

SELF-ESTEEM AND PARENTING STYLE AS PREDICTORS OF CHEATING TENDENCY IN SECONDARY SCHOOLS

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ABSTRACT

Cheating is an obvious threat to the reliability of the student performance evaluation system because it results in inaccurate evaluation of a student's academic ability. Hence, this study is an attempt to exemplify which parenting style would more likely increase the secondary school students' tendency to cheat in examinations as well as identify the role of self-esteem in the cheating tendency of students. The study employed an ex-post facto design to sample four hundred (400) secondary school students in Ibadan metropolis, both public and private schools were included. A structured questionnaire made up of Self-esteem scale, Parenting style scale, Cheating tendency scale and certain demographic variables was administered for data collection. Results indicated that Cheating tendency is significantly inversely correlated with authoritarian, authoritative and permissive parenting styles [($r = -.675, p < .01$); ($r = -.669, p < .01$) & ($r = -.350, p < .01$) respectively] but self-esteem had no significant relationship with cheating tendency ($r = -.091, p > .05$). Further, self-esteem was shown to have a direct relationship with authoritarian and authoritative parenting styles [($r = .177, p < .05$) & ($r = .152, p < .05$) respectively] but did not significantly independently predict cheating tendency ($F(1, 398) = 3.318, p > .05; R^2 = .003$). Parenting styles and self-esteem significantly jointly predicted cheating tendency ($F(4, 395) = 112.22, p < .01; R^2 = .527$). The independent contribution of authoritarian, authoritative and permissive parenting styles to cheating tendency were also significant [($\beta = -.347; t = -6.393; p > .01$); ($\beta = -.388; t = -7.568; p > .01$) and ($\beta = -.117; t = -3.104; p > .01$) respectively]. Result also indicated that public school students ($X = 21.78, S.D = 6.8$) have a significant higher tendency to cheat than private school students ($X = 18.31, S.D = 6.8$) ($t(398) = 4.864$) and that students not living with their parents ($X = 20.59, S.D = 7.3$) have a significantly higher tendency to cheat than students living with their parents ($X = 19.29, S.D = 7.0$) ($t(398) = 3.294$). The researchers concluded that parenting styles have a large influence on a students' tendency to cheat in an examination and that all three parenting styles discourage examination cheating, but the intensity at which they discourage it seem to differ. Appropriate interventions such as counseling, psycho-education and school crusades are needed in secondary schools to reduce students' tendency to cheat in examinations.

Keywords: Cheating, parenting styles, self-esteem, students

INTRODUCTION

It is a convention in education practices for students to be subjected to examination in almost all subjects and vocations, if not all of the subjects to determine the standard and minimum performance required for assessment and promotion. But tendency to cheat in an examination is militating against the expected purpose of examination. Over the years cheating in examinations has been a serious issue all over the world, especially in Nigeria (Omeri 2012). The federal government of Nigeria has a law dealing with examination malpractices to reduce

and eradicate the tendency of students to indulge in cheating during examination called Examination Malpractices Act of 1999 which create offences relating to examination cheating and prescribes penalties for each offence to prevent examination cheating tendencies in students.

The reason for enacting such law may likely be from the evidence of dishonest and cheating activities in examination. The statistics showing the likelihood of students indulging in examination cheating in Ibadan is quite unknown but examination cheating in Nigeria has so increased that there is almost no examination anywhere at all levels of the formal school system, without one form of sharp practice or the other (Folarin, 2013; Olatunbosun, 2009; Oluremi, 2014).

The term cheating is defined in the TDK Turkish dictionary (1997) as the representation of a work of art or a written text, or piece of paper prepared to look at secretly during exams against the rules. To cheat (generally in written exams) can also be defined as looking secretly to a source to find the answers against the exam rules (Aluede et al., 2006).

Examination cheating is becoming more and more prevalent and students regard it as a normal practice. Bushweller (1999) reported that students are specialized in cheating when they are in the final year in secondary school, improve this practice strikingly when they are at a university, and that only very careful teachers can detect the practice of cheating. Many research findings indicate that the practice of cheating has increased rapidly recently (Bekaroglu, 2002; Bouville, 2010; Paldy, 1996; Roigand Casso, 2005; Semerci, 2004; Semerci & Saglam 2005).

Boris and Awodun (2012) in their findings of psycho education on examination misconduct tendency reported that 62% of secondary school students in Nigeria engage in one form of examination misconduct or the other before leaving secondary school. The tendency to cheat in examination might be as a result of fear of failure, or a poor self-concept. Just as Brunting (1976) reported that success or failure in examination is a condition for future prospect which has influence on self-esteem.

