

GENDER AND PERSONALITY TRAITS AS PREDICTORS OF EXAMINATION MALPRACTICE

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Abstract

This study investigated gender and personality traits as predictors of examination malpractice. Three hundred (300) participants were employed in the study. They consisted of students from five faculties of Nnamdi Azikiwe University who were randomly sampled. Their ages ranged from 16 to 30 years, with a mean age of 21.1 and a standard deviation of 0.82. Two instruments were adopted for the study, namely the Brief Examination Malpractice Index (BEMI) and the Ten-Item Personality Inventory (TIPI). These instruments measured the extent to which students could engage in examination malpractice and the individual personality dispositions across the five domains of personality traits: openness to experience, extroversion, conscientiousness, neuroticism, and agreeableness, respectively. The study adopted a cross-sectional research design, while multiple regression statistics were used to test the hypotheses. The first hypothesis, which stated that males and females would differ significantly in predicting examination malpractice among undergraduates, was accepted at ($F = 2.973$, $p = .003$). The second hypothesis, which stated that personality traits under study (extroversion, openness to experience, agreeableness, conscientiousness, and neuroticism) would significantly predict examination malpractice among undergraduates, was also accepted. Openness to experience and extroversion significantly predicted examination malpractice at ($F = 2.097$, $p = .037$) and ($F = 2.992$, $p < .003$), respectively. Based on the findings of this study, the researchers therefore recommended that the personality traits of individuals, especially students, should be investigated to enable appropriate decisions regarding suitable fields of endeavour before engagement.

Keywords: *Gender, Personality Traits, Examination Malpractice, Undergraduates*

Introduction

Nigerian has experienced more than a century battling with examination malpractice. Examination malpractice has been seen as a serious challenge facing the educational sector. The speed at which it has gripped the educational sector remains troublesome to all and sundries; according to Anzene (2014), it was firstly reported in Nigeria in the year 1914, when question papers for the senior Cambridge Local Examination leaked to students prior to the scheduled time and date of the examination. Examination malpractice has been recognized as a big danger, yet, this danger has gone viral within the Nigerian educational sector because, it has become difficult to conduct any examination in the country without one form of malpractice or the other (Nnam & Inah, 2015).

So, different patterns and ways of cheating in all levels of education is prevalent and have caused a lot of anguish to educational stakeholders (Okorodudu, 2013). Being a social menace or problem, examination malpractice has been reported to have resulted in severe consequences for students (Akaranga & Ongong, 2013). Jimoh (2009) observed that efforts at restriction this problem led to the issuance of the '1999 Examination Malpractices and Miscellaneous Offences Act' (Yusuf et al., 2015). According to Eneh and Eneh, (2014), in addition to this 1999 Act, the first major campaign against examination malpractice in Nigeria, was by the Examination Ethics Protest (EEP) in 1996. Notwithstanding the enormity of this problem in Nigeria, and efforts to it, very minute or nothing has been done as it concerns the empirically understanding of examination malpractice as a pattern of behaviour, as well as the associated individual variables or actors that are related to it.

According to Amadi and Opuiyo (2018), the studies we typically have in the literature are mostly essays or descriptive research highlighting the causes, effects and possible solutions. So, there is a dearth of research meant to empirically examine whether individual factors can predict examination malpractices. Therefore, this makes this current study very essential. Examination means an aspect of students' assessment or evaluation processes which enables the determination of the academic ability, capability and the students' level of understanding after a given period of training and teaching (Emaikwu, 2012). It entails the assessment of the quality of skills, knowledge and understanding that a person has obtained within a particular time-frame, it explains the basis upon which a student can be promoted to the class (George & Ukpung, 2013; Adegbenjo & Adebayo, 2017).

