

# Relationship between Parental Motivation, Self-efficacy and Examination Dishonesty among Secondary School Students in Delta State

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Received: July 20, 2012

Accepted: October 8, 2012

Online Published: November 27, 2012

doi:10.5539/ijps.v4n4p80

URL: <http://dx.doi.org/10.5539/ijps.v4n4p80>

## Abstract

The study examined the relationship between parental motivation, self-efficacy and students' examination dishonesty. The outcomes of responses of 1000 respondents showed parental motivation and self-efficacy highly predicted students' examination dishonesty. The study suggested that school counselors in secondary schools should organize training programmes, workshops, seminars, and orientations for parents and students from time to time. It also suggested parental and students involvement in formulation of educational policies, curriculum development and implementation in Nigerian educational system. The government should deemphasized the importance of certificate and reduce the stress of admission into tertiary institutions. The government should assist the teachers to update their knowledge and skills through organization of on the job training, conferences, seminars, workshops, etc. This will enable them to prepare the children to face the challenges of examinations.

**Keywords:** parental motivation, self-efficacy, students' examination dishonesty

## 1. Introduction

There is no doubt, the country's education system is in the grip of a devastating examination fraud that has greatly ridiculed the products and certificates churned out (Edukugho, 2006). He also further, claimed that it is risky and dangerous to check examination malpractice as candidates entered examination hall with guns and other weapons as disclosed recently by the former head of WAEC'S national officer in Nigeria. The secondary school students' degree of involvement in examination dishonesty has become increasingly alarming, problematic and threatening to the well-being of Nigeria educational system (Judy and Nelson, 2002, Okorodudu, 2010). How can Nigeria educational system act out of this mess? The current study is investigating the relationship between parental motivation, self- efficacy, gender and examination dishonesty among students in Delta State. The contributions of the variables in the study will determine whether examination dishonesty is enhanced or not among secondary school students.

Like any part of the globe, examination dishonesty among secondary school students is a common phenomenon practiced in educational setting. Patrinos and Kagia have this is to say about examination dishonesty in a surprise large number of countries in all regions of the world corruption is pervasive at all levels of education, from primary schools through tertiary institutions. There is a wide participation of all categories of people in examination dishonesty in various dimensions. This is raging from the examination bodies, to law enforcement agency, to anxiety laddened parents, to the school and students in internal and external examinations. Alutu and Aluede (2006) carried out a study on secondary school students' perception of examination malpractice and examination ethics. The study revealed that:

- 1) Majority of the students believed that the indulgence in examination practice was a common occurrence which will be difficult to eradicate.
- 2) Observed that parents, teachers and school principals were found to encourage cheating in examinations.
- 3) Majority- of students has very wrong motion about examination ethics.

Recent researches revealed that examination dishonesty is practiced in several forms among secondary school students such as: leakage of question papers, reckless impersonation in the examination centers, mercenaries

hired by registered students to write the examination for them, desperation of school proprietors, and principals for their institutions to be seen as excellent by engaging surreptitiously in fraudulent, unethical methods to cheat, bribing examination officials (supervisors, invigilators etc); the perchance of parents to buy leaked live papers in advance for their children before the sitting, conspiracy and collaboration of security agents and officials of public examination bodies etc. (Edukugho, 2006). Udongo (ND) noted that some other dimensions of examination malpractice are inscription of answers on desks or taking of vantage seat in order to receive undue assistance in examination hall, creation of miracle centers by school authorities who change the students exorbitantly above the recommended fees to secure the cooperation of examination invigilator, school authorities also contract their examination centers to touts who perpetuate unwholesome acts of compromise in the examination such as hiring of subject specialist to solve leaked questions and the answers are dictated to the candidates in the venue.

