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**PEER PRESSURE AND SOCIO-ECONOMIC STATUS AS PREDICTORS
OF PUBLIC SENIOR SECONDARY SCHOOL STUDENTS' ATTITUDE
TOWARDS EXAMINATION MALPRACTICE IN OGBOMOSO NORTH
L.G.A, OYO STATE**

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Abstract

Examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. Hence the study sought to find the relations between peer pressure and social-economic status as predictors of examination malpractice among public senior secondary school students in Ogbomoso North L.G.A, Oyo State. This study adopted descriptive survey of correlational research design. The population for this study comprised 11 public senior secondary schools in Ogbomoso North L.G.A, Oyo State. The target population included all the 2,331 SS 2 students of public senior secondary schools in Ogbomoso North L.G.A, Oyo State. Simple Random Technique was used to select 220 respondents for the study. Researcher-designed questionnaires were used for data collection and titled "PS S, SESS, and SATEM). Two research questions and hypotheses were tested using Pearson's Product Moment Correlation (PPMC) at 0.05 level of significance. Findings revealed that there was significant relationship between peer pressure and students attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. Finally, there was no significant relationship between socio-economic status and students' attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. Based on the findings of this study, the following recommendations are made; attitudinal change programmes should be organized for public secondary school students so as to change their attitude that was found to be positive towards examination malpractices. Students should be orientated on the need to follow only friends that will influence their lives positively, not the ones that will influence them towards engaging in examination malpractice.

Key Words: Peer Pressure, Socio-economic Status, Attitude, Examination Malpractice

Introduction

Examination as part of evaluation in education is aimed at determining a learner's level of skill acquisition or intellectual competence and understanding after a given training. Adeyemi, (2010).opined that examination is the most common tool around which the entire system of education revolves, it is the instrument used to decide who is permitted to move to the next level of education. Examination malpractice in Nigeria is as old as the country itself Aduloju, and Obinne, (2013), found that examination malpractice was first reported in Nigeria in the year 1914, when the question papers of the Senior Cambridge Local Examinations were reportedly seen by candidates before the scheduled date of the examination.

Olokede, (2011) found examination malpractice as any dishonest or unauthorized action or deed committed by a student on his own or in collaboration with others like fellow students, guardians, parents, teachers, head teachers, examination officials, supervisors, invigilators, security officers and any individual or group of people before, during or after examination in order to obtain undeserved marks or grades. From all the definitions, it is clear that examination malpractice tends to confer undue advantage or undeserved grades to the perpetrators of the act. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays calls for serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels and outside the formal school system that there is no one form of illegal practice or another.

According to Oni, (2010) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). Jimoh, (2009), defined peer pressure as the ability of people from the same social rank or age to influence another of same age, Bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone .Ryan (2000), Peer pressure is commonly associated with episodes of adolescent risk taking (such as examination malpractice, delinquency, drug abuse, sexual behaviours), because these behaviour commonly occur in the company of peers. However, peers may also have a negative influence. They could encourage each other to skip classes, steal, cheat, use drugs or alcohol, or become involved in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure (Kellie, 2013). Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarettes and Indian hemp among others. It may also lead to the decision to have a boyfriend or girlfriend.

Aduloju, and Obinne, (2013) found that socio-economic status (SES) as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. Socio-economic status also plays a significant role in parent child relationship. Unemployed or low income parents tend to see themselves incapable because they cannot meet the needs of their children and family. Ranganatha (2011) conducted a study on relationship between socio-economic status and perception of parental behaviour by students. The results showed that socio-economically disadvantaged parents had less effective discipline and their children were at greater risk for antisocial behaviour like examination malpractice, truancy from school, lateness to the school, stealing of other students' belongings among others.

In view of the above, this study found it necessary to determine if peer pressure and socio-economic predict public senior secondary school attitude students towards to examination malpractice in Ogbomosho North L.G.A, Oyo State

Research Questions

The following research questions were generated to guide the study.

1. What is the relationship between peer pressure and students attitude to examination malpractice in Ogbomosho North L.G.A, Oyo State?
2. What is the relationship between socio-economic status and students attitude to examination malpractice in Ogbomosho North L.G.A, Oyo State?
3. What is the attitude of public senior secondary school students towards examination malpractice in Ogbomosho North L.G.A, Oyo State?

Research Hypotheses

The following null hypotheses were postulated.

Ho₁: There is no significant relationship between peer pressure and students attitude to examination malpractice in Ogbomosho North L.G.A, Oyo State.

