



Education Quarterly Reviews

Ejaigu, A. E., & Ogbodu, R. (2024). Parental Occupational Factors and Academic Qualifications as Correlates of Students' Examination Integrity in Secondary Schools in South-South Nigeria. *Education Quarterly Reviews*, 7(4), 107-117.

ISSN 2621-5799

DOI: 10.31014/aior.1993.07.04.528

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide

Parental Occupational Factors and Academic Qualifications as Correlates of Students' Examination Integrity in Secondary Schools in South-South Nigeria

Augustine E. Ejaigu¹, Rita Ogbodu²

¹ Department of Educational Foundations, Delta State College of Education, Mosogar. Telephone No: +234 8038396830, Email: austinejaigu@gmail.com

² Department of Educational Psychology and Counselling, Delta State College of Education, Mosogar. Telephone No: +234 7031514277, Email: ogbodurita@gmail.com

Abstract

This study focused on establishing the relationship among parental occupational factors, academic qualifications and students' examination integrity in secondary schools in South-South Nigeria. The study is posited on the premise of the Social Learning Theory which links education to environmental factors and role models such as parents. Survey research design was used in the study. The population of the study consisted of 283,089 final year secondary school students in the 6 States of the South-South geopolitical zone of Nigeria (Akwa-Ibom, Bayelsa, Cross-Rivers, Delta, Edo and Rivers States). The Multistage proportionate sampling technique was used to select a representative sample size of 3000 for the study. Data was collected with the aid of a Students' Examination Integrity Measurement Instrument (SEIMI) developed by the researchers. Pearson Product Moment Correlation Coefficient (r) and multiple regression were used for data analysis as appropriate for each research question and hypothesis. Findings indicated that there is significant relationship between parental occupations and students' examination integrity. Fathers and Mothers' occupations were significantly correlated to the students' examination integrity but Mothers' occupations were more significant. It appears that students whose parents are in highly ethical occupations such as Military, Civil Service and corporate organizations have better examination integrity than those whose parents are unemployed or self-employed. Though there was no significant relationship between parental academic qualifications and students' examination integrity but Age was a significant moderator of the relationship among parental occupational factors, academic qualifications and students' examination integrity.

Keywords: Parental Occupations, Academic Qualifications, Students, Examination Integrity, Age, Gender

1. Introduction

Examination integrity is something that should be looked upon by administrators and examiners since it is crucial to the attainment of the goals of education and schooling. The understanding of how parental factors relate with examination integrity is very essential to educators, parents and school administrators in secondary schools. Dishonesty has been seen to transverse all facets of human existence which has hampered efficiency and the cultivation of integrity and transparency in the education system including conduct of examinations (Ossai et al.

2023a). The consequence of examination dishonesty on a nation's educational structures, the hub upon which a nation develops, has been calamitous. Nigeria's examination system and standards have been under attack by academic dishonesty as parents and educators are routinely observed acting suspiciously and compromising their responsibilities towards ensuring integrity of examination procedures. Formative and summative evaluations are routinely handled carelessly. Unfortunately, horrible deeds organised by students who do not take their studies seriously and parents influence teachers to break their integrity for momentary pleasure and financial gain continue to plague schools. There are reported instances of "sex for marks," "missing answer scripts," and "paying bribes to acquire high grades" (Anthony, 2024). Most parents do not want their wards to fail examinations, as such they are ready to do anything (including bribing teachers, hiring "examination mercenaries," among others) to ensure that their children pass examinations. These have attendant consequences such as lack of value for the certifications, manpower development, corruption, anti-social behaviour, loss of peace in society, among others.

Examination integrity can be perceived as the obedience to ethical laws, principles and standards during examination. Igbe et al. (2023) defined examination integrity as a part of academic integrity which calls for honesty, fairness, trustworthiness, respect for examination and responsibility in educational assessment or evaluation. While academic integrity comprised of all other forms of academic honesty, like seminars, thesis writing, carrying out ethical behaviour in the academic environment and ensuring that staff and students exhibit ethical academic behaviour, examination integrity refers to the ethical principles and practices that ensure fairness, honesty, and transparency in the conduct of assessments. This implies that when rules of ethical practices in the conduct of assessment are disregarded, examination dishonesty is perpetuated. It emphasizes the need for students to engage in honest behaviour during tests and examinations, and for institutions to uphold strong standards that prevent malpractice and promote a trustworthy educational environment. In conserving examination integrity in secondary schools, the administrators and management have to ensure that valid and reliable assessments are carried out and also embrace the culture of trust and academic excellence. However, examination integrity could be influenced by other factors outside the classroom which could include home background and parental factors that comprises of parental occupational factors and parental academic qualifications which might shape the student orientation and behaviour in integrating or adhering to honesty while taking examination or other forms of test.