Without success in examination then it will be difficult for any students to be promoted. For example, the fear of failing The West Africa Examination Council (WAEC) could propel students' tendency to cheat in an examination. In fact Anyamene, Nwokolo, and Madegbuna (2015) opined that students become over-burdened and depressed when preparing for examination. So, when examination become burdensome, then it is likely for students to indulge in examination cheating behaviours.

Research conducted within the field of academic cheating has pointed to the importance of school contextual factors for introducing adolescents into adulthood and counteracting unwanted behaviours (Granvik-Saminathen et al., 2018; Ramberg et al., 2018a; Rutter & Maughan, 2002; Teddlie & Reynolds, 2000), but few studies have been carried out on the importance factors related to home and upbringing given by parents and their interactions with the self-concept of adolescents for student cheating (McCabe et al., 2012). The existing literature is also limited regarding studies that have had the opportunity to take individual students' moral values into consideration when examining potential external causes of student cheating (Yu et al., 2017).

One of the most common characteristics examined in relation to student cheating is gender. Several studies report that males are more prone to cheat and that they have more permissive attitudes towards cheating than females (e.g., Arnett et al., 2002; Hensley et al., 2013; Jereb et al., 2018). Other studies show that even though there seems to be a small direct effect of gender on student cheating, it is mainly a set of social mechanisms related to gender (e.g. shame, embarrassment, self-control) that account for the existing differences between males' and females' cheating behaviour (Gibson et al., 2008; McCabe et al., 2012; Niiya et al.,

2008). This study hypothesizes parenting as a part of the social mechanisms with a potential link to cheating.

Another variable that has been extensively investigated in relation to student cheating is academic achievement. Students with lower grades tend to be more likely to cheat than those with higher grades (e.g. Burrus et al., 2007; Klein et al., 2007; McCabe & Trevino 1997). Socioeconomic background (e.g. parents' education, income and occupation), on the other hand, appears to be of less importance for student cheating according to the existing literature (Kerkvliet 1994; McCabe & Trevino 1997; Whitley 1998).

As could be expected, permissive attitudes toward cheating have been found to increase the likelihood of engaging in such behaviours (Farnese et al., 2011; Whitley, 1998). However, girls' cheating behaviour seems to be more strongly affected by perceiving cheating as morally wrong (Gibson et al., 2008). Furthermore, students with lower stress resistance, higher risk willingness, lower work ethic and lower motivation seem to be more likely to cheat (Davis et al., 2011). Excessive demands from parents and personal desires to excel in school have also proved to be important motivations for student cheating (McCabe et al., 1999).

Adeyemi (2010), and Ibukun and Oyewole (2011) have it that examination cheating tendencies among students are linked with negative outcome such as high level of academic dishonesty, procrastination in tackling learning tasks, laziness, poor satisfaction in studying, gangsterism, an increased risk of school dropout, and poor self-esteem.

Self-esteem can be defined as regarding oneself as a worthwhile person or otherwise; in other words it is a positive or negative self-evaluation (Manning, Bear, & Minke, 2006). Hay, Ashman, and Van Kraayenoord (1998) concluded that secondary school students with high self-esteem tend to be more popular, cooperative, and successful in class, while those with perception of low self-esteem turns out more withdrawn and tend to perform below average in class. Oftentimes self-esteem is as a result of self-concept. Self-concept comprises overall perceptions, ideas, and feelings about oneself (a person's perception, ideas and feelings of his or her own personality trait). Self-concepts are created from our daily experiences and interactions. A student with negative judgement of his or her academic abilities may exhibit the likelihood to engage in sharp practices to cover up with his or her inadequacies.

Also, the style of parenting adopted at home can impact positively or negatively on students' examination cheating tendencies, this is in line with the findings of Dikko (2003) that shows parents expect nothing less than pass in examination from their children; failure in examination is against their expectation. That is, he who fails is not welcome at home in any way. The fear of failure instilled by parents' action and inaction may likely increase the tendency to exhibit cheating behaviour in examination.

