

PREDICTIVE DETERMINANTS OF TEACHERS' PSYCHOLOGICAL VARIABLES ON STUDENTS' EXAMINATION MALPRACTICE TENDENCY IN PUBLIC JUNIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

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ABSTRACT

The study investigated predictive determinant of teachers' psychological variables on students' examination malpractice tendency in public junior secondary schools in Rivers State, Nigeria. Three research questions and corresponding three null hypotheses guided the study. The study adopted a correlation research design. The population of the study comprised all the 8916 teaching staff of the 933 basic schools in the 23 L.G.A of Rivers State. The sample size is 240 teachers. Stratified random sampling technique using 50% of the 23 L.G.As give 12 L.G.As with 446 public schools with 4808 teachers. Moreso, stratified random sampling technique using 5% of the 446 schools gave 240 public school teachers. Two self-designed non-cognitive instruments titled "Selected Psychological Variable Scale" (SPVS) and "Examination Malpractice Tendency Scale" (EMTS) were used for data collection. Face and content validities were determined by experts. Cronbach alpha was used to establish reliability coefficient of SPVS at 0.89 and EMTS at 0.77 respectively. Linear regression was used for data analysis using Statistical Packages in Social Sciences (SPSS). Attitude, self-concept and locus of control of teacher significantly predicts students examination malpractice tendency among JSSI students in Rivers State, Nigeria. It was recommended among others that school administrators should identify those teachers with negative attitude towards teaching for proper counselling by the school counsellors.

Keywords: Psychological variables (attitude, self-concept and locus of control) and examination malpractice tendency.