Ho₂: There is no significant relationship between socio-economic status and students attitude to examination malpractice in Ogbomosho North L.G.A, Oyo State

Methodology

This study adopted descriptive survey of correlational research design. According to Nworgu (2016), correlation research design is a type of research design that examines the relationship between two or more variables. The population of the study comprises all the 11 public senior secondary schools in Ogbomosho North L.G.A, Oyo State. The target population included all the 2,331 SS 2 of public senior secondary schools in Ogbomosho North L.G.A,, Oyo State. This is

because it is expected that they have spent five years in the secondary school. Simple random sampling technique was used to select 20 SSS II from each of the 11 public senior secondary schools and 220 SSS II students served as a sample (respondents). The instruments used for this study was a researcher- designed questionnaire. Titled “Peer Pressure Scale (PPS) 0.85, Parents Socio- Economic Status Scale (PSESS) 0.8, and Students’ Attitude Towards Examination Malpractice Questionnaire (SATEMQ) 0.70. Pearson Product Moment Correlation (PPMC) and research questions was used to test the hypotheses at 0.05 level of significance.

Testing of Hypotheses

H₀₁: There is no significant relationship between peer pressure and students attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State.

Table 1: Pearson Product Moment Correlation of the relationship between peer pressure and students’ attitude towards Examination Malpractice in Ogbomoso North L.G.A, Oyo State

Variables	N	X	r - cal.	p-value	Decision
Peer Pressure	220	27.26	0.54	0.00	Significant
Attitude to Examination Malpractices	220	59.32			

Results in Table 1 show r-calculated value of 0.54 and p-value of 0.00 in which the p-value is less than 0.05 ($0.00 < 0.05$). Since 0.00 is less than 0.05 alpha level of significance, the null hypothesis was rejected. This means that there is significant relationship between peer pressure and students attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State.

H₀₂: There is no significant relationship between socio-economic status and students’ attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State.

Table 2: Pearson Product Moment Correlation of the relationship between Socio-Economic Status and Students' attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State

Variables	N	X	r - cal.	p-value	Decision
Socio-Economic Status (Low)	220	8.01	0.09	0.21	Not Significant
Students' Attitude towards Examination Malpractices	220	59.32			

Results in Table 2 show r-calculated value of 0.09 and p-value of 0.21 in which the p-value is greater than 0.05 ($0.21 > 0.05$). Since 0.21 is greater than 0.05 alpha level of significance, the null hypothesis was accepted. This means that there is no significant relationship between socio-economic status (Low) and students' attitude towards examination malpractice in Ogbomoso North L.G.A, Oyo State.

Discussion of Findings

The result of this study showed that there was significant relationship between peer pressure and students attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. This means that peer pressure significantly predicted students' attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. That is, increase in the rate of pressure from friends could lead to considerable increase in the tendency of students to engage in examination malpractice. This result is possible where the scores on peer pressure and students attitude to examination malpractice move in the same direction necessary for a significant relationship. This result is in line with that of Temitope, and Christy (2015).who found that there was significant relationship between peer influence and students' attitude towards examination malpractice.

The result of this study revealed that there was significant relationship between socio-economic status and students' attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. This means that socio-economic status does not significantly predicted students' attitude to examination malpractice in Ogbomoso North L.G.A, Oyo State. This result is possible where the scores on socio-economic status and students' attitude to examination malpractice do not move in the same direction necessary for a significant relationship. This result is not in line with that of Akpan, Okey and Esirah (2005), found positive and strong correlation between socio-economic status and students' attitude to examination malpractice.

Conclusion

Based on the findings of this study, it was concluded that peer pressure is a variable to be harnessed in the quest to address issues revolving examination malpractice among secondary school students in Ogbomoso North L.G.A, Oyo State. This is premised on the observed result in which peer pressure significantly predicted students' attitude to examination malpractice especially in Ogbomoso North L.G.A, Oyo State. The result of the study also concluded that the level of peer pressure among senior secondary school students in Ogbomoso North L.G.A, Oyo State was high; the level of parental socio-economic status of senior secondary school students in Ogbomoso North L.G.A, Oyo State was relatively low; and that students' attitude towards examination malpractice in Ogbomoso North L.G.A, Oyo State was positive.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. Attitudinal change programmes should be organized for secondary school students so as to change their attitude that was found to be positive towards examination malpractices.
2. Students should be orientated on the need to follow only friends that will positively influence their lives, not the ones that will influence them towards engaging in examination malpractice.

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