Ijaiya (2004) listed some types of cheating within an examination hall to include copying from one another, exchanging questions/answer and sheets, collaboration with an investigation, providing written/oral answer to students in the examination hall etc. she also identified some types of cheating out the examination hall to include colluding with members of staff to obtain live questions or answers before hand; soliciting for help after an examination, etc. however, external helpers use pagers or phones to broadcast answers, invigilators dictate answers, writing answers on the chalk board, act as carriers of unauthorized materials into the examination center, smuggling of foreign materials, intimidation, substitution of scripts, deliberate placing of candidates in centre under the supervision of corrupt officials (improper assignment), deliberate alteration of marks designed to inflate or deflate a candidates original mark (Onuka and Amoo, 2004). Oredein (2004) own dimensions of examination dishonesty is not significantly different from others mention above. She used some as bringing of foreign materials into examination hall, assistance from educational stakeholders irregular activities inside and outside the examination halls, impersonation; insult or assault on examination officials; electronically assisted malpractices, collusion, mass cheating, inscription, personality connection. Oredein study revealed some dangers examination malpractice would constitute: such as not being able to defend the certificate, perpetual condemnation of the conscience, possibility of unfulfilled dreams and vision. (if the student is rusticated from school or terminated at the work place.), spill over effect borne by parents or other relatives of culprits, initiation of culprits into dishonesty and corrupt practices, make nonsense of education system, discredits certificates issued by national examination bodies make students to loose the ability to study or work hard, to mention but a few. The study determined the predictive power of gender on the students' attitude to examination malpractice. Judy et' al (2002) reported study in which he compared the level of moral development of delinquent boys. He found that the delinquent boys reasoned largely, at the preconvention levels (low level of moral development and maturity). While the non delinquent boys reasoned at conventional levels (high level of moral development and maturity). Judy et' al reported Browfield and Thompson (1991) research which measured the relationship between self-reported delinquency and peer delinquency in a sample of white males. It was found that there was a significant positive relationship between the two. Abdulrazaq, and Aminullahi, (2008) who investigated the views of female students about the causes and solutions of examination malpractice. It was revealed that no significant difference exist in the views of female students on the causes of examination malpractice.

Parental motivation and encouragement is a solid foundation for adequate development and success in every aspect of childrens' life. Just as Agbajor (2011) rightly puts 'motivation is the bedrock of success in anything one does. She succinctly, believed that children need a lot of support and encouragement from their parents. Parents who support their children's autonomy and education foster the development of their children's personal, social and academic skills (Duchesne, Ratelle, Larose and Guay, 2007). They opined that parental involvement is characterized by closeness, open communication, support and interest in school activities has been associated with positive academic outcomes during the elementary and high school years. They also noted that children whose parents are highly involved in their academic life have good home work habits. The researchers however agreed that such children exhibit positive adaptive classroom behavior and have high grades. Agbajor (2011) and (Utti, 2006) agreed that parental encouragement predicts student's high academic performance. On the other hand, less parental support will lead to low academic performance. Duchense et' al (2007) observed that parental autonomy support gives, children the feeling that they are the master of their own behaviors by providing them with opportunity to assume age-appropriate responsibilities, make decisions and solve some problems themselves. They however, agreed with Griolnick, 2003 that parents who support their children's autonomy foster the development of their personal and social skills, the adoption of appropriate self-regulating strategies and better academic performance. Duchesne et' al (2007) and Soucy and Larose (2000) believed that students initial level of academic, emotional, and social adjustment assessed one week before the beginning of the first semester in college predicted adjustment at the end of the first semester. It was also reported that parental

involvement and support predicted positive attitudes, achievement and persistence in science programme. A research, carried out on emotional bonding, revealed that positive emotional bonding with one's father was positively associated with science self-efficacy among women majoring college science.