According to Ikekhua and Amroma (2016), there are several itemized ways in which students carry out misconduct in examinations; these includes: collusion between candidates, introduction of foreign materials into

the examination hall, solving question papers beforehand, impersonation, cheating, hi-tech malpractice (such as the use of handsets, electronic calculators), assault and intimidation. Examination malpractice negatively affects true learning, the reliability and validity of examinations as well as the integrity of the certificates issued. In the language of Ike-Nwafor (2006), it breeds half-baked graduates, dishonest, incessant cancellation of examinations and results and production of quack professionals. No student wants to fail. This encourages some students to engage in malpractice. Yet, in all these, one of the factors that may predict examination malpractice is gender. Dunsmore (2005) believes gender is a variable that moderates different academic outcomes among dimensions of personality at different academic settings. That is to say, although the five-factor model of personality has been observed among both male and female participants, the interaction between these five factors, gender and academic performance is likely to bring about different outcomes. Results of research on gender-related researches on personality factors are contradictory. Another factor that may predict examination malpractice is personality traits.

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. 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) stated that some personality factors to cheating and authors have attempted to relate some personality factors to cheating in examination. Fibersima (2001) postulated that circumstances predict individual's tendency to cheat especially individuals who possess certain personality structure will cheat. The situations were however not classified the setting under which students learn, most times generate intense competition which McCrae & John (1992) have found to promote examination malpractice.

Gerrig (2013) defines personality traits as labels used for describing enduring characteristics which influence someone's behaviour across situations. McCrae (2001) describes personality traits as the endogenous basic tendencies that within a cultural context, give rise to habits, attitudes, skills, beliefs and other characteristic adaptations. The consistent pattern of beliefs, feelings, motives, and conducts that students display across situations is referred to as personality traits. It reflects basic dimension on individual differences; this dimension implies, a specific trait could be low, medium, or high. Personality traits are important because they describe stable patterns of behaviour that persist for long period of time (Caspi et al., 2015; Umeaku, 2025a).

This of course has an influence on academic success or failure - for example, traits like *openness to experience* includes other facets like students' adventure, unusual ideas, imagination and variety of experience. This trait differentiates imaginative students from unadventurous students. Those who are open to experience are intellectual inquisitive. They are more resourceful and more aware of their academic feelings.

Conscientiousness students always display self-control, act dutifully and aim for accomplishment against measure outside expectations. Students that have this trait demonstrate a preference rather than impulsive behaviour (Umeaku et al., 2026a).

Extraversion traits are characterized by students' positive emotions and propensity to seek out stimulation in the company of other students. The trait is distinct by marked commitment with the external world. Students in this group tend to be passionate and action-oriented.

Agreeableness trait is a tendency to be concerned, trustworthy, and cooperative with other students or teachers rather than mistrustful and antagonistic towards school and teachers.

Neuroticism students are those who habitually experience negative emotions that may likely affect their academic performance. Students who are markedly high in neuroticism are emotionally reactive and susceptible to stress. They are more likely to read normal situations as intimidating and minor frustration as hopelessly difficult (Umeaku et al., 2026b).

Statement of the Problem

The effect of examination malpractice among undergraduates is on the increase and basically alarming. Examination malpractice deters the milestones made in investing in education since the cost of infrastructural development such as lecture halls, payments of salaries among other incidental costs, incurred by governments and other stakeholders go to waste. In such a case, employers perceive certificates as mere papers not worth the value and this might stagnate economic development and growth of a nation.

Several researches have been carried out, mostly, using secondary school students as participants in this part of world. But little or nothing has been done in the area of examination malpractice using undergraduates. Therefore, this study seeks to close the gap in literature and identify whether gender and personality traits predict examination malpractices among undergraduates.

Research Questions

1. Will gender predict examination malpractice among undergraduate students?
2. Will personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness to experience) predict examination malpractices among undergraduate students?

Purpose of the Study

The main purpose of the present study is to investigate whether gender, as well as personality would predict examination malpractice among undergraduate students.

