



The Anambra Counsellor

A PUBLICATION OF COUNSELLING ASSOCIATION OF NIGERIA (CASSON),

ANAMBRA STATE CHAPTER

VOL. I No. 1 (Maiden Ed.)

January 2023

EMOTIONAL INTELLIGENCE AND STUDY SKILLS AS PREDICTORS OF STUDENTS ACADEMIC DISHONESTY AMONG PUBLIC UNIVERSITY UNDERGRADUATES IN ANAMBRA STATE

OBUMSE NNEKA A. (Ph.D)

Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University
Anambra State.
na.obumse@coou.edu.ng
Ladynneka01bumse@gmail.com
08035410658

OBIKEZE NNAMDI J. (Ph.D)

Department of Educational Foundations,
Chukwuemeka Odumegwu Ojukwu University
Anambra State.
nnamdiobikeze@gmail.com

OBI IFEOMA E. (Ph.D)

Chukwuemeka Odumegwu Ojukwu University
Anambra State.
ifyobi25@yahoo.com

Abstract

The study adopted a descriptive survey research design. Population of the study comprised 21,223 university undergraduates in Anambra state. Multistage sample procedure and random sampling techniques were used to select 1,401 students. Two instruments were subjected to face and content validation. The reliability was established using cronbach Alpha. The results yields coefficient value of 0.86 and 0.82 respectively. The data was analyzed using linear regression. Analysis and multiple regression analysis. The findings of the study revealed that emotional intelligence and study skills strongly predict academic dishonesty of undergraduates in Anambra State. Based on the findings it was recommended that the Nigerian university commission should include psycho-educational therapy to teach all the dimensions of emotional intelligence and study skills in the university bench mark.

Introduction

The university as an institution is generally regarded as a custodian of knowledge where students from different disciplines acquire knowledge, skills and competences for self-development. The university environment is not only a place where transfer of knowledge and information takes place for holistic achievement but also a learning environment that brings about truth and honesty among students. It is important for any university environment to instill moral support and discipline to its learner so as to produce graduates that

will operate with uprightness, tranquility and honesty in the society. In a general sense, moral values are said to be important to curb dishonesty that might occur in the university environment.

Dishonesty is described as any form of deviant behavior that violate already laid down guidelines and set rules in any organization. Academic dishonesty is therefore a global phenomenon occurring in both developed and developing countries, it can be viewed as a wider concept encompassing a set of deliberate but unacceptable behavior that are against academic rules and regulations of a university or a particular course policy stated in the course outline (Sebek, 2012).

In a general term, academic dishonesty is a comprehensive term that includes a collection of intentional but unacceptable behaviours that are against the rules and regulations of an academic institution (Kaufman, 2010). According to Onyechere (2010) academic dishonesty is a persistent problem in institution of higher education, with numerous short and long term implications. It comprises the effectiveness of the educational system making it difficult for academic institutions to achieve their educational goals and undermining the efforts of the lecturer to properly evaluate and address any short comings in the students' knowledge. Therefore, in the context of this study, academic dishonesty among students can be defined as academic behaviours that do not comply with stated assessment requirements and other institutional policies when students behave in ways intended to gain undue benefit in relation to their assessment. Example of academic dishonesty include plagiarism, which is deliberately presenting work, words, ideas, theories derived in whole from a source external to the student as though they are the students own efforts, falsifying or fabricating data, records, or any information relevant to the students participation in any course or academic exercise, or tempering with such information as collected or distributed by the faculty member. According to the record of Loyola Mary Mount University (2012) it declared some example of academic dishonesty, such as cheating and facilitating cheating, falsification of data, unauthorized access to computers, improper use of internet sites and resources.

Researches conducted in different parts of the world have shown that between 40% and 30% of students in higher education have been involved in academic dishonesty at least once. (Kusmoor & Fulik, 2013). This research reported that respondents said they engaged in academic dishonesty and had witnessed their colleagues do so. This is exemplified by the findings of a survey that revealed that 9.39% of nursing students has been involved in unethical academic behaviours while the majority (61-94%) said they had witnessed their peers cheat in academic environment (Brown, 2012).

Academic dishonesty tends to be prevalent in institutions with high students to teacher ratios a situation that is common to many institutions in the developing world. A leading reason for students involvement in academic dishonesty is the pressure to obtain good grades in order to enhance one's job prospects (brown, 2012). The choice of the area is informed by the examination

malpractice in the state as reported in the media among undergraduates in universities in the state. Consequently, the researcher identified certain factors that can predict students' academic dishonesty such as emotional intelligences and study skills.