Agbajor (2011) stated that parental motivation includes: provision of school fees, balance diet, writing materials, punishment to mention but a few. The motivational factors according to her may hinder or enhance academic performance. Agbajor citing Awanbor (1997) in his theory asserted human behavior is motivated by both internal and external needs. They also agreed that parental motivation may influence the secondary school students positively or negatively. For instance, the crusade against examination malpractice Hand book citing Friday, September, 2, pointer 2005 p. 18 stated that parents without any apology are now at the fore front of the examination malpractice. There are several cases of parents aiding and bating their children in examination, simply because they must pass their examinations. A confession by a nursing house wife confirming the above statement. She claimed that parents who want their wards to pass exams bribe their way through. She further, explained that some parents who want their children to pass exams at all cost to bribe their childrens' way by packaging reasonable amount in an envelope for teachers, supervisors and invigilators to assist children in exam venue sorting.

The ministry of Education Handbook (2006) also reported that some parents enroll the children in examination centers called miracle centers where assistance can be giving. Some desperate parents go to the examination bodies to negotiate high scores for their children. Parents that are teachers and principals physically seat in the exam Hall to write examinations for their children. They however, employ mercenaries to write exams for their wards where they are not physically present. The ministry of education Handbook citing weekend pointer, of Saturday August 6, 2005, reported that a father sat for exams NECO and WAEC for his son who could not make it at the first instance but also failed (i.e., impersonation). Edukugho (2008) and Okorodudu (2010) reported that the incidence of examination dishonesty has reached frightening dimension, parents give their children money to buy and prepare live leaked papers a head of time. The students prepare answer to questions in advance. Edukugho (2008) has this to say about a student. "I got money from my parents when I learnt about leakage of questions, because I don't want to be left out, i want to score excellent grades also like my mates who had seen the papers so as to score much as them" Another incidence of examination malpractice was report about a parent who aided and a bated her primary school child examination. The parent copied what she presumed would be the answers (perhaps having got the live papers a head of time) to the questions and tucked it into her child's pocket. While the child was trying to use the piece of paper he was caught. He confessed that the mother put the paper there for him to use at the appropriate time (Ikoroh, 2004).

### *1.1 Self-efficacy*

Self-efficacy is the belief about individual's estimated ability to perform a given task. Efklides(2011) and Pajares, Britner & Valiante (2000) stated that self-efficacy comprises beliefs people have about their capability to bring about particular outcomes. It is noted that self-efficacy is the confidence a person has in bringing about a specific outcome. Bandura defined perceived self-efficacy as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. According to him, it determines how people feel, think, motivate themselves and behave. Recent studies show that self-efficacy holds significant power for predicting and explaining academic performance in various domains (Agbajor, 2011, Akinboye, 1992, Philips and Grully, 1997 and schunk, 1994). Legault, Green Demers and Pelletier (2006) stated that many high school students find themselves in a state in which they do not have the desire to carry out the academic tasks required of them. They however, agreed that the absence of academic motivation can lead to feelings of frustration and discontentment and can hinder productivity. They agreed with Bandura 1977, 1982, notion of self-efficacy expectancy and skinner, well born and Connell, (1990) found in their theory that people hold expectations about their ability to apply appropriate strategies in order to execute a task. To them, when perceived self-efficacy is high more ambitious challenges are pursued and a greater goal commitment is applied. Having difficulty achieving academic goals, feeling intellectually inferior to classmates and realizing that the efforts invested do not yield the expected results could interact with pessimistic cognitions. e.g., self-efficacy, uncontrollability of events, failure anticipation etc (Duchesne et' al 2007). Legault et' al (2006) believed that when students who have low or poor feeling and perception about their ability will lead to poor academic performance. However, low perception about behaves about one's ability predict poor academic achievement, high school dropout and a driving component of academic disengagement. In the legault et' al (2006) current study, ability beliefs represent students self-appraised of their ability to carry out the required academic tasks. To them, students may be aware of what is required to fulfill academic requirement and may also positively appraise their ability to do so. Legault et' al agreed with Skinner et' al (1990) that belief in one's ability beliefs and the

value placed on the task hinders school performance. Duchane et' al in their study noted that positive emotional attachment with one's father was positively associated with science self-efficacy among women majoring in science. To them, students supported autonomy and active participation in class were associated with increased academic motivation and performance in science. Bandura (1977, 1986) claimed that students whose perceptions of their capabilities are high often go on to challenge themselves, persevere in the face of difficulties and expend greater effort resulting in more successful experiences. But self-doubters, however, often resign early in the face of difficulty or avoid the subjects altogether to preserve self-worth.