Specifically, the study aims at:

1. Determining whether gender will predict examination malpractice among undergraduates.
2. Investigating whether personality traits (agreeableness, conscientiousness, extraversion, neuroticism and openness to experience) will predict examination malpractices among undergraduate students.

Relevance of the Study

The study will be relevant for investigating the reason why undergraduate students indulge in malpractice as a means of excelling in examinations, whether one's biological compositions and gender would actually be the major influence. This work through its literature will enlighten undergraduates on the roles of gender and personality traits in predicting examination malpractice. The finding of the study will help to tackle the issue of examination malpractice among undergraduate students; the study will provide valuable information to researchers who will carry out further studies on gender, personality traits and examination malpractice among undergraduates.

Theoretical Framework

The Self Concept Theory

The Self-Concept Theory by Rogers (1947) is best used to explain the inherent link or association among the key variables of interest. It conceptualized "self" as the major or rather central ingredient in human personality and adjustment. It posits that self-concept is the belief or image one holds on abilities and uniqueness. As one matures, this self-perception becomes more organized, detailed and specific (Pastorino, 2013). Self-concept has many dimensions because people categorize a lot of the feedback they receive on self and find their relationships with each other, organized in a hierarchical manner with attitudes towards their conduct at the bottom moving to attitudes about own achievements in medium areas such as in academics, for instance biology, geography, linguistics, and finally to perceptions of own performance generally. Hence, it is most appropriate to link these variables of interest because self-concept is basically a belief an individual holds about him or herself, abilities, attitude which forms his personality (personality traits), it is an innate drives that spores individual's behaviour and perceptions towards situations. However, a student who has a positive belief that he or she could excel in any given examination, knows his capabilities and self-worth or the images he or she holds especially those who possess personality traits of conscientiousness, openness to experiences might find it rather difficult to engage themselves in examination misconduct. Similarly, a neurotic students are most likely fact that to endogen in examination misconduct due to negative disposition of anxiousness or anxiety whether or not they might excel or not.

Moreso, there are differences and variations an individual might hold based on gender differences which are socially constructed roles and socially learned behaviours and expectations associated with males and females (Nwagbara, 1998; Okeke, 2000). Here, self-concept explores the role of one's gender (sex) on likelihood to engage in examination malpractice or possible prediction of involvement. As one matures, self-image he or she holds about different situations or circumstances changes owing to the choices that he or she makes as one attains maturity and it cuts across both sex (male and female).

Isibor et al (2020), empirically conducted a survey examining examination malpractice phenomenon with common manifestation such as "grafting" initiator and relationship with selected demographic and psychological factors. A total of 350 undergraduate was conveniently selected from three universities (a federal, state, and a private owned university), in Edo state. Data was collected using close-ended, open ended and likert type scale (questionnaires). However, data were analyzed using both descriptive and inferential statistics. Result obtained revealed that grafting was commonest form of malpractice. Intention to engage in malpractice was formed to be higher in male students of public universities.

Another study conducted by Tomski (2018), focused on impact of Big- five personality traits on academic performance. The sample utilized were first grade university students which were 402 in number. The instruments for data collection were five factor inventory (FFI) for measuring personality traits, and the Grade Point average(GPA) reported by the students for measuring academic performance . Results showed that only the personality trait conscientiousness was positively related to academic performance.

Soraya et al (2011) conducted a research aims at studying the relationships between personality traits and academic achievement among students. Participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Results also showed conscientious, which explained 39 percent of variance in academic achievement, was the most important predictor variable. Finally MANOVA and t-test indicated there is no significant gender difference in the personality characteristics and academic achievement.