Parenting style is a psychological construct representing standard strategies that parents use in raising and training their children and wards (Miller & Volk, 2002). It is broadly defined as the degree of responsiveness and demandingness of parents towards adolescents (Maccoby & Martin, 1983). It could also be explained in terms of parental warmth or support versus parental demandingness, tending towards control (Baumrind, 1991). These two should be properly blended together, if not, it might send the wrong signal to the children and lead to inappropriate behaviours such as showing the likelihood of going to any length to passing the examination. Various dimensions of parenting styles have been found determine whether adolescents develop positive attitude to anti-social behaviours such as cheating (Tanibiaje, 2011). Adolescents whose parents' styles are authoritarian or permissive are more likely to exhibit an anti-social behaviour like cheating than adolescent's whose parents' style is authoritative (Wang et al., 2016). However, there is evidence that an authoritarian-type parenting style may discourage adolescents from taking engaging in anti-social behaviour

(Arnett, 2004). Parenting styles of fathers during adolescence is very vital. The type of parenting exhibited by fathers in their children's lives has been said to be especially crucial because fathers, being the head of the home, are looked up to for mentorship and guidance. The warmth and support from mothers is also important for the moral and emotional development of adolescents.

Cheating is an obvious threat to the reliability of the student performance evaluation system because it results in inaccurate evaluation of a student's academic ability. The consequences of cheating can be serious when a student is placed in a class or a program for which he /she doesn't have the necessary prerequisites of knowledge and skills. Students have been said to value the ability to compete successfully more than the value of academic integrity (Drake, 1941).

From the basic level education through the secondary to tertiary levels, cheating in examinations has attained an enormous proportion that is beyond the comprehension of ordinary mind (Iredia, 2002). Consequently, students are awarded grades that do not reflect the true picture of the quantity of attributes they possess. In other words, students carry certificates that they cheated their way to obtain and hence, cannot defend. Perhaps the so called "fallen standard" may have its root from this ill wind, called cheating in examinations. Unfortunately, all efforts made by school managements and even the governments appear to be creating no impact, in terms of eliminating this tendency to cheat in examinations among students. Awonusi (2002) opined that the main motivator of the tendency to cheat among students is the "get-rich-quick" philosophy of the society which he argued, had translated to "get-certificate-quick" syndrome, an act which invalidates and makes nonsense of the educational certificates awarded by the system.

Some perceive it as a serious problem in school and in the society which needs to be addressed while some perceive it as a normal process of writing examination without which they will not pass; still others are indifferent about students' tendency to cheat. Kleiner (1999) for instance, affirmed that the majority of the students did not believe cheating was always wrong. Before now, to be caught cheating was a thing of shame, but students now glorify examination cheating amidst themselves (Cornelius-Ukpepi, 2010), hailing the cheat-successful student as been smart and slothful. Reports show that students are ready to pay any prize, cash or kind to pass examination they did not prepare for (Olukotun, 1998).

Probably the tendency of students to cheat in examinations has been allowed to persist largely because the academic community has not been successful in developing a comprehensive process to study it, as a means of establishing programs and regulations to discourage it. Hence, the increasing need for research in this area has been presented. An emphasis on the importance of reaching a better understanding of what constitutes cheating tendency, and a better understanding of the attitudes of those who participate in this behaviour.

Hence, this study is an attempt to test the predictive prowess of parenting style and self-esteem in the cheating tendency of secondary school students. To this end, this study intends to:

1. Examine the relationship of self-esteem and parenting style with students' tendency to cheat in examinations.
2. Examine gender differences in students' examination cheating tendency.
3. Identify variations in cheating tendency as a reason of students' age, religion, class, ethnicity and school type.

Hypotheses

1. There will be a significant relationship between students' self-esteem, parenting styles and examination cheating tendency.
2. Self-esteem and parenting styles will significantly jointly and independently predict students' examination cheating tendency.
3. Male students significantly have a higher tendency to cheat than female students.
4. Students of public secondary schools will significantly have a higher cheating tendency than students of private secondary schools.
5. Students not living with their parents will have a higher tendency to cheat than students living with their parents.

METHODS

Research Design

The study made use of an ex-post facto research design to determine the influence of self-esteem and parenting style on examination cheating tendency among secondary school students of Ibadan metropolis. The variables had already existed. The researcher only measured them. The dependent variable is examination cheating tendency while the independent variables are self-esteem and parenting style.

Setting

This study was carried out in four private and four public secondary schools in Ibadan North local government area. Ibadan is the capital city of Oyo State, the largest city in West Africa in terms of land mass.