Theoretically, Bandura (1986) stipulated that through self- reflection, people make sense of their experiences, explore their own cognitions and self –beliefs, engage in self-evaluation and alter their thinking and behavior accordingly. He postulated that self-efficacy beliefs provide the foundation for human motivation, well-being and personal accomplishment. Bandura's (1997) found that the role of self-efficacy in human functioning is "people's level of motivation, affective status, and actions are based more on what they believed than on what is objectively true. Moreover, peoples' behaviors are better predicted by the beliefs they hold about their capabilities than what they are actually capable of accomplishing a task. Bandura (1994) claimed that a strong sense of efficacy enhances human accomplishment and personal well-being in many ways: individuals with high sense of s capabilities see difficult tasks as challenges: to be mastered rather than as threats to be avoided; to foster intrinsic interest and deep engrossment in activities; set challenging goals and maintain strong commitment to them; heighten and sustain their efforts in the face of failure; quickly recover their sense of efficacy after failure or setbacks; attribute failure to insufficient effort or deficient knowledge and skills which are acquirable; approach threatening situations with assurance that they can exercise control over them. On the other hand, Bandura (1994) stated that people who doubt their capabilities shy away from difficult tasks which they view as personal threats; have low aspirations and weak commitment to the goals, they choose to pursue; when faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter rather than concentrate on how to perform a task successfully etc. Bandura originated four main sources of high positive self efficacy: First, the most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a strong belief in one's personal efficacy. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. Second, is through the vicarious experiences provided by social models seeing people similar to oneself succeed by sustained effort raise observers' beliefs about their capabilities to succeed. In the same vein, failure despite the efforts will discourage people about their belief of self-efficacy. Third, is social persuasion that is encouraging people about having what it takes to succeed. People who are persuaded verbally, that they possess the capabilities to master given activities are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when problems arise. Fourth, another way of creating a strong sense of efficacy is to reduce peoples stress reactions and alter their negative emotional states and interpretation of their physical states. It is not the intensity of emotional and physical reactions that is important but how they are perceived and interpreted. People who have a high sense of efficacy are likely to view their state of affective arousal as an energizing facilitator of performance. Whereas those who are beset by self- doubts regard their arousal as debilitator.

### *1.2 Objectives of the Study*

The study has two objectives:

- 1) First, relationship between parental motivation and students' examination dishonesty.
- 2) Second, relationship between self-efficacy and students examination dishonesty.

## **2. Method**

### *2.1 Design*

The study adopted a descriptive survey method in examining the relationship between two independent variable, parental motivation, self-efficacy and the dependent variable of students' examination dishonesty. The manifestation of the variables had already occurred prior to the investigation.

### *2.2 Participants*

The junior secondary school 2 students constituted the population of the study. A random sampling procedure was used to select 1000 participants in secondary schools in Delta State Central Senatorial Districts comprising 618 males (60%) and 382 females (38%). The 1000 participants received parental motivation and also have confidence and belief on their capability to bring about specific outcomes.

## 2.3 Measures

### 2.3.1 Instruments

Sets of questionnaires were developed and used to elicit information about the predictive power of parental motivation, and self-efficacy toward secondary school students' examination dishonesty. Responses of 100 participants were used to establish the psychometric properties of the instrument. The instrument was in three sections: A: students attitude to exam dishonesty comprising: coping answers from chalkboard in the examination hall, use leaked questions from the teacher office, telling friends the answers, inscription of answers on desk, use answers dictated by the invigilator, use foreign materials, use note book containing the answers, copying from friends, impersonation by friend, inflation of marks, assistance from friends, pay the markers for good grade, gift for exam officials for assistance, substitution of scripts, cooperation with students, collusion, mass cheating, collaboration with invigilators, obtaining live questions, arrange for convenient sit to and cheating, act as carriers of unauthorized materials into the examination, exchanging question/scripts.