Premuzic & Furnham (2011) conducted a research on personality traits and examination performance by randomly selecting 247(179 females and 68 males) British university students as participants. Data was completed using NEO-PI-R (Costa & McCrae, 1992) personality inventory at the beginning of their course and took several written examinations throughout their three-year degree. Personality super-traits (especially Conscientiousness positively, and Extraversion and Neuroticism negatively) were significantly correlated with examination grades and were found to account for around 15% of the variance. Primary traits were also examined and results showed significant correlations between a small number of these traits (notably dutifulness and achievement striving positively, and anxiety and activity negatively) and academic achievement. Furthermore, selected primary personality traits (i.e. achievement striving, self-discipline and activity) were found to explain almost 30% of the variance in academic examination performance.

Eze (2010) investigated Influence of Family Socio-Economic Status, Gender and school location on students' perception of examination malpractices. Three hundred and forty-six secondary school (ss1) students participated in the study. Participants were within the age range of 14 and 18 years with a mean age of sixteen years. Three hypotheses were tested. Hypothesis 1 states that there will be no statistically significant difference in perception of examination malpractices between participants of high socio-economic status and those of low socio-economic status; hypothesis 2 states that, there will be no statistically significant gender differences in perception of examination malpractices and hypothesis 3 states that, there will be no statistically significant difference in perception of examination malpractice between participants from schools in rural areas and participants from schools in urban areas. Data analysis using 3- way ANOVA indicate significant main influence of family socio-economic status, $F(1,338) = 5.49$, $P < 0.5$, and gender $F(1,338) = 4.84$, $P < .05$, on students, perception of examination malpractices.

Abidemi et al (2014) examined the correlation between influence of personality types and socio- demographic characteristics of students on examination malpractice. A total number of three hundred (300) students were randomly selected from five secondary schools as participants, comprising of 150 males and 150 females. The study employed correlational survey design and the questionnaire were used to collect information, the t-test and pearson moment correlation statistical tools were used to test the hypothesis while multiple regression analysis were used to investigate which of the independent variables(personality types and socio demographic factors such as age , gender) significantly predicted the dependent variable. The results reveals that personality type A and B has a significant relationship with examination malpractice ($r = 0.28$, $p < 0.05$). it also indicates that the socio demographic factors has no significant relationship between age, gender and examination malpractice.

Consequently, Olowookere et al (2020) explored gender differences, personality characteristics and examination performance among students at a private university in Ogun state. A total number of two hundred and one (201) samples were selected through convenient sampling techniques, consisting of 98 males and 103 females. Data was collected using the BF.44 item inventory(Big five factors of personality) and also demography. The results show that males and females students are different with regards to academic performance but not personality traits. Also, conscientiousness($r = 0.272$, $p < .01$) was found to positive related to academic performance while neuroticism ($r = 0.170$, $p < .05$) negatively correlated with academic performance.

Hypotheses

1. Gender will significantly predict examination malpractice among undergraduates.
2. The Personality traits (Extroversion, Conscientiousness, Openness to experience, Agreeableness and Neuroticism) will significantly predict examination malpractice among undergraduates.

Method

Participants

A total number of three hundred (300) participants (sample size) drawn from the population of the undergraduates of Nnamdi Azikiwe University, Awka. These students were selected from Five faculties, which were randomly selected from the pool of faculties in Nnamdi Azikiwe University, Awka was also selected by simple random sampling (lucky drip). Hence, the researchers rapped pieces of paper written "A" and "B" which the "As" were picked namely; faculty of social sciences, Arts, Biological sciences, Education, Law respectively. The sample were made up of one hundred and fifteen (115) males and one hundred and eighty-five (185) females with age range 16—30 and arithmetic mean of 1.7, and standard deviation of .82. Consequently, the sample is made up of (98%) Igbo, (1%) Yoruba and (1%) Hausa. Also, made up (99%) single and (1%) married students respectively.