Participants

The participants in this study are students of senior secondary schools in Ibadan North Local Government, which included both private and public schools that make up the eight secondary schools selected. Ibadan North LGA was selected for proximity, the University of Ibadan; the institution of the researchers is located in Ibadan North LGA. Of the 400 students that participated in this study, 184 (46%) are males and 216 (54%) are females; 306 (76.5%) are Yoruba, 42 (10.5%) are Hausa, 48 (12%) are Igbo and the remaining 4 (1%) belong to other ethnicities; 276 (69%) are Christians, 120 (30%) are Muslims, 2 (0.5%) are traditional worshipers while the last 2 (0.5%) belong to other religions; 116 (29%) are ages 10-14, 242 (60.5%) are ages 16-19, and 42 (10.5%) are ages 20-24. There were 196 students (49%) from private schools and 204 students (51%) from public schools. 338 (84.5%) of the students are living with their parents while 62 (15.5%) do not live with their parents.

Sampling and Sampling Technique

Sample size of this study was 400; this was determined using the Slovin formula (Guilford and Frucher, 1973). Multi-stage sampling was used. First, cluster random sampling was used to group schools in Ibadan North LGA to 12 groups according to political wards, simple balloting was then used to four wards to represent all wards in the LGA. Forward, one public school and one private school was purposively selected in each ward; high student population and consent of the school authority determined this choice. Hence, four public and four private secondary schools were selected in Ibadan North local government area. Having selected the schools, purposive sampling was used to select SSS two class to sample in each school, being that they are matured students that could easily understand the content of the questionnaires and are looking forward to writing their school leaving examination. Afterwards, accidental sampling

was used to select 50 respondents among the students present in the classes, such that 50 students represented each of the eight selected schools.

Instruments

This study was carried out with the aid of a questionnaire which comprised of an informed consent form, and five (5) sections. The questionnaire was worded in both English and Yoruba Language (since the study was being conducted within Ibadan metropolis; and the native language of the people is Yoruba).

Section A: Bio- data: Gender, Religion, Age, Class, Ethnicity, Department, School type and living with parents.

Section B: Self-esteem- It is measured in this research as participant score on Rosenberg Self Esteem Scale, a 10item, 4-point Likert response scale (Hagborg, 1993; Rosenberg, 1965). Self-esteem is the acceptance of, respect for, confidence and satisfaction that you have in yourself as a person. It is based upon an internal image of ourselves that we carry around consciously and unconsciously. The RSES has been translated into 28 languages and has been used in cross-cultural studies in 53 countries (Schmitt & Allik, 2005). The Cronbach's alpha reported for RSES in Nigeria is .67, though the global value is at 0.83 (Olapegba, 2008).

Section C: Parenting style

The Parenting style scale (PSI-II) used was developed by Darling and Toyokawa (1996). The PSI-II is a 15-item self-report measure of students' attitudes toward their general experiences with their parents. The scale measures three parenting domains: Emotional responsiveness, Demandingness and Psychological autonomy. The highest score among the three domains indicates the parenting style used in bringing up the adolescent. High emotional responsiveness indicates permissive parenting. High scores on Demandingness indicate authoritarian parenting. High scores on Psychological autonomy indicate authoritative parenting. The scale is in a 5-point Likert scale (1= *strongly disagree*, 2= *disagree*, 3= *I'm in between*, 4= *agree*, and 5= *strongly agree*). The 15 items are divided equally into three subscales which represent three dimensions of parenting: responsiveness (5 items; e.g., "I can count on my parent(s) to help me out if I have a problem"), demandingness (5 items; e.g., "If I don't behave myself, my parent(s) will punish me"), and autonomy granting (5 items; e.g., "My parent(s) respects my privacy"). For each subscale, Cronbach's alpha reached acceptable levels: demandingness = .72; responsiveness = .74; and autonomy granting = .75. The inter-item reliability of the scale is 0.82 adapting the scale and revalidation yielded a Cronbach Alpha of 0.83 and a Guttman split coefficient of 0.83 (Darling & Toyokawa, 1997).

Section D: Cheating Tendency

This section measures student's examination cheating tendency with the 8 items adapted from examination cheating questionnaire used by Ramberg and Modin (2019). It is measured on a five point likert scale ranging from strongly agree to strongly disagree (1 = *strongly disagree*, 2 = *disagree*, 3 = *I'm in between*, 4 = *agree*, and 5 = *strongly agree*). All the items are directly scored and have no subscales. The author reports a Cronbach alpha coefficient of 0.68 and Gutman split half of 0.71. A high score on this scale infers high tendency to cheat in examinations while a low score infers a low tendency to cheat in examination.