Parental occupational factors are the various employments that parents are engaged. Parental occupational factors might play an important role in the life of a student as regards examination integrity and also help in shaping the student's values and attitudes towards education. Parents are seen as the first teachers of every child as well as role models. These children get the first educational values and socialization skills from the parents and family (Ajila & Olitola 2020). Parental occupation can be of different types ranging from teaching to trading among others. A parent that is a teacher or government employee may have more awareness of the value of examination integrity unlike a parent that is a trader. On the other hand, an influential parent like a governor, director, oil magnate, among others might engender situations that will create fear in the minds of examination officials to compromise examination integrity. In addition, an illiterate parent might not know the importance of examination integrity, as such, might negatively influence teachers or examination officials towards allowing their wards to get involved in examination malpractices. Parents whose occupation takes them away from home might not instill in their children the importance of examination integrity, thereby creating room for them to do whatever they can to succeed in examinations.

Parent academic qualification might also have a relationship with their children's examination honesty. A parent who has higher academic qualification, has passed through classroom situation and is aware of different forms of examination dishonesty and their consequences may be more inclined to instill in their children examination honesty. Bhandari (2022) submitted that parental occupation and educational qualification have significant relationships with their children's academic achievements. A parent who does not have a college degree but have good paying jobs might likely believe that a college degree does not worth the cost and stress because they do not place high value on education and as such, might not encourage academic integrity. On the other hand, a parent that is well-educated will provide and encourage their children in the pursuit of academic excellence and academic integrity (Lamar University, 2021). This implies, parental academic qualification might positively or negatively influence academic integrity. While parents are crucial to the success of students' learning journey, they can go beyond the point of acceptable support to where they do the homework assignment, projects, pay mercenaries to

supply answers or write examinations for their children which breaches academic integrity. Wei et al (2019) posited that such parental involvement and engagement is more prevalent in primary and secondary schools. Khan and Mulani (2020) highlighted how assessments sent to be completed at home garnered more contributions from parents while those completed at school were better tools to assess students' learning.

This research, therefore, seeks to investigate the relationship between parental occupational factors and academic qualifications and their students' examination integrity in secondary schools in south-south Nigeria, in order to curb students' unethical conduct and behaviour during examinations

2. Research Questions and Hypotheses

2.1. Research Questions

The study will answer the following research questions:

- I. What is the relationship between parental occupational factors and students' examination integrity?
- II. Is there a relationship between parental academic qualifications and students' examination integrity?
- III. Does the age of the students moderate the relationship among parental occupational factors, academic qualifications and students' examination integrity?
- IV. Does the gender of the students moderate the relationship among parental occupational factors, academic qualifications and students' examination integrity?

2.2. Hypotheses

- i. There is no significant relationship between parental occupational factors and students' examination integrity;
- ii. There is no significant relationship between parental academic qualifications and students' examination integrity;
- iii. There is no significant moderating impact of age of the students on the relationship among parental occupational factors, academic qualifications and students' examination integrity;
- iv. There is no significant moderating impact of gender of the students on the relationship among parental occupational factors, academic qualifications and students' examination integrity;

3. Literature Review

Parental influence plays an important role in shaping students' academic behaviour and integrity in schools. This review focusses on the relationship between parental occupational factors, academic qualification and students' examination integrity. Parental occupational studies have shown that parent factors, such as, educational level and occupation, influence students' academic behaviour (Baker & Leicht, 2019; Brown & Adams, 2017)). Parents with higher education levels and professional occupations tend to emphasize academic integrity. Research have also revealed that parental academic qualification is a significant predictor of students' academic performance and integrity (Martin & Marsh, 2020; Mazar & Ariely, 2017). Parents with higher academic qualifications stress higher expectations for their wards' academic achievement and integrity in examinations.