Instruments

Brief Examination Malpractice Index (BEMI)

The Brief Examination Malpractice Index (BEMI) is a 5-item Questionnaire developed by the Umeaku et al (2022) to measure the extent to which undergraduates can engage in examination malpractices. The principal component analysis of factor analysis was used in generating the number of factors obtainable in the scale. The use of factor analysis was used to establish validity and factor loading of the instrument. The KMO and Bartlett's test show significant positive value at $P < 0.000$. The BEMI has 5-likert responses pattern of; strongly disagree=1, disagree=2, Undecided=3, agree=4 and strongly agree=5. The items are direct scored; they are: (1) I think I can write examination for somebody, (2) I think somebody can write examination for me, (3) I feel that I can hide examination materials in my clothes, (4) I feel that it is okay to write answers on my body and (5) I think I can use gadgets in the examination hall. The reliability of the instrument using Cronbach alpha is .807.

The Ten item of personality Inventory (TIPI)

The Brief measure of personality questionnaires was developed by Gosling et al (2003) measures Big Five Personality traits through ten questions about each trait. These personality traits are Extroversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. The instrument consists of 10 items such as Extraverted, Enthusiastic, Critical, Quarrelsome, Dependable, self-disciplined which measures the five basic personality traits. It also employs a responses pattern such as Disagree strongly=1, disagree moderately=2, disagree a little=3, neither agree nor disagree=4, agree a little=5, agree moderately=6 and agree strongly=7.

In the instrument, Five (5) items are reversed (items 2, 4, 6, 8, and 10) and are reversed during scoring.

Scoring of TIPI

1. Recode the reverse scored items.
2. Take the average of the two items (the standard item and the recoded reversed-scored item) that make up each trait.

For instance; using extraversion scale: a participant has scores of 5 on item 1 (extraverted, enthusiastic) and 2 on item 6 (reserved, quiet). First, recode the reverse-scored item (i.e item 6) replacing the 2 with a 6. Second, take the average of the score for item 1 and the recorded score for item 6. So the TIPI extraversion scale would be $(5+6) / 2 = 5$.

Each of the personality traits has a norm score for interpretation of the score obtained from the data. The norm value for male and female vary according to age. The reliability coefficients reported by Gosling et al (2003) are: Cronbach alpha internal consistent .92, and convergent validity .411. However, the instrument was validated in Nigeria by Umeaku et al (2021). Cronbach Alpha and split-half reliabilities were adopted as the standard tools for testing the hypotheses. The results indicated that TIPI has construct validity at 627^{**} ($p < .001$) significant level. On concurrent validity, the five domains of TIPI concurred with the five domains of the forty-four-item Big-Five Personality Inventory at 271^{**} , $.419^{**}$, $.436^{**}$, $.163^{**}$ and $.251^{**}$ ($p < .001$) significant level. On discriminant validity, the five domains of TIPI discriminated with Neuroticism domain of the SCL 90 except the Emotional Stability domain at $-.428^{**}$, $-.243^{**}$, $-.047$, $.447^{**}$ and $-.505^{**}$ ($p < 0.01$) significant level. Finally, on reliability, TIPI is reliable within the acceptable protocol with Cronbach Alpha of 0.71 and Split-Half of 0.76, as validated for use in Nigeria (Umeaku et al, 2021).

Gender, the second independent variable was entered as a demographic variable capturing male and female, alongside other demographic variables such as age, marital status, faculty and year of study.

Procedures

The research was conducted in the company of a research assistant, the data collected from three hundred (300) participants drawn from the five faculties (that is, a total of 60 students from each department) namely; social sciences, Arts, Education, biological sciences, Law. The participants were selected from different departments that makes up each faculties using odd number letter of the alphabet, beginning each first letter name of the

departments. That is (A—Z, numbering 1 to 26 letters of the alphabets). It took the researchers one month to distribute questionnaires. However, some faculties such as faculty of Arts, education consists of ten (10) departments and five (5) was invariably selected to participate namely, Arts –English literature, Chinese language, Igbo,African and Asian studies, Modern European language and music , also Education --- English education. Consequently, faculties such as social sciences which consisted of five departments namely, mass communication, psychology, sociology, political science and Economics, three (3) departments was invariably selected namely; Mass communication, sociology and Economics , Also, Bio sciences –Applied biochemistry, applied microbiology, parasitology,zoology and botany, which two (2) departments was invariably selected applied biochemistry and applied microbiology. Hence Law was a department itself. A total of three hundred (300) questionnaires was collected from each level of the department by participants who readily gave their consents to participants.

