No Response	07	2.3
2	9-11	13	4.3
3	12-14	269	89.7
4	15-17	11	3.7
Total		300	100

Source: Field Survey Data 2014

Dwelling on **Table 2**, a sum total of 300 students participated in this study, out of which 89.7% were between 12 and 14 years of age. This is followed by respondents who were between 9 and 11 years old. While respondents between 15 and 17 year old constitute 3.7%, respondents who did not indicate their age categories represent 2/3%. Going by the above analysis, students between the age of 12 and 14 represent the majority of the sample.



**Table 3:** Gender Composition of Respondents

SN	Gender Composition	F	%
1	No Response	03	1.0
2	Male	148	49.3
3	Female	149	49.7
<b>Total</b>		<b>300</b>	<b>100</b>

Source: Field Survey Data 2014

As indicated in **Table 3**, 300 students represent the sample of this study, out of which 49.7% were female while, 49.3% were male. Respondents who did not indicate their sex constitute the minority with 1.0%. Given this, female students in the sample are more than their male counterparts.

**Table 4:** Birth Order Composition of Respondents

SN	Birth Order	F	%
1	No Response	01	.3
2	1 <sup>st</sup> Born	128	42.7
3	2 <sup>nd</sup> Born	112	37.3
4	Last Born	59	19.7
<b>Total</b>		<b>300</b>	<b>100</b>

Source: Field Survey Data 2014

Dwelling on the above **Table 4**, 300 respondents participated in this survey. Out of this figure, the category of 1<sup>st</sup> born students represents 42.7%. This is followed by the category of 2<sup>nd</sup> born with 37.3%. Respondents who are last born children in their families represent 19.7% while a student who did not indicate his or her birth order represents .3%. Hence, 1<sup>st</sup> born order of students represents the majority of the sample of this study while a student who did not indicate his or her order represents the minority.

## 6. Results of Investigation

**Table 6 & 7** presents the joint effect of the dependent variable (personality type 'A', personality type B', age gender and Birth order) on the independent variables examination malpractice). The joint effect of the dependent variable on the dependent variable is 0.223 which is equivalent to 22.3% meaning that all these independent variables contributed 22.3% to the predicting variable and that the 77.7% is due to chance or some other variable not put into consideration in this study.

**Table 6& 7** shows the relative contributions of the variable on examinations malpractice. Thus, it was discovered that Personality Type 'A' is a predictor of examination malpractice among secondary school students. Moreover, it was realized that Personality 'B' is also a predictor of examination malpractice among secondary school students. Although it was equally clear from **Table 6& 7** that gender is a predictor of examination malpractice, but evidence abound from the same tables that age and birth order are not predictors.

**Table 6 & 7** presents the result of the first hypothesis that looked at the significant relationship between personality Type 'A' and examination malpractice among students. The result shows that a significant relationship exists between personality Type 'A' and examination malpractice  $r=0.28$  and it is significant at  $\alpha < 0.05$ . The table equally shows the result of the second hypothesis, which examined the significant relationship between personality Type 'B' and examination malpractice among students. The result indicates a significant relationship between personality Type 'B' and examination malpractice  $r=0.43$  and it is significant at  $\alpha = 0.01$  since at  $\alpha < 0.05$ . However, the table indicates the result of the third hypothesis that investigated the significant relationship between age and examination malpractice among secondary school students. The result shows that there is no significant relationship between age and examination malpractice,  $r = -0.102$  and it is not significant at  $\alpha < 0.05$ .

**Table 6 & 7** also shows the result of the fourth hypothesis, which looked at the significant relationship between gender and examination malpractice among secondary school students. The result show that correlation coefficient between gender and examination malpractice is  $r = 0.14$  at  $\alpha < 0.05$ . Lastly on **table 6 & 7**, is the result of the fifth hypothesis that looked at a significant relationship between birth order and examination malpractice,  $r = -0.029$  and it is not significant at  $\alpha < 0.05$ .