Emotional intelligence is perceived as a type of aptitude that involves the ability to monitor one's feelings and that of others to discriminate among them and to use this information to guide one's feeling and thinking Salevey & Mayer, (2010). According to Weisenger cited in Nwadinigwe and Azuka Obiekwe (2012) emotional intelligence is defined as the intelligent use of emotions: one intentionally makes one's own emotion work for one by using them to help guide one's behavior and thinking in ways that enhance one's result.

Emotional intelligence skills enable people to reduce negative stress in their lives, build healthy relationships, communicate effectively and develop emotional health. Chemiss (2014) stated that importance of emotional intelligence is a necessary to improving performance and psychological well-being in school work if emotions intelligence skills are developed, strengthened and enhanced, students may demonstrate increased level of personal academic and career achievement. Vella (2013), emotional intelligence as determined by Nelson and Low (2009) has four major skills dimensions of emotional competencies namely- interpersonal skills leadership skills self-management skills and interpersonal skills. Nelson and Low (2009) identified the need for more effective development of emotional intelligence skills when they stated that, "the qualitative, holistic, emotive ad subjective experiences of students are critical to healthy growth and development". Emotional development of students does not seem important until behavior becomes problematic and reported. Familiar examples are under achievement bullying, attrition, school violence absenteeism, substance abuse, lack of motivation and psychoeducational problems.

Another important factor that may predict student's academic dishonesty is study skills. Study skill has been defined as external activities which serve to activate and facilitate the internal process of learning (Tunde, Oke and Alam in Bulus (2016), Tabaye (2013) defined study skill as series of study activities embarked on by students to ensuring learning effectiveness. This implies that, study skill is an effort made by student towards better learning. More so, study skills have been described, as a technique used by students to aid them in achieving school work, study skill therefore, is an effort made or pattern adopted by students which aid them towards better, learning (Chand, 2013), it could be said to be the method students adopt to learn, study skills are usually associated with time management, hard work and assignment, reading and note-taking concentration preparation for examination and teacher consultation.

It is important to note that study skills play significant roles as a tool for academic success and honesty. Achievement in school work is associated with study skills of learners. It determines how well a student learn and how dedicated he/she is to school work. Study skill is not in-born in students but

develop, over time consciously or unconsciously. Contrarily, lack of study skills puts students at a disadvantage and they may suffer tremendously at various stages, such students are often victims of procrastination, over confidence, mismanagement and stress, most of them have great expectations from home, workplace, families and they end up juggling between these issues. This often has a negative reaction as they indulge in academic procrastination. They start complex assignments which demand a huge amount of time and concentration at the eleventh hour and undergo unnecessary stress into the category of underachievers. This could lead to the realization that they have not developed the desired thinking and learning strategies (Alexander & Onwuegbuzie, 2010).

Students with adequate study skills perform well at the tertiary level and a hard working attitude with a clear focus on achieving targets have an edge above others. The use of effective study skills is linked to positive outcomes across multiple academic content area. Students who are exposed to a variety of study strategies and are able to execute them in an appropriate manner are typically higher achievers (Meneghetti, DeBent & Comold, 2010). Therefore it could be said that high study skills of students is likely to product low academic dishonesty and low study skills of students is likely to predict high academic dishonesty.

However, the quest for good academic performance has in many instances led to academic dishonesty which today is a serious problem effecting university undergraduate, their parents, academic and non-academic staff in various institutions in Nigeria and therefore needs serious attention. Thus has been an issue of concern to stakeholders in education, particularly in higher institution in Anambra state. This worry and concern may have been motivated by the fact that higher education is the ultimate level of education from where students are likely to directly enter the job market. Students perceptions of what is institutionally acceptable and unacceptable regarding dishonest practices might therefore contribute to their behavior at the workplace.

Moreover, studies have shown that students' inadequate understanding of what constitutes academic dishonesty could be associated with their emotional intelligence and study skills. (Kusnor & Talik 2013; Ryan, Bonanno, Krass, & Scaulter (2009) it could be said that consistent rise in students' numbers and increased diversity in recent past has constituted a major challenge for an increase in academic dishonesty facing higher institutions in Nigeria. It is against this background that this study seeks to investigate how emotional intelligence and study skills predicts academic dishonesty of university undergraduates in Anambra state.