Inclusion criteria

Undergraduates

Exclusion criteria

Pre-graduate and post-graduates

Design/Statistics

This is survey research that sought for prediction of two variables on one variable. It adopted cross-sectional design and multiple regression analysis as the statistics for analyses.

Results

The results of the descriptive statistics and linear regression analysis for the study variables: personality traits and gender as predictors of examination malpractice among undergraduates are presented in tables 1 and 2 below:

Table 1:

Summary of descriptive statistics, mean and standard deviation

BEMI			
GENDER	MEAN	N	Std.
DEVIATION			
MALE	1.8957	115	.86950
FEMALE	1.6011	185	.76286
TOTAL	1.7140	300	.81668

Table 2:

Regression Analysis for Study Variables: gender and personality traits as predictors of examination malpractice

P r e d i c t o r s	R	²	D	f	F	S i g	B	T	S i g
	.085		6	(293)	4.52	.00			
G e n d e r							-.169	-2.973	.003
Openness to Experience							.120	2.107	.037
Conscientiousness							.029	.498	.61
E x t r a v e r s i o n							-.171	-2.992	.003
A g r e e a b l e n e s s							-.073	-1.272	.204
N e u r o t i c i s m							-.038	-.655	.513

a. Dependent Variable: BEMI

The result showed that the model significantly explained 0.09% of the variance in examination malpractice $R^2 = .08$, $F(6, 293) = 4.52$, $p = .001$.

Gender significantly predicted examination malpractice $\beta = -.17$, $t = -2.97$, $p = .00$.

Openness to experience significantly predicted examination malpractice $\beta = .12$, $t = 2.10$, $p = .04$.

Conscientiousness did not significantly predict examination malpractice $\beta = .03$, $t = .50$, $p = .62$.

Extraversion significantly predicted examination malpractice $\beta = -.17$, $t = -2.99$, $p = .00$.

Agreeableness did not significantly predict examination malpractice $\beta = .07$, $t = -1.27$, $p = .20$.

Neuroticism did not significantly predict examination malpractice $\beta = -.04$, $t = -.655$, $p = .51$.

Summary of Results

The result in table 1 above showed that at the probability of $p < .05$:

Hypothesis one, which stated that gender will significantly predict examination malpractice is also accepted. The finding implies that males have tendency to engage in examination malpractice than females at ($f = -2.973$, $\text{sig} < .003$).

Hypothesis two, which stated that personality traits will significantly predict examination malpractice is somehow accepted. (Openness to experience and extroversion). The finding implies that openness to experience significantly predicted examination malpractice at ($f = -2.097$, $\text{sig} < .037$). Also, Extroversion significantly predicted examination Malpractice at and ($f = 2.992$, $\text{sig} < .003$) respectively.

Discussion

The study explored gender and personality traits as predictors of examination malpractice. The first hypothesis stated that males and females will differ significantly in predicting examination malpractice among undergraduates of Nnamdi Azikiwe University was accepted. The result is in line with Olowookere and Omonijo (2020) who explored gender differences, personality characteristics and examination performance among students at a private university in Ogun State. The results show that males and females students are different with regards to academic performance but not personality traits. Also, conscientiousness was found to positive related to academic performance while neuroticism negatively correlated with academic performance. However, this is in line with Isibor et al (2020), empirically conducted a survey examining examination malpractice phenomenon with common manifestation such as “giraffing” initiator and relationship with selected demographic and psychological factors. Result obtained revealed that “giraffing” was commonest form of malpractice. Intention to engage in malpractice was formed to be higher in male students of public universities. Consequently, The outcome of this research study may be explained using the Eagly’s gender role theory. Eagly’s social role theory of gender differences explains that the inherent physical differences between men and women led to social division of labour in society. More specifically, men are usually physically larger and stronger than women. Conversely, females tend to be smaller in size and not as physically strong as men. Eagly’s theory cites these innate differences as causative factors in the development of gender roles for men and women. Also is responsible for some behaviours or dispositions individuals partake as regards to the sex (males and females) such as males are associated with stressful work, life threatening or risk takers (involvement in social vices such as exam misconduct) while females are more likely to engage in lenient tasks which is with regards to their weak and anxious nature.