**Table 5:** Composite Contribution of the Independent to the Prediction (Dependent Variables)

	<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Standard Error of the Estimate</b>
I	0.473	0.223	0.210	8.6854

Source: Field Survey Data 2014

ANOVA Regression Model

<b>Source of Variation</b>	<b>DF</b>	<b>SS</b>	<b>MS</b>	<b>F</b>	<b>Sig. F</b>
Regression	5	6380.7	1276.13	16.92	0.000
Residual	294	22178.5	75.437		
<b>Total</b>	<b>299</b>	<b>28559.1</b>			

Source: Field Survey Data 2014

**Table 6:** Relative Contribution of the Independent Variable to the Predicting Factors (Dependent Variables)

<b>Variable</b>	<b>Understandardized coefficient</b>		<b>Standardized coefficients</b>	<b>t</b>	<b>Sig</b>	<b>Remark</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>			
Personality A	0.163	0.075	0.133	2.191	0.029	S
Personality B	0.609	0.103	0.308	5.935	0.000	S
Student Age	-3.224	1.241	-0.136	-2.597	0.010	NS
Student Gender	2.064	0.988	0.110	2.089	0.038	S
Birth order	-0.753	0.663	-0.059	-1.135	0.257	NS

Source: Field Survey Data 2014

**Table 7:** Correlation Matrix Table Showing the Relationship Between Independent Variable

<b>Independent Variables</b>	<b>1.000</b>					
Personal type A	0.279	1.000				
Personal type B	0.434	0.493	1.000			
Age	-0.102	0.148	-0.013	-1.000		
Gender	0.139	0.085	0.122	0.028	1.000	
Birth order	-0.029	0.027	0.033	-0.114	-0.012	1.000

Source: Field Survey Data 2014

\*\*Sig at a = 0.011, \*r sig. at a= 0.05

## 7. Discussion

In this article, five hypotheses were formulated and tested. The first hypothesis examined the probability of personality type ‘A’ having correlation with examination malpractice. The finding confirms the existing literature on this subject in different parts of the world (Obe 1996) and also corroborates Olowu (2005) who found out that student who had been conditioned to cheat become impatient, aggressive and anxious when they had no opportunity to cheat. Thus, to release the tension, such students engage in cheating.

The second hypothesis sought to investigate if a significant relationship exists between personality Type ‘B’ and examination malpractice. The result indicated a significant relationship between personality type ‘B’ and examination malpractices. This report supports the findings of

Matthew (1982) and Glass (1977). Type 'B' appears to respond periodically to the absence of an incentive in an uncontrollable situation, which is in support of Jacobson et al (1981) who found that Type 'B' subject to becoming passive and then withdraw from a situation that they do not have the ability or tendency to exact control over.

The third hypothesis examined socio-demographic factors (age, birth order and gender) and examination malpractice. The study discovered that age has no significant relationship with examination malpractice. However, honest efforts by students of age 12-14 to have evidence of their academic worth are often beset with obstacles like examination phobia resulting from fear of failure. Caldwell (1997) identifies this, most frequently, among students of average age.

The fourth hypothesis investigated the probability of birth order having a significant influence on examination malpractice. The result revealed that birth order has no significant influence on examination malpractice. This shows that neither 1<sup>st</sup> born and 2<sup>nd</sup> born and the last born position of the family influence examination malpractice among secondary school students. Thus, birth order does not dictate the extent or level at which students cheat in an examination hall.

The last hypothesis sought to investigate if gender has a significant relationship with examination malpractice. The result indicated a significant relationship with female students more prone to examination malpractice than male students, which is contrary to the submission of Omonijo and Nnedum (2012b), who found that male students are more involved in cheat habit than their female counterparts. This result is surprising because female students represent the majority of the sample in the present study. Given this, one would have reasoned that male students would be more involved in examination malpractice than their female counterparts. The current result also corroborates (Aliyu and Adeoye 1991; Denga 1987) which indicated sex difference involvement in cheating and their attitude towards examination malpractice.

## 8. Conclusion

Based on the above discussion, it is concluded that: (i) a significant relationship exists between personality type 'A' and examination malpractice, (ii) a significant relationship exists between personality Type 'B' and examination malpractice, (iii) there is no significant relationship between age and examination malpractice, (iv) there is no significant relationship between birth order and examination malpractice, and (v) there is a significant relationship between gender and examination malpractice.

## 9. Recommendations

- Teachers and parents should study their students and children in the school and at home in order to discover their personality Types respectively. This will enable them to organize the best programme for them in order to tame the menace of examination malpractice.
- School counselor should make a commitment to primary responsibility to type 'A' and types 'B' students when necessary, while providing adequate communication with teacher and parents.
- Female teachers should be involved in invigilating female students in order to engage them in thorough searching before they are allowed into the examination hall.
- Finally, recommendation is given to the future research about examining the relationship between teacher candidates' personality traits and academic dishonesty tendency.

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