B: Parental motivations consisting of 22 items completed by Jss 2 students in Delta Central Senatorial District. Parental motivation items are: P.T.A attendance, encouragement to do better on school, assisting in home work, assistance in school work, discussion of academic problems, check school notes, lack of academic support, punctuality to school, reward for good grades, poor reading environment, provision of electronics for academics, provision of study room, provide school materials, get reward for good performance, of parental care, parental emotional closeness, excellent performance attract gift, discuss of result at the end of term, allotment of time for personal studies, extra moral opportunities, going to school less important to parents, encourage absentees of children.

C: Self-efficacy comprising of 17 items are: investment of effort for solution, achievement of goals, academic challenges brings solutions, ability to solve difficult academic problems, calmness in difficult situations, ability to handle unforeseen situations, deal efficiently with unexpected events, submit home work at exact time, deferment of gratification to study, ability to concentrate, take down class notes, take class instruction, ability to plan school work, ability to arrange study environment, ability to motivate self and participate in class discussions.

The items were designed and scored in Likert's four-point scale of measurement SA = Strongly agree, A= Agree, D= Disagree and SD= Strongly Disagree. The options of the items were weighted in the Likert's format with SA= 4, A= 3, D= 2 and SD= 1.

1) Section A: Student attitude to examination dishonesty 12 items on the whole: the maximum score a participants could obtain was 48 points, average 24 and minimum = 12 participants who scored 48 points have positive attitude toward examination malpractice 22-12 points have negative attitude to examination dishonesty.

2) Section B: Parental motivation: 21 items were generated. The maximum score a participant could obtain was 84, average score was 42 and minimum score was 21 respectively. Participants who obtained 42-84 points have high tendency to cheat in examination hall with the parents support. Those who scored 21-42 have little or no tendency to cheats.

3) Section C: self-efficacy: had 17 items which was administered to JSS 2 students. The maximum score a participant could obtain was 68, average was 34 and minimum was 17.

The instrument was designed elicit information from JSS 2 students on the relationship between gender, parental motivation, self-efficacy and students attitude toward examination dishonesty. Responses of 100 participants were used to establish the psychometric properties of the instrument. The instrument comprised sections A-C.

Section A: consists of 12 items on students' attitude to examination dishonesty (sae) base on Kohlberg (1984) moral reasoning. The content and construct validity of the instrument was established using the varimax analytical method. Content validity of .64  $p < .05$  level of significance was achieved indicating high content validity, out of .20 items forwarded, 12 items were obtained. The construct validity was established, by choosing items with rotated factor matrix between .50 and above, items having rotated factor matrix below .50 were eliminated as not showing much evidence of examination malpractice. Psychometrically, items 1-12 which measured this variable had factor rotated matrix of .84, .64, .69, .66, .73, .65, .80, .55, .71, .50, .70, .79 respectively. Cronbach alpha analysis was used to establish the test of stability. The co-efficient  $r = .78$ ,  $p < .05$  was achieved (highly reliable)

Section B: Parental motivation (pm) was designed to measure the relationship between parental motivation and students attitude to examination dishonesty. Some items were adopted from (Agbajor, 2011). The content and construct was established using varimax extraction method. The co-efficient alpha of .63,  $p < .05$ , was obtained

for the content validity. Confirmatory consistency cronbach alpha analysis was done. The co-efficient alpha of .65,  $p < .05$  was achieved. This is an indication of high content validity. Out of 21 items presented for factor rotated component matrix analysis 21 items were retained. This was base on choosing items having rotated factor matrix of .50 and above. Items with rotated factor matrix below .50 were eliminated as not having enough evidence of the effect of parental motivation on the students' attitude on exam dishonesty. For instance items 1-21 had factor rotated matrixes of .63, .87, .53, .54, .65, .76, .74, .81, .68, .66, .83, .73, .57, .67, .66, .73, .69, .80, .80, .74. This is suggestive of high predictive values of both content and constructs validity. The cronbach alpha statistic was used to establish the test of stability. The reliability alpha level of significance ( $r = .85$ ,  $p < .05$ ) highly reliable was achieved.