The second hypothesis stated that personality traits will differ significantly as predictors of examination malpractice among undergraduates of Nnamdi Azikiwe university was accepted, implying that personality traits are related to examination malpractice. The results shows that personality traits (openness to experience and extroversion) significantly predicted examination malpractice respectively. This is line with Premuzic and Furnham (2011) who conducted a research on personality traits and examination performance. Findings affirmed that Personality super-traits (especially Conscientiousness positively, and Extraversion and Neuroticism negatively) were significantly correlated with examination grades and were found to account for around 15% of the variance.

Also, this hypothesis also in agreement with study conducted by Tomski (2018) which focused on impact of Big-five personality traits on academic performance. Results showed or rather identified that only the personality trait conscientiousness was positively related to academic performance. Also, the result supported the findings of Soraya et al (2011) who conducted a research aims at studying the relationships between personality traits and academic achievement among students. Results revealed personality traits were significantly related to academic achievement. Stepwise regression analysis indicated personality characteristics accounted for 48 percent of variance in academic achievement. Isibor et al (2020) empirically conducted a survey examining examination malpractice phenomenon with common manifestation such as “giraffing” initiator and relationship with selected demographic and psychological factors. Result obtained revealed that giraffing was commonest form of malpractice. Intention to engage in malpractice was found to be higher in males than in females of public universities. However, since Contentiousness, Agreeableness and Neuroticism were insignificant in predicting examination malpractice, it has affected the overall level of outcome. A number of factors may be responsible for this insignificance. This may be explained using the self – concept theory developed by Carl Rogers which posits the concept of self as major ingredient in human personality and adjustment. It posits that self-concept is the belief or image one holds on abilities and uniqueness. As one matures, this self-perception becomes more organized, detailed and specific (Pastorino & Doyle-Portillo, 2013). This outcome explains the roles of personality in examination malpractice; it gives credence to the fact that personality is a key determinant in the ways students behave during their examinations and academic lives.

Implication of the Study

The findings of this study enhance the concept of examination malpractice and underline the predictive association of personality traits and gender on the dependent variable (examination malpractice). The research findings of this study provide societal insights afford parents and guardians the knowledge behind the reasons why undergraduate students indulge in malpractice as a means of excelling in examinations.

Limitations of the Study

The study's findings may be limited for generalisation due to the specific sample of undergraduate students that were involved; findings from one region may not be representative of the larger population of undergraduate students, both within and across different cultural and geographical contexts.

Recommendations

Parents and guardians should explore their wards' capabilities based on their personality traits and devise a means to help in their academic pursuits. Proper counselling and guidance should be employed to help students to make choices on their areas of specializations before engagement. To devise avenue to help students to excel in their chosen area of specializations to become certified professionals who can defend themselves at any point in time, in turn aid growth and development in the society.

Conclusion

This study, *Gender and Personality Traits as Predictors of Examination Malpractice*, was conceived on the premise that gender and personality traits are major factors predicting students' tendencies to engage in examination malpractice. This social malaise has caused immense damage to the educational system and has given rise to half-baked graduates who cannot adequately defend their certificates or compete effectively with their counterparts within the comity of nations. The findings of the study indicated that both gender and personality traits are significant predictors of examination malpractice among undergraduates.

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