Examination integrity refers to adhering to ethical principles and maintaining honesty during the assessment process. It involves students upholding standards of honesty by not engaging in cheating, plagiarism, or misconduct during examinations. In other words, examination integrity is the ethical and honest behaviour of students during examinations, ensuring that their work is authentic and free from cheating, plagiarism, or any other forms of academic dishonesty. Maintaining examination integrity is crucial for ensuring that the results of assessments accurately reflect students' true knowledge and abilities. Thus, integrity is essential not only for the credibility of the educational institution but also for the validity of the qualifications that students receive, which can have long-lasting impacts on their future opportunities. According to McCabe et al. (2014), examination integrity is foundational to the academic process, as it ensures fairness in assessing and evaluating students. It helps maintain a level playing field where all students are evaluated based on their own merit without any unfair

advantage. When students maintain integrity during examinations, they contribute to a culture of trust within the educational environment, which is vital for the development of ethical professionals in the future. Academic dishonesty, including cheating, plagiarism, and other forms of unethical behavior during examinations, can have severe consequences for students and educational institutions. For students, the immediate consequences may include disciplinary actions such as failing the exam, suspension, or expulsion. However, the long-term consequences can be more damaging, affecting their reputation, career prospects, and ethical development. Whitley and Keith-Spiegel (2014) highlighted that academic dishonesty undermines education's value and qualifications' credibility. When students engage in dishonest practices, they not only compromise their learning but also devalue the achievements of others who have worked hard to succeed. Moreover, academic dishonesty can erode trust within the educational institution, leading to a diminished reputation and potentially impacting the institution's ability to attract students and faculty.

Several factors influence students' adherence to examination integrity, including personal, familial, and institutional factors. Rettinger and Kramer (2014) discuss that individual characteristics such as a student's moral development, self-efficacy, and motivation play a significant role in determining their likelihood of maintaining integrity during exams. Students with strong ethical values and high self-confidence are more likely to resist the temptation to cheat. Familial influences, particularly parental occupation and academic qualifications, are crucial. Parents who emphasize the importance of honesty and ethical behaviour are more likely to raise children who value examination integrity. Additionally, institutional factors such as the school's academic policies, the presence of honour codes, and the enforcement of disciplinary measures can encourage or discourage academic integrity among students. Schools that actively promote a culture of integrity and provide clear guidelines on acceptable behaviour are likelier to see higher levels of examination integrity among their students. Parental influence is a crucial determinant of students' behaviour, including their academic integrity. Parents shape their children's attitudes, beliefs, and behaviours through direct guidance and the values they model at home. The impact of parental influence on student's behaviour has been widely studied, particularly in education, where parental involvement can significantly affect a child's approach to learning and ethical conduct. Parental guidance refers to parents' active role in steering their children's development, including their educational journey and moral compass. Parents who emphasize the importance of honesty and hard work are likelier to raise children who value these traits in their academic endeavours. According to García and Weiss (2019), parental involvement in education, including reinforcing ethical values, positively correlates with students' academic performance and integrity. The study highlights that when parents are engaged in their children's education, mainly through setting expectations for honest behavior, students are less likely to engage in academic dishonesty. Another study by Rosen et al. (2021) explored the impact of parental values on children's academic integrity. The research found that children whose parents consistently emphasized the importance of integrity and ethical behaviour were more likely to resist temptations to cheat during exams. The study underscores the critical role of parental values in shaping a child's moral framework, which influences their academic behaviour.

Parental occupational factors refer to the type of employment or profession parents engage in and how this influences their children's attitudes and behaviours, particularly concerning academic integrity. The nature of a parent's occupation can shape the values and expectations they impart to their children, including the importance of honesty and ethical conduct in academic settings. Parents in professional occupations are likely to instill values of honesty and ethical behavior due to the high moral standards of their professions. Brown and Adams (2017) found that students whose parents held professional roles exhibited higher levels of academic integrity, as these parents often emphasize the importance of ethical conduct in all areas of life. Impact on academic integrity can vary depending on the specific nature of the job and the ethical standards observed. Harris and Thompson (2020) found that children of parents in administrative roles generally had mixed attitudes towards academic integrity, influenced by the level of ethical behaviour exhibited by the parents in their professional roles.