Examples of the items: I get personal help from my parents for my school work. My parents discuss my academic problems with me. My parents ensure that I get to school early e.t.c.

Section C: self-efficacy (se) consists of items designed to measure the effect of self-efficacy on students attitude to examination dishonesty, some of items were adopted from (Agbajor, 2011) and webb-williams (2006). The content and construct validity were established using factor rotated matrix analytic method. The co-efficient alpha of .63,  $p < .05$  was obtained for content validity. In establishing the construct validity varimax with Kaiser Normalization extraction method was applied .21 items were presented, 17 items were retained. Items with rotated factor matrix of .50 and above were selected, while below .50 were eliminated as not having enough evidence of self-efficacy predictive power on students examination dishonesty. The co-efficient alpha for the internal consistency of self-efficacy items ranging from .53 to .90. For instance items 1-17 had rotated factor matrixes: .74, .63, .90, .57, .53, .75, .53, .66, .66, .63, .60, .67, .62, .79, .70, .62, .71, and .68 respectively. The stability of the instrument was established using cronbach alpha analytic method. The co-efficient alpha level of significance of ( $r = .89$ ,  $p < .05$ ) was obtained, showing that the instrument was highly reliable. Three examples of self-efficacy items are: I can solve most problems if I invest the necessary effort. If someone opposes me, I can find means and ways to get what I want. I can plan my school work.

### 3. Analysis

The study investigated predictive power of the independent variables parental motivation, self-efficacy, on the dependent study examination dishonesty using correlation matrix and simple regression statistic. All analysis were determined at significance level of  $p < .05^*$  and  $.01^{**}$ .

### 4. Results

The table 1 reveals the nature of the inter relationships among all the variables investigated in the study.

Table 1. Correlation matrix of predictor variables on students' attitude to examination malpractice

| Variable | 1 | 2      | 3      | M     | SD   |
|----------|---|--------|--------|-------|------|
| sae      | 1 | .210** | .240** | 52.04 | 9.67 |
| pm       |   | 1      | .392** | 57.23 | 8.50 |
| se       |   |        | 1      | 52.92 | 7.92 |

Notes. \*Correlation is significant at  $p < .05$  (2 tailed)

\*\*Correlation is significant at  $p < .01$  (2 tailed)

sae correlated pm = .210\*\*,  $p < .01$ ; se = .240\*\*,  $p < .01$

pm correlated se = .392\*\*,  $p < .01$  with means = 52.04, 57.23, 52.92 and SD = 9.67, 8.50, 7.92 respectively.

Table 2 shows the results of the simple Regression and analysis of variance to answer research question I.

HO<sub>1</sub>: simple regression and analysis of variance to answer the first research question 1. The regression analysis had  $r^2 = .044$ ,  $P < .05$  adjusted  $r^2 = .04$ ,  $P < .05$ , statistically translated to mean 4.4% and 4.3% respectively. Contribution of the total variance (effect size) accounted for by the parental motivation predictor variable to student examination dishonesty. The analysis of variance on the effect of the predictor, parental motivation (pm) to students attitude to examination (sae) dishonesty yielded  $F = 45.9$ ,  $P < .05$  level of significance. The result shows significant relationship. This is an indication that pm is a good predictor of sae. The result further suggested the pm greatly enhances examination dishonesty among students. In addition, many of the parents support and encourage their children involvement in examination dishonesty behavior.