Statement of Problem

Many students today, in a bid to excel academically, tend to engage in various forms of academic deceit some of which includes cheating in tests, using text messaging or concealed notes, exchanging work with other students, having other students write examination for them or tolerating any type of academic

misconduct. These forms of academic dishonesty emphasized that university undergraduates engagement in academic dishonesty is high and increasing.

This has been an issue of immense concern to the teachers, counselors, school administrators and the parents. A good number of measures have been introduced by government to tackle the issue of academic dishonesty and factors responsible for its prevalence among students. For instance institutions have introduced suspension, expulsion and reporting to law enforcement agents as a way out. The negative consequences of examination misconduct have generated a lot of studies on how to overcome this menace. It is therefore necessary to carry out a study to identify the extent emotional intelligence and study skills predict the academic dishonesty of undergraduates in Anambra state.

Research Questions

The following research questions guided the study. What is the predictive value of:

1. Emotional intelligence and academic dishonesty of university undergraduates in Anambra state
2. Study skills on academic dishonesty of university undergraduates in Anambra state.

Hypotheses

The following null hypotheses were tested at .05 level of significance:

1. Emotional intelligence would not significantly predict academic dishonesty of university undergraduates in Anambra State.
2. Study skills would not significantly predict academic dishonesty of university undergraduates in Anambra State.

Research Method

A descriptive survey research design was adopted for the study. According to Nworgu (2015) descriptive design seeks to establish the magnitude of relationship that exists between two or more variables. The rationale for adopting this design is to determine the relationship between emotional intelligence, study skills and academic dishonesty of undergraduates in universities in Anambra State.

The population of the study consisted 21,223 university undergraduates in Anambra state. This comprised 11,478 students from Nnamdi Azikiwe University, Awka and 9,745 undergraduates from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The instrument was validated by three experts, one from measurement and evaluation and two from Guidance & Counselling all from Faculty of Education Chukwuemeka Odumegwu Ojukwu University, Igbariam. Their comments enhanced the content validity of the instrument. To establish the internal consistency of the instrument, a pilot test was conducted and Cronbach Alpha method was used to check the internal consistency of the instruments and a reliability value of 0.87 and 0.91 were obtained for each of

the instruments respectively. Each of the coefficient was considered high enough to judge that the instrument is reliable.

The Pearson Product moment correlation was used to answer the research questions. The coefficient “Y” obtained was used to ascertain how each of the independent variables predicted the dependent variable. In testing the null hypotheses, linear regression was employed to determine the ability of the independent variables to predict the dependent variable.

The research questions were interpreted using the real limit of numbers of 1.01 – 0.39 weak prediction

0.40 – 0.59 moderate prediction

0.60 – 0.99 strong prediction

In interpreting the values of the null hypotheses, when p-value is less than or equal to .05 ($P \leq 0.05$), the null hypothesis is rejected and when the p-value is greater than .05 the Alpha level ($P > 0.05$), the null hypothesis is not rejected. The null hypothesis is not rejected. The analysis was done with the application of a computer soft-ware programme statistical package for social sciences (SPSS) version 23.

Presentation of Results

Research Question 1: What is the predictive value of emotional intelligence on academic dishonesty of university undergraduates in Anambra state?

Table 1: Emotional intelligence predicting Academic Dishonesty of University Undergraduates

N	Correlation co-efficient (r)	r²	Remarks
1380	0.703	0.494	Strong prediction

Adjusted r² = 0.478

Results presented in Table1 showed that emotional intelligence predicts academic dishonesty of university undergraduates in Anambra state. The correlation co-efficient (r) of 0.703 indicated that there was a positively strong relationship between emotional intelligence and academic dishonesty of university undergraduates in Anambra state ($r=0.703$, $N = 1380$). The adjusted r² explains that 47.81 of the total variability in academic dishonesty of university undergraduates in Anambra state can be explained by emotional intelligence. In other words, the value of adjusted r² shows that emotional intelligence could moderately predict academic dishonesty (Adjusted r² – 0.478).

Research Question 2: What is the predictive value of study-skills on academic dishonesty of university undergraduates in Anambra state?

Table 2: Study skills predicting Academic Dishonesty of university undergraduates

N	Correlation co-efficient (r)	r ²	Remarks
1380	0.707	0.490	Strong prediction

Adjusted r² = 0.516

Result presented in Table 2 showed that study skills predict academic dishonesty of university undergraduates in Anambra state. The correlation co-efficient (r) of 0.707 indicated that there was a positively strong prediction between study skills and academic dishonesty of university undergraduates in Anambra state (r = 0.709, N = 1380). The adjusted r² explains that 51.6% of the total variability in academic dishonesty of university undergraduates in Anambra state can be explained by study skills. This mean that the value of adjusted r² showed that study skills moderately predict academic dishonesty. (Adjusted r² = 0.516).