Procedure

The researcher visited the selected schools within the study area. The researchers approached the school authorities, informing them of the details and purpose of the study. Verbal consent of the participants was obtained before questionnaire administration. During questionnaire administration, an introduction to the study was made as well as verbal instructions for completing the questionnaires. Participants were encouraged to ask clarification questions during the giving of instructions and completion of the instruments. They were assured of their anonymity and confidentiality. Enough time was allowed for all the respondents to complete and return their questionnaires during free lecture periods. Sixty questionnaires were administered in each school but only fifty validly filled responses were selected for equal representation of all the schools; the questionnaires with missing sections were deleted. Data collection across schools lasted for three weeks.

Data Analyses

Following the completion of the data collection, the questionnaires were coded, scored and inputted in an SPSS program for analysis. Both descriptive and inferential statistics was employed in the analysis. Hypothesis one was tested with Pearson product moment correlation (PPMC) to test the inter-correlation of all variables in the study, hypothesis two with hierarchical multiple regression analysis to statistically determine the contribution of each of the variables in blocks, hypothesis three, four and five with t test for independent samples to test the significance of the mean differences.

RESULTS

Hypothesis one stated there will be a significant relationship between students' self-esteem, parenting styles and examination cheating tendency. This was tested with a Pearson Product Moment Correlation as presented in a correlation matrix in Table 1.

Table 1: Correlation Matrix Showing Relationship between the Dependent Variables and Independent Variables of the Study

S/N Variable	1	2	3	4	5	Mean	SD
1 Cheating Tendency	-					20.08	7.3
2 Self-Esteem	-.091	-				26.23	3.7
3 Authoritarian	-.675**	.177*	-			34.44	8.3
4 Authoritative	-.669**	.152*	.740**	-		23.95	5.7
5 Permissive	-.350**	.030	.395**	.249**	-	12.99	3.2

Result from Table 1 showed that Cheating tendency is significantly inversely correlated with authoritarian, authoritative and permissive parenting styles [($r = -.675, p < .01$); ($r = -.669, p < .01$) & ($r = -.350, p < .01$) respectively]. This means that the three parenting styles discourage cheating tendency, though with different intensities; authoritarian parenting is more aversive to cheating, followed by authoritative parenting, while permissive parenting seem to have the least aversion towards cheating.

However, self-esteem had no significant relationship with cheating tendency ($r = -.091, p > .05$). This means that increase or decrease in self-esteem does not correlate with students' tendency to cheat. Further, self-esteem was shown to have a direct relationship with

authoritarian and authoritative parenting styles [($r = .177$, $p < .05$) & ($r = .152$, $p < .05$) respectively]. In other words, authoritarian and authoritative parenting styles have positive impacts on the self-esteem of secondary school students. The stated hypothesis is partially confirmed.

Hypothesis two states that there will be a significant independent and joint influence of Self Esteem and Parenting Styles on cheating tendency. This hypothesis was tested with hierarchical multiple regression analysis as presented in Table 2.

Table 2: Summary table of Hierarchical multiple regression analysis showing the influence of Self-Esteem and Parenting Styles on Cheating Tendency

	Variables	B	T	P	R ²	ΔR ²	F	ΔF	P	ΔP
Model 1	Self-Esteem	-.091	1.821	>.05	.003	.008	3.318	3.318	>.05	>.05
Model 2	Self-esteem	.033	.938	>.05	.527	.524	112.221	47.30	<.01	<.01
	Authoritarian P	-.347	-6.393	<.01						
	Authoritative P	-.388	-7.568	<.01						
	Permissive P	-.117	-3.104	<.01						

Result from model 1 of table 2 reveals that self-esteem did not significantly predict cheating tendency ($F(1, 398) = 3.318$, $p > .05$; $R^2 = .003$). However, when parenting styles were introduced in model 2, the variables significantly jointly predicted cheating tendency ($F(4, 395) = 112.22$, $p < .01$; $R^2 = .527$). This infers that self-esteem and parenting styles jointly account for about 53% of the variation observable in students' tendency. It was also revealed that the addition of the parenting styles accounted for about 52% change in cheating tendency of students ($\Delta F(3, 395) = 147.30$, $p < 0.01$; $\Delta R^2 = .524$). Hence, parenting style is a major predictor of students' cheating tendency.

Further, the independent prediction of authoritarian, authoritative and permissive parenting styles on cheating tendency were significant [($\beta = -0.347$; $t = -6.393$; $p > .01$); ($\beta = -0.388$; $t = -7.568$; $p > 0.01$) and ($\beta = -0.117$; $t = -3.104$; $p > .01$) respectively] but not significant for self-esteem ($\beta = 0.033$; $t = .938$; $p > 0.05$).

Hypothesis three states that males will be higher on cheating tendency than females. The hypothesis was tested with an independent sample t-test as seen in Table 3.