Research has shown that parental involvement in professional occupations often correlates with a higher emphasis on academic integrity in their children. Adams and Black (2019) found that students whose parents held professional positions were generally more aware of and committed to academic honesty. This was attributed to the ethical standards and attention to detail required in professional roles, which parents may transfer to their children. Conversely, Smith and Johnson (2020) observed that children of parents in non-professional occupations,

particularly those involving lower levels of formal education or less ethical oversight, might receive less emphasis on the importance of academic integrity. These parents might focus more on practical aspects of work than ethical considerations, which could translate to a more lenient attitude towards academic dishonesty among their children. The present study will verify these observations among secondary school students in south-south Nigeria where such studies have not been replicated.

The present study is posited on the premise of the Social Learning Theory, which emphasizes that learning occurs within a social context through observation, imitation, and modeling. This theory states that individuals, especially children, learn behaviours, attitudes, and values by observing the actions of others, particularly those they view as role models. In the context of academic integrity, parents serve as the primary role models whose behaviours significantly influence their children's ethical development and scholarly conduct. According to Social Learning Theory (Bandura (1977), children are likely to adopt the behaviours and values they observe in their parents. When parents consistently demonstrate ethical behaviour, such as honesty, fairness, and responsibility, children are more likely to internalize these values and apply them to their academic pursuits. Bandura (1977) argued that observational learning involves attention, retention, reproduction, and motivation, which are crucial in children learning from their parents. For instance, Gottfried et al. (2016) found that parents who displayed high levels of integrity in their professional and personal lives raised children more likely to value academic honesty. The study suggested that children who observed their parents' commitment to ethical principles were more likely to reject cheating and other forms of academic dishonesty as they internalized these behaviours as the norm. Social Learning Theory also emphasizes the role of reinforcement and punishment in shaping behaviour. When parents reinforce positive behaviours related to academic integrity, such as rewarding honesty or acknowledging hard work, children are more likely to repeat these behaviours. Conversely, when parents punish or discourage dishonest behaviours, such as cheating or plagiarism, children learn to avoid these actions. Murdock et al. (2020) explored how parental reinforcement of academic integrity influenced students' behaviour. The study found that when parents praised their children for completing their work honestly and discouraged shortcuts like cheating, children were more prone to developing a strong commitment to academic integrity. The researchers highlighted the importance of consistent reinforcement in reinforcing ethical behaviour, as inconsistent or absent reinforcement could lead to confusion about acceptable behaviours. Social Learning Theory also considers the broader social environment, including parents' occupations and educational backgrounds, which shape the values and behaviours children are exposed to. Parents in professions that require high ethical standards are more likely to model behaviours that emphasize the importance of integrity, which children then emulate. Smith and King (2018) found that children of parents in professions like law, medicine, and education were more likely to exhibit strong academic integrity, as they were frequently exposed to discussions about the importance of ethical behaviour in both professional and educational settings.

The Theory of Planned Behavior is also relevant in the Context of Academic Integrity. The Theory of Planned Behavior (TPB), developed by Ajzen (2006), is a psychological theory that explains how an individual's behaviour is influenced by their intentions, which are shaped by three key factors: attitudes toward the behaviour, subjective norms, and perceived behavioural control. In the context of academic integrity, TPB provides a framework for understanding how students' decisions to engage in or refrain from dishonest academic practices, such as cheating or plagiarism, are influenced by their beliefs, the expectations of others, and their perceived ability to act ethically. The Theory of Planned Behavior has been widely applied in research to understand various aspects of academic integrity. Researchers have used TPB to explore how factors, such as parental influence, peer pressure, and personal beliefs, shape students' intentions and behaviours related to academic honesty (Ossai et al., 2023a, b). Ston et al. (2017) applied TPB to investigate the role of parental influence in shaping students' academic behaviours. The study found that parental attitudes towards education and integrity significantly influenced students' attitudes and intentions regarding academic honesty. When parents emphasized the importance of honesty and discouraged dishonest behaviours, students were more likely to develop positive attitudes towards academic integrity, reducing their likelihood of cheating.