Table 2. Regression analysis of the relationship between parental motivation and student examination dishonesty

|            | R        | R <sup>2</sup> | R <sup>2</sup> <sub>adj</sub> | Std. Error |         |     |      |      |      |
|------------|----------|----------------|-------------------------------|------------|---------|-----|------|------|------|
|            | .210     | .044           | .034                          | 9.45       |         |     |      |      |      |
| ANOVA      |          |                |                               |            |         |     |      |      |      |
|            | ss       | df             | ms                            | F          | $\beta$ | S.E | Beta | t    | sig. |
| Regression | 4101.1   | 1              | 40101.2                       | 45.9       | -       | -   | -    | -    | .000 |
| Residual   | 89226.9  | 998            | 89.4                          |            |         |     |      |      |      |
| Total      | 93328.06 | 999            |                               |            |         |     |      |      |      |
| pm         | -        | -              | -                             |            | .24     | .04 | .21  | 6.8  | .000 |
| Constant   | -        | -              | -                             |            | 38.4    | 2.0 | -    | 18.9 | .000 |

Note. pm = parental motivation, R = .21, R<sup>2</sup> = .04, R<sup>2</sup><sub>adjusted</sub> = .03, standard error = 9.5, F = 45.9.

The regression coefficient ( $\beta = .21$ ,  $P < .05$ , and  $t = 6.8$ ,  $P < .05$  level of significance) also revealed that the predictor pm revealed contributed positively to sae.

Result presented on table 3 shows the simple regression and analysis of variance to answer to H0<sub>2</sub>. The regression analysis had  $r^2 = .073$ ,  $P < .05$  statistically translated to mean 7.2% variance accounted for by self-efficacy predictor variable. The regression co-efficient  $F = 39.49$ ,  $P < .05$ , this is an indication that students self-efficacy has a positive and strong relationship with students examination dishonesty. The  $\beta$  of .24 and  $t = 6.77$  further suggested that self-efficacy have very high relative contribution to students examination dishonesty.

Table 3. Regression analysis of relationship between self-efficacy and students examination dishonesty

|            | R        | R <sup>2</sup> | R <sup>2</sup> <sub>adj</sub> | Std. Error |         |      |      |       |      |
|------------|----------|----------------|-------------------------------|------------|---------|------|------|-------|------|
|            | .270     | .073           | .072                          | 9.31       |         |      |      |       |      |
| ANOVA      |          |                |                               |            |         |      |      |       |      |
|            | ss       | df             | ms                            | F          | $\beta$ | S.E  | Beta | t     | sig. |
| Regression | 6849.70  | 1              | 6849.70                       | 39.49      | -       | -    | -    | -     | .000 |
| Residual   | 86478.36 | 997            | 86.74                         |            |         |      |      |       |      |
| Total      | 93328.06 | 999            |                               |            |         |      |      |       |      |
| pm         | -        | -              | -                             |            | .24     | .04  | .21  | 6.77  | .000 |
| Constant   | -        | -              | -                             |            | 38.4    | 2.04 | -    | 18.87 | .000 |

Note. S.E = self efficacy, R = .27, R<sup>2</sup> = .073, R<sup>2</sup><sub>adjusted</sub> = .072, standard error = 9.31, F = 39.49.

## 5. Discussion

In the current study, it was found that parental motivation and encouragement enhances students' examination dishonesty. This is actually consistent with the previous literature. Agbajor (2011) found that parental motivation is the bedrock of successes in things the children do. She stated that children need a lot of support and encouragement from their parents. Duchesne et al (2007) discovered parents who support their children's autonomy and education foster the development of their children's personal, social and academic skills. They opined that parental involvement on the children school activities has been associated with positive academic outcomes during the elementary and high school years. Parental autonomy support, gives children the feeling that they are the master of their own behavior by providing them with the opportunity to assume age – appropriate responsibilities, make decisions and solve some problems themselves. Agbajor (2011) and Awanbor (1997) agreed that parental motivation may influence the secondary school students positively or negatively.