Table 3: T-Test Showing Gender differences in Cheating Tendency

DV	Gender	N	X	SD	Df	t	P
Cheating Tendency	Male	184	20.31	7.2	398	.604	>.05
	Female	216	19.87	7.5			

Results from table 3 shows that students' cheating tendency was not significantly differentiated by gender ($t(398) = .604$, $p > .05$). However, a further observation means reveal that male students ($X = 20.31$, $S.D = 7.2$) have a higher tendency to cheat than female students

($X = 19.87$, $S.D = 7.5$); a difference that is not statistically significant. The stated hypothesis is not confirmed.

Hypothesis four states that students of public schools will be higher on cheating tendency than students of private schools. The hypothesis was tested with an independent sample t-test as seen in Table 4.

Table 4: T-Test Showing differences in Cheating Tendency with reference to School Type

DV	School Type	N	X	SD	Df	t	P
Cheating Tendency	Private	196	18.31	7.5	398	4.864	<.01
	Public	204	21.78	6.8			

Results from table 4 shows that students' cheating tendency is significantly differentiated by school type ($t(398) = 4.864$, $p < 0.01$). A further observation means reveal that public school students ($X = 21.78$, $S.D = 6.8$) have a higher tendency to cheat than private school students ($X = 18.31$, $S.D = 6.8$). The stated hypothesis is confirmed.

Hypothesis five states that students not living with their parents will have a higher tendency to cheat than students living with their parents. The hypothesis was tested with an independent sample t-test as seen in Table 5.

Table 5 T-Test Showing differences in Cheating Tendency among students living with parents and those who are not

DV	Living with Parent	N	X	SD	DF	t	P
Cheating Tendency	No	338	20.59	7.3	398	3.294	<.01
	Yes	62	19.29	7.0			

Results from table 5 shows that students' cheating tendency is significantly influenced by parental co-habitation ($t(398) = 3.294$, $p < 0.01$). A further observation means however reveal that students not living with their parents ($X = 20.59$, $S.D = 7.3$) have a higher tendency to cheat than students living with their parents ($X = 19.29$; $S.D = 7.0$). The stated hypothesis is confirmed.

Further Analysis

Table 6: Summary independent measures one way analysis of variance showing differences in Cheating Tendency as a reason of variations in Parenting Style

Source	SS	DF	MS ²	F ratio	P
Parenting Style	92078.447	2	46039.223	2251.152	<.01
Error	16320.220	798	20.451		

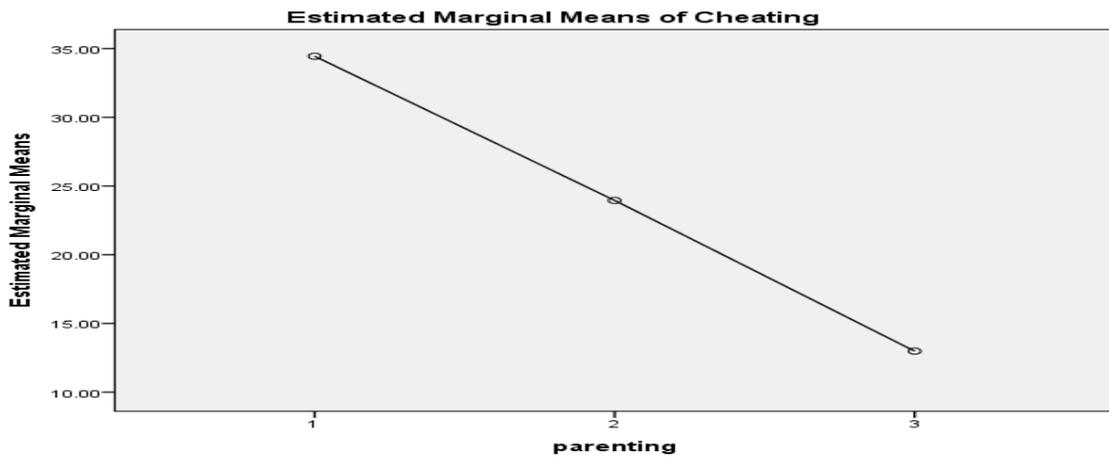
Table 7: Summary of multiple comparison showing differences in Perceived Intelligence

S/N	Variable	1	2	3	Mean	SD
1	Authoritarian	-			34.44	8.27
2	Authoritative	10.49**	-		23.95	5.71
3	Permissive	21.45**	2.44**	-	12.99	3.21

**= $p < 0.01$, *= $p < 0.05$

Results from Table 4.3 reveal that perceived intelligence was significantly influenced by gender and attractiveness ($F(3, 189) = 58.947, p < 0.01$). Furthermore, multiple comparison in Table 4.4 revealed that participants perceived attractive females to be more intelligent ($\bar{X} = 5.281, S.D = 1.31$), followed by attractive males ($\bar{X} = 5.125, S.D = 1.46$), next to which are unattractive males ($\bar{X} = 2.844, S.D = 1.69$) and least are unattractive females ($\bar{X} = 2.813, S.D = 1.47$). This is also shown graphically in the estimated marginal means presented in Figure 1.