McCabe and Trevino (2018) also used TPB to examine the impact of school culture on students' academic integrity. They found that schools with strong ethical cultures, where academic honesty was actively promoted by teachers and administrators, had lower rates of cheating. The study highlighted the importance of aligning school

policies with academic integrity values and ensuring that students perceive these values as integral to their educational environment.

4. Method

Survey research design was used in the study. The population of the study consisted of 283,089 students (133,668 male and 149,421 female final year secondary school students) in the 6 States of the South-South geopolitical zone of Nigeria (Akwa-Ibom, Bayelsa, Cross-Rivers, Delta, Edo and Rivers States) in the 2023/2024 academic session. The Multistage proportionate sampling technique was used to select a representative sample size of 3000 students for the study. In the first stage, simple random sampling was used to select 3 states (Cross Rivers, Edo and Rivers) from the 6 states in the South-South zone of Nigeria. In the second stage, 5 Local Government Areas (LGAs) were selected randomly from each of the 3 States. In the third stage, 10 secondary schools were selected randomly from each of the 5 LGAs in each State. Then stratified proportionate random sampling technique was used to select the students in each of the schools to ensure that each gender is adequately represented. The sample size distribution by State and Gender is presented in Table 1.

Table 1: Sample size by States and Gender of Students

State	Male	Female	Total
Cross Rivers	385	503	888
Edo	358	690	1048
Rivers	414	650	1064
Total	1157	1843	3000

Data was collected with the aid of a Students' Examination Integrity Measurement Instrument (SEIMI) which was adapted from Ossai et al (2023a). It consisted of Sections A and B. Section A elicited responses on the students' Age, Gender, Parents' Educational Qualifications and Occupations, School Location and Type while Section B contained items measuring the 6 segments of students' examination integrity. First segment focused on Study Habits (4 items); second segment on Examination Ethics (7) items; third on Examination Anxiety (8 items); fourth segment on Moral Background (6 items); fifth segment on Attitude towards Cheating in Examinations (8 items); and, the sixth segment on Past Experience in Cheating in Examinations (7 items). The SEIMI was subjected to face and content validity by constructing a table of test blueprint and expert evaluation by 3 specialists in the fields of educational measurement and evaluation, counselling psycho-metrics and counselling psychology. Their critiques and suggestions were used to fine tune the items and, in some cases, reconstruct certain items. Principal Component Factor Analysis and Rotated Component Matrix were used to establish the reliability and validity of SEIMI from a pilot study data. Pearson Product Moment Correlation coefficient (r) and multiple regression were used for data analysis as appropriate for each research question and hypothesis.

5. Results

Results of data analysis are presented in order of research questions and hypotheses. Table 2 addresses research question 1 and hypothesis 1 which focused on the relationship between parental occupational factors and students' examination integrity. Data in Table 2 indicate that there is significant relationship between parental occupational factors and students' examination integrity. Fathers and Mothers occupations were significantly correlated to the students' examination integrity but Mothers occupations were more significantly correlated. From the positive correlation values, it appears that students whose parents are in highly ethical occupations in the Military, Civil Service and corporate organizations have better examination integrity than those whose parents are unemployed or self-employed.

Table 2: Relationship between parental occupational factors and students' examination integrity.

		Examination Integrity	Fathers Occupation	Mothers Occupation
Examination Integrity	Pearson Correlation	1	.054**	.089**
	Sig. (2-tailed)		.003	.000
	N	3000	3000	3000
Fathers Occupation	Pearson Correlation	.054**	1	.437**
	Sig. (2-tailed)	.003		.000
	N	3000	3000	3000
Mothers Occupation	Pearson Correlation	.089**	.437**	1
	Sig. (2-tailed)	.000	.000	
	N	3000	3000	3000

** . Correlation is significant at the 0.01 and 0.05 levels (2-tailed).

Research question 2 and hypothesis 2 which centres on relationship between parental academic qualifications and students' examination integrity is addressed by Table 3.