Testing of Statistical Hypotheses

Hypothesis 1: Emotional intelligence would not significantly predict academic dishonesty of university undergraduates in Anambra state.

Table 3: Test of significance on emotional intelligence predicting academic dishonesty of university undergraduate.

Model Summary

Model	R	R square	Adjusted R square	Std. Error of the estimate	Change Statistics				
					R square change	F change	df ₁	df ₂	Sig F. change
1	0.7072 ^a	.494	.478	.68883	.001	.019	1	1378	.001

- a. Predictors (constant), Emotional intelligence
- b. Dependent variable: academic dishonesty

Data presented in Table 3 revealed that the p-value of 0.001 is less than the alpha level of .05, this means that the null hypothesis was rejected. (FCI, 13780 = 0.019, p < 0.05). Thus, emotional intelligence significantly predict academic dishonesty of university undergraduates in Anambra state.

Hypothesis 2: Study skills would not significantly predict academic dishonesty of university undergraduates in Anambra state.

Table 4: Test of significance on study skills predicting academic dishonesty of university undergraduates

Model Summary

Model	R	R square	Adjusted R square	Std. Error of the estimate	Change Statistics				
					R square change	F change	df ₁	df ₂	Sig F. change
1	.707 ^a	.06	.103	.64267	.001	.701	1	1378	.018

- c. Predictors (constant), study skills
- d. Dependent variable: academic dishonesty

Data presented in table 4 revealed that the p-value of 0.018 is less than the P-value of 0.018 is less than the alpha level of .05, this means that the null hypothesis was rejected ($F(1, 1378) = 2.701, P < 0.05$). Thus, study skills significantly predict academic dishonesty of university undergraduates in Anambra State.

Discussion of Findings

The findings of the study as shown in research question one and hypothesis one revealed that there was a positively strong relationship between emotional intelligent and academic dishonesty of university undergraduates in Anambra state. This means that the emotional intelligence of a students contributes to the likelihood of getting involved in an academic deceit. This finding was in line with the findings of Nwadnigwe and Azuka Obieke (2012) who found that there is a positive relationship between emotional intelligence and academic dishonesty such that developing emotional intelligence skills of a student will lead to the enhancement of his/her academic achievement. Following this findings, there is the need to inculcate the development of emotional intelligence skills into the school curriculum. This is considered important because of its impact in improving the academic achievement of students. The hypothesis indicated that emotional intelligence significantly predicts academic dishonesty of undergraduate students in Anambra state. This finding was in tandem with the finding of Okeuo and Aomo (2018) which revealed that there was a significant relationship between emotional intelligence, self-confidence and accurate self-assessment and suicidal behaviour among the secondary school students.

The reason for this finding could be linked to the notion that emotional intelligence is related to academic and professional success and contribute to an extent to an individual's cognitive-based performance over and above the level attributable to general intelligence students with high emotional intelligence will likely show more positive social functioning in interpersonal relationship and are regarded by peer as prosocial, less antagonistic and conflictual and this improved social competence and quality relationship could facilitate cognitive and intellectual development leading to a better academic performance and less likelihood of engaging in academic deceit. Therefore, the outcome of the study may not be surprising because high intelligent students are masters at

managing their emotions, they do not get angry in stressful situations instead they have the ability to look at a problem and calmly find a solution. They are excellent decision makers.

The findings in research question two and hypothesis two revealed that study skills predicted academic dishonesty of university undergraduates in Anambra state. This finding agreed with the finding of Usman and Olosunde (2017) that there was positive relationship between students study skills and academic achievement in mathematics. On the other hand, the finding opposed the finding of Samia, Gladon, Uda-Yakumari and Dhafia (2018) that there was a positively low relationship between study skills and academic performance of undergraduates students. This means that most of the students lack some fundamental study skills such as critical and creative thinking as well as time management and test preparation. The variation in both finding could be as a result of geographical location. The hypothesis revealed that study skills significantly predict academic dishonesty of undergraduate students in Anambra state. This finding was in agreement with the finding of Usman and Olosunde (2017) that there was a positive relationship between students' study skills and academic achievement in mathematics.