Figure 1: Estimated Marginal Means of Parenting Style and Cheating Tendency



Where Parenting 1= Authoritarian Parenting
 Parenting 2= Authoritative Parenting
 Parenting 3= Permissive Parenting

DISCUSSION

The main aim of this study was to investigate the influence parenting style and self-esteem in secondary school students' tendency to cheat in examinations. Five hypotheses were stated to test this objective, of which hypotheses one and two were partially confirmed, hypotheses four and five were confirmed while hypothesis three was not confirmed.

The first hypothesis stated that self-esteem and parenting styles will be significantly correlated with cheating tendency. Result showed that cheating tendency is significantly inversely correlated with authoritarian, authoritative and permissive parenting styles. This infers that when parents adopt authoritarian, authoritative or permissive parenting styles, their children's tendency to cheat reduces. However, the strength of the relationship appear to differ amidst these three parenting styles, as the inverse relationship of authoritarian and authoritative parenting with cheating tendency tends to be much stronger than that of

permissive parenting with cheating tendency. This could be interpreted to mean that all three parenting styles discourage cheating in students, but the extent at which permissive parents discourage cheating in students is less compared to that of authoritarian and authoritative parents.

Further, self-esteem was shown to have a direct relationship with authoritarian and authoritative parenting styles. This would infer that authoritarian and authoritative parenting improves the self-esteem of students. However, self-esteem had no significant relationship with cheating tendency. Research has however not found a direct relationship between self-esteem and cheating tendency, rather, research indicates a relationship between self-esteem and depression, which might by extension motivate students towards cheating (Amazue, 2014; Murdock & Anderman, 2006; Richards & Gross, 2000).

Hypothesis two states that there will be a significant independent and joint influence of Self Esteem and Parenting Styles on cheating tendency. Result revealed that self-esteem did not significantly predict cheating tendency. However, when parenting styles were introduced, the variables significantly jointly predicted cheating tendency. This infers that self-esteem and parenting styles jointly account for about 53% of the variation observable in students' tendency. It was also revealed that the addition of the parenting styles accounted for about 52% change in cheating tendency of students. Hence, parenting style is a major predictor of students' cheating tendency. Further, the independent prediction of authoritarian, authoritative and permissive parenting styles on cheating tendency were significant but not significant for self-esteem.

Hypothesis three states that males will be higher on cheating tendency than females. Results revealed that students' cheating tendency was not significantly differentiated by gender. A further observation means reveal that male students have a higher tendency to cheat than female students; a difference that is not statistically significant. These results infer that the tendency to cheat in secondary school students is similar amidst both genders, with no gender being more vulnerable than the other. One of the first research efforts in America on cheating was conducted by Hartshorne (1928) and concluded that there were no outstanding sex differences among cheaters; and that older children were slightly more likely to cheat than younger children. Research on the relationship of sex difference to the incidents of cheating behavior has had mixed results. Some researchers found that men cheat more than women (Anderson, 1957; Berger & Millham, 1969; Fakouri, 1972; Hetherington & Feldman, 1964; Johnson & Girmly, 1972; Oaks, 1975; Kelly & Worrell, 1978; Jacobson, Schab, & Calhoun, 1980; Knapp & Edmiston, 1981). Other researchers reached the conclusion that women cheat more than men (Canning, 1956; Jacobson, Berger, & Millham, 1970; Leming, 1980). Yet, other researchers, (Fischer, 1970; Hartshorn & May, 1928; Houston, 1977; Krebs, 1969; Vitro, 1971; Vitro & Schoer, 1972) found that there were no significant differences between males and females in their cheating behavior.

However, more recently Athanason and Olasehinde (2002) reviewed several literatures relating to influence of gender on academic cheating or dishonesty and found that there is gender difference and that women are less likely to cheat than their male counterpart. Minnesota State University (2006) reported that of the four recent studies that included gender as a possible explanatory variable for cheating, three studies found that males were more likely to cheat while one study found no significant correlation of gender and academic dishonesty. Hence, the stance of the present study seems to be justified as one of the few researches that found no gender difference in cheating tendency.