Table 3: Relationship between parental academic qualifications and students' examination integrity

		Examination Integrity	Fathers Qualification	Mothers Qualification
Examination Integrity	Pearson Correlation	1	-.031	-.017
	Sig. (2-tailed)		.087	.338
	N	3000	2997	3000
Fathers Qualification	Pearson Correlation	-.031	1	.604**
	Sig. (2-tailed)	.087		.000
	N	3000	3000	3000
Mothers Qualification	Pearson Correlation	-.017	.604**	1
	Sig. (2-tailed)	.338	.000	
	N	3000	3000	3000

** . Correlation is significant at the 0.01 and 0.05 levels (2-tailed).

Data in Table 3 shows that there is no significant relationship between parental academic qualifications and students' examination integrity.

Research question 3 and hypothesis 3 focused on the moderating impact of students' age on the relationship among parental occupational factors, academic qualifications and students' examination integrity and they are addressed with Data in Table 4.

Table 4: Age as moderator of the relationship among parental occupational factors, academic qualifications and students' examination integrity.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	130.539	3.655		35.711	.000		
	Age	-1.039	.206	-.093	-5.034	.000	.962	1.040
	Fathers Qualification	-.224	.140	-.036	-1.604	.109	.635	1.575
	Mothers Qualification	-.140	.144	-.022	-.973	.331	.621	1.611
	Fathers Occupation	-.167	.214	-.016	-.778	.437	.808	1.238
	Mothers Occupation	-.813	.202	-.082	-4.032	.000	.802	1.247

a. Dependent Variable: Examination Integrity

Data in Table 4 indicates that Age is a significant moderator of the relationship among parental occupational factors, academic qualifications and students' examination integrity. The t value for Age (-5.034) is significant at both the 0.01 and 0.05 levels of significance.

Research question 4 and hypothesis 4 centred on the moderating impact of students' gender on the relationship among parental occupational factors, academic qualifications and students' examination integrity. They are addressed with data in Table 5.

Table 5: Gender as moderator of relationship among parental occupational factors, academic qualifications and students' examination integrity

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	111.217	1.262		88.104	.000		
	Fathers Qualification	-.214	.140	-.035	-1.524	.128	.635	1.575
	Mothers Qualification	-.031	.143	-.005	-.219	.827	.630	1.587
	Fathers Occupation	-.186	.215	-.018	-.866	.387	.808	1.238
	Mothers Occupation	-.844	.202	-.085	-4.172	.000	.802	1.246
	Gender	.783	.600	.024	1.306	.192	.995	1.005

a. Dependent Variable: Examination Integrity

Data in Table 5 shows that Gender is not a significant moderator of the relationship among parental occupational factors, academic qualifications and students' examination integrity. The t value for Gender (1.306) is not significant at both the 0.01 and 0.05 levels of significance.

6. Discussion of Findings

The finding in this study that students whose parents are in highly ethical occupations in the Military, Civil Service and corporate organizations have better examination integrity than those whose parents are unemployed or self-employed could be accounted for on the basis of occupational ethics. Occupational ethics refers to the moral principles and standards that guide behaviour within a specific profession. The impact of occupational ethics on children's academic integrity is significant because parents in professions that require high ethical standards are likely to instill similar values in their children. Jones et al. (2018) found that parents who work in fields like law, medicine, and academia, where ethical behaviour is critical, often emphasize the importance of honesty and integrity to their children. This influence can result in a greater commitment to maintaining academic integrity among these students. In contrast, Nguyen and Lee (2021) reported that children of parents in occupations with less stringent ethical requirements or those without formal ethical training might not receive the same level of emphasis on academic honesty. The study suggested that these parents may not have as strong a focus on the ethical implications of scholarly work, leading to higher rates of academic dishonesty among their children. Empirical research has extensively examined the influence of parental factors, such as occupation and education, on students' academic integrity. These studies provide valuable insights into how parental roles shape children's ethical behaviours and attitudes toward academic honesty. Various studies have examined how different types of parental occupations, whether professional or non-professional, and the ethical norms associated with these roles impact students' likelihood to engage in academic dishonesty. Several empirical studies have investigated the relationship between parental occupation and students' academic integrity. These studies explore how the nature of a parent's job, the ethical standards associated with it, and the socio-economic status it confers influence children's behaviour in academic settings.