The reason for this finding could be attributed to studying being a complex activity in which students have to use a combination of study skills based on the nature of subjects and difficulty of the content. Hence, students must develop these skills in order to retain information learned in the present for the future benefit. Not all students can study effectively because they do not have adequate study skills. However, when students accept control for their learning, they are recognizing that learning is something they do for themselves and something that is done either to them or for them. Study skills help students to study effectively, students need to know, understand and improve their study skills for studying to be effective and efficient.

On the contrary, the finding was not in support with the finding of Samia, Fladson, Udayakumari and Shafra (2018) that there is no statistically significant difference between male and female students when it comes to the development of study skills. The finding also opposed that Ngwoke, Ossai and Obikeely (2013) study skills had no significant influence on students test anxiety levels. The variation in both findings could be as a result of changes in dependent variables and possibly change in geographical location.

Conclusion

Based on the findings of this study, it was concluded that there is a strong relationship between emotional intelligence and academic dishonesty; study skills and academic dishonesty. The study concluded that emotional intelligence and study skills significantly predict with academic dishonesty of undergraduates in Anambra State.

Recommendations

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

1. Curriculum experts should develop an effective instructional curriculum that incorporates emotional intelligence skills with the objective of enhancing personal and career success of students.
2. The Nigerian university commission should include psycho-educational therapy to teach all the dimensions of emotional intelligence and study skills in the universities bench mark.
3. Since emotional intelligence significantly predicts academic dishonesty, it is recommended that all universities in Anambra state as well as Nigeria, as a whole should explore students' academic achievement and reduces academic dishonesty.

References

- Alutu, A.N.G, & Aluede, O. (2012). Secondary schools students' perception of examination malpractices and examination ethics *Journal of Hum, Ecol*, 20(4), 295-300.
- Ammara, N & Syede, S.H. (2007). Effect of study habits on test anxiety and academic achievement of undergraduate students. *Journal of Research and Reflection in Education*, 11(1), 1-14.
- Awabi, G. (2013). Effect of study and self-reward skills for counselling on study behavior of students in Ghanaian public universities. An Unpublished Ph.D Dissertation. Ahmadu Bello University, Zaria.
- Bracket, M. A. Rivers, S.F, & Salovey, P. (2011). Emotional intelligence: implications for personal, social, academic and work place success, social and personality psychology compass, 5(1), 88-103.
- Bracket, M.A, Rivers, S.E, Reyes, M.R. & Salovey, P. (2010). Using emotional literacy to improve classroom social-emotional processes. Presented to WT Grant/Spencer Grantees' meeting, Washington, DC.
- David, S., Grover, C, Becker, A, & McGregor, L. (2012). Academic dishonesty prevalence, determinants, techniques and punishment teaching of psychology 19, 16-20.
- Ergene, .T. (2011). The relationships among test anxiety, study habits, achievement, motivation, and academic performance among Turkish high school students education and science, 36, 320-330.

- Gettinger, M & Seibert, J.K. (2012). Contributions of study skills to academic competence school psychology Review, 31(3), 350-365.
- Goleman, D. (2008). Working with emotional intelligence. New York: Bantan books.
- Meneghetti, C. De Beni, R. & Cornoldi, C. (2017) strategic knowledge and consistency in students with good and poor study skills. *European Journal of Cognitive Psychology*, 19(415), 628-649.
- Nelson, D & Low, G. (2009). Exploring and developing, emotional intelligence skills TX: Christi publishers
<http://www.tamukedu/edu/kwei000/research/articles>.
- Nwoke, D.U, Ossai, O.V, & Obikwelu, C.L. (2013). Influence of study skills on test anxiety of secondary school students in Nsukka Urban, Enugu state, Nigeria. *Journal of Education and Practice*, 4(17) 162-165.
- Nwadinigwe, L.P. & Azuka Obieke, U. (2012). The impact of emotional intelligence on academic achievement of senior secondary school students in Lagos, Nigeria. *Journal of Emerging Trends in Educational research and Policy Studies* 3(4), 395-404.
- Nworgu, B.O. (2015). Educational research: Basic issues and methodology. Nsukka, Nigeria, University Trust Publishers.
- Satovey, P. & Mayer, J.D. (2010). Emotional intelligence, imagination, cognition and personality. New-York, Harper.
- Samia, N.m Gladson C. Udayakamari, M.A., Dhafra, A.K. (2015). Study skills assessment among undergraduate students at a private university college in Omani Mediterranean *Journal of Social Sciences* 9(2), 139-147.
- Sebek, F. (2012). Academic dishonesty- an IDE perspective. Retrieved May 10, 2013 from: <http://www.mdhhrse/ide/uthildning/cheating/academicdishonestyIDE.pdf>.