Hypothesis four states that students of public schools will be higher on cheating tendency than students of private schools. Results revealed that students' cheating tendency is

significantly differentiated by school type. A further observation of means reveal that public school students have a higher tendency to cheat than private school students. Although there have not been very many researches that compare cheating tendencies among public and private schools, the study of Olawuyi (2005) was a comparative study on perception of religious and secular secondary school students about examination malpractice. The result revealed a significant difference in the perceptions of students from both religious and secular schools about examination malpractice. Olawuyi (2005) concluded that students in whatever situation they find themselves are not shielded from the menace of examination cheating.

Hypothesis five states that students not living with their parents will have a higher tendency to cheat than students living with their parents. Results showed that students' cheating tendency is significantly influenced by parental co-habitation. A further observation means however reveal that students not living with their parents have a higher tendency to cheat than students living with their parents. This would infer that parental support has a very significant influence on reducing the tendency of students to cheat in examinations. Of course, this further explains the result obtained earlier, the significant influence of all three parenting styles on cheating tendency. It simply means that the mere presence of parents in the life of secondary school students would help to discourage cheating in examination; either the parent be permissive, authoritative or authoritarian. This would be expected since virtually every parent in our society would want to uphold the cultural norm of dignity of labour with their children; hence, would overtly discourage cheating.

CONCLUSION AND IMPLICATIONS

From the results obtained from this research, it is evident that parenting styles have a large influence on a students' tendency to cheat in an examination. Also, that all three parenting styles discourage examination cheating, but the intensity at which they discourage it seems to differ; the intensity at which permissive parents discourage cheating is less to that of authoritarian and authoritative parents. Hence, it would be expected that children from authoritative and authoritarian parents would be more aversive towards examination cheating compared to their counterparts with permissive parents. Self-esteem however, has no influence on cheating tendency of secondary school students in this population of study.

Further, there are no gender differences in the tendency of students to cheat in examinations. Hence, the prejudice that male students are more notorious at cheating should be corrected. At such, teachers need not give special attention to any gender when invigilating examinations, they should treat both gender alike.

It was also found that the tendency to cheat is higher among public school students as compared with private school students. This could possibly be traceable to the poor academic environment obtainable in public schools today as compared to private schools, including lack of qualified teachers, non-payment of teachers' salary, poor supervision, poor infrastructures and lack teaching equipment, among others. Hence, the campaign against cheating should be focused more at public schools rather than private schools. Also, studies should be carried out towards understanding the root cause of high cheating tendency amidst public secondary school students with the aim that solving such underlying problems might indirectly reduce students' tendency to cheat.

Finally, students that are not living with their parents were found to have a higher tendency to cheat than those living with their parents. This further emphasizes the role of parenting in students' cheating tendency. As has been emphasized, any parenting style discourages cheating, but not having parents around to discourage cheating is a major factor that allows a students' tendency to cheat increase. To this end, school managements would need to

give paramount attention to counselling students not living with parents against cheating in examinations.

Recommendations

Based on the findings arising from these investigations, the study recommends that:

1. School counsellors should give utmost attention to students not living with parents; spend more time at counselling them against examination cheating as a means of buffering the role of parenting in their tendency to cheat.
2. The government should look into the problem of cheating in public secondary schools, carry out extensive studies to understand the rise of this phenomenon and take drastic steps at ameliorating such.
3. School teachers should drop gender prejudice about cheating and focus attention on all students equally, irrespective of their gender.
4. Non-governmental organizations and civil societies should embark on awareness campaigns to secondary schools to enlighten students on the benefits of hard-work and dignity of labour, as an alternative to cheating in examinations.

Limitations

Several limitations to this study could be addressed in further researches. First, being that the population of this study was secondary school students, obtaining consent to participate in the study took a longer process, as letters had to be sent repeatedly to the school authorities, which were forwarded to parents and guardians. This elongated the time of the questionnaire administration. Secondly, this study also has some limitations related to the generalization of the findings. Since the research was carried out using eight secondary schools in Ibadan, it might not be profound to generalize that parenting style would have an influence on the cheating tendency of all secondary school students in Nigeria, especially in other cultures and geo-political zones.

Suggestion for Further Studies

Future researches on cheating tendency among secondary school students could consider academic self-efficacy, locus of control and socio-economic status as possible factors influence the tendency to cheat in examinations.

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