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wards to pass exams bribe their way through; she claimed that some parents who want their children to pass exams package reasonable amount in envelope for teachers, supervisors and invigilators to assist children in exams. The ministry of Education Hand book (2006) reported that some parent enrolls their children in miracle centers where assistance can be given. Some desperate parents go to the examination bodies to negotiate high scores for their children. Parents that are teachers and principals physically seat in the exam hall to write examinations for their children. Some parents however, employ mercenaries to write exams for their wards where they are not physically present. The ministry of Education Hand book (2006) citing weekend pointer, of Saturday August 6, 2005 reported that a father sat for exam (NECO & WAEC) for his son who could not make it at the first instance, but also failed (i.e., impersonation). Edukugho (2008) has this to say about a student “ I got money from my parents when I learnt about leakage of questions because I don’t want to be left out, I want to score excellent grades also like my mates who had seen the papers so as to score much as them”. A primary school child confessed that the mother assisted him to copy, presumed answers and stocked it into her child’s pocket while trying to use it he was caught. These and many other parental assistance are given to children in order to pass their exams.

The outcome of the study also showed that there was positive relationship between self-efficacy and student examination dishonesty. This collaborated, for example: outcomes of some studies revealed in the literature. Legault et’ al (2006) found that many high school students find themselves in a situation in which they do not have the desire to carry out the academic tasks required of them. They however, agreed that the absence of academic motivation can lead to feelings of frustration and discontentment and can hinder productivity. Skinner et al (1990) theorized that people hold expectations about their ability to apply appropriate strategies in order to execute a task. Legault et’ al (2006) believed that when student have low or poor feeling and perception about their ability will lead to poor academic performance. However, low believe about one’s ability predict poor academic achievement, high school dropout and a driving component of a academic disengagement.

Also, belief in one’s ability and ones effort were both necessary antecedents to school performance. However, lack of effort beliefs, ability beliefs and the value placed on the task hinder school performance ( Legault et’ al, 2006; Skinner et’ al 1990). Students who are self-doubters resign early in the face of difficulty or avoid the subject altogether to preserve self-worth. Banduras (1997) believe about the role of self-efficacy in human functioning, is that people’s level of motivation, affective states, and actions are based more on what is objectively true. However people’s behaviour is better predicted by the beliefs they hold about their capabilities than what they are actually capable of accomplishing. Bandura (1994) stated that people who doubt their capabilities shy away from difficult tasks which they view as personal threats, have low aspirations and weak commitment to the goals, they choose to pursue. When faced with difficult tasks they dwell on their personal deficiencies and the obstacles they will encounter rather than concentrate on how to perform successfully etc. Many and other facts stated above point to the fact that self-efficacy predicts students examination dishonesty.

## 6. Implications for Counselling Practice

The outcomes of the current study have a lot of implications for counselling practice in Nigerian education system. First, it was found that parents were very ready to assist their secondary school children to pass their exams (both internal and external examinations) and have a lot of negative influence on student exam behaviour. School counselors in Nigerian educational system could curb parental excesses in several ways e.g., organizing training programs, workshops and seminars for parents from time to time. Parents can also be made to involve in formulation of education policies, curriculum development and implementation. Counselors can organize orientation programme for parents, where they are trained on examination ethics and student examination dishonesty. Second, the present study shows that self-efficacy positively correlated student examination dishonesty. The school counsellors, have a lot of work to do in order to combat the great evil. The current study suggests that counsellors may need to train students on the effects of negative perceptions of their ability (Vogel, Wade and Hackler, 2007). This will go a long way to change their belief about their ability. The counselors can equally organize training programmes for students on moral skills to bring about change in their examination behavior. Federal/State governments can also deemphasize importance of certificate and reduce admission requirements into tertiary institutions in Nigeria.

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