Stewart and DeShon (2019) explored the link between parental occupational prestige and students' academic integrity among 1,200 high school students in the United States. Using multiple regression analysis, they found a significant positive correlation between high parental occupational prestige and higher levels of academic integrity among students. The results suggest that students whose parents hold prestigious occupations are less likely to engage in academic dishonesty, potentially due to the values and expectations associated with such professions. Kim and Cho (2016) examined how parental occupational roles influence students' academic integrity in South Korea. In their survey of 800 high school students from various regions, data analysis revealed that students with parents in managerial roles were 1.5 times more likely to exhibit academic integrity than those with non-

managerial parents. The findings highlight the impact of parents' occupational status on the ethical behaviour of their children, suggesting that the responsibilities and ethical expectations associated with managerial roles may positively influence students' attitudes toward academic honesty. Furthermore, Ahmed and Munir (2021) investigated the influence of parental occupation sectors (public vs. private) on academic integrity among 900 high school students in Pakistan. Through a two-way ANOVA, they found that students whose parents worked in the public sector exhibited significantly higher academic integrity scores than those whose parents were employed in the private sector. The study suggests that the values associated with public sector employment, such as accountability and transparency, may contribute to higher standards of academic honesty among students. In a similar study, Ward and King (2017) examined the connection between parental involvement in ethically demanding occupations and their children's academic integrity in a survey of 1,500 high school students in the United States. Using structural equation modelling (SEM), they found that parental involvement in ethically demanding professions had a strong positive impact on students' academic integrity. The results indicate that ethical discussions at home, likely stemming from parents' professional experiences, are crucial in shaping students' adherence to academic integrity. Studies among College students have also led to similar conclusions. For instance, Garcia and Carpenter (2020) assessed the impact of parental occupation in creative versus structured industries on college students' academic integrity, involving 1,000 undergraduates from three universities in the United States. A MANOVA revealed significant differences in academic integrity based on parental occupation, with students whose parents worked in structured industries showing higher integrity across multiple dimensions compared to those with parents in creative industries.

Though the present study found that parental academic qualifications are not significantly correlated to students' academic integrity, some other studies did. Parental academic qualifications refer to the highest level of education parents have attained. This factor may play a crucial role in shaping the attitudes and behaviours of children, particularly in the context of education. Higher parental education levels are often associated with a greater emphasis on the importance of education, which can directly influence students' commitment to maintaining academic integrity. This factor has been the focus of some studies, including its impact on children's development, academic performance, social behaviour, and ethical values. They found that parental educational levels can significantly impact the values and behaviours parents instill in their children, particularly concerning education and academic integrity. One of such studies is Onoyase (2021) who found that parental education significantly predicted students' attitudes towards examination integrity. The research indicated that children of highly educated parents were more aware of the ethical implications of cheating and were less likely to engage in such behaviours, owing to the values and discussions emphasized at home. The

The intersection of parental occupational factors and academic qualifications creates a complex dynamic that significantly influences students' academic behaviour, particularly their adherence to examination integrity. Depending on the specific circumstances of the parents' professional and educational backgrounds, this interplay can either reinforce positive academic values or, in some cases, contribute to the erosion of ethical standards. When parents possess both high occupational status and advanced educational qualifications, the synergistic effects on their children's academic integrity can be profound. These parents are likely to emphasize the importance of both education and ethical behavior, creating an environment that strongly supports academic honesty. Kumar and Sharma (2017) found that students whose parents held prestigious positions and had high educational qualifications showed more substantial commitment to academic integrity. The study suggested that these parents had the resources to support their children's education and instilled in them the ethical standards expected in their professions. Moreover, Davis and Rodriguez (2020) noted that parents in high-status occupations often have greater access to social and educational resources, which they can leverage to foster an environment that discourages academic dishonesty. These parents are more likely to discuss the long-term consequences of academic integrity with their children, emphasizing that success should be achieved through honest means rather than shortcuts like cheating.

7. Conclusion

It has been confirmed that parental occupations are significantly correlated to their children's examination integrity. Examination integrity is a subset of academic integrity which focuses on the behaviour of students

associated with academic assessments. Students whose parents are engaged in highly ethical occupations such as military, police, civil service and corporate organizations demonstrated higher levels of examination integrity than those whose parents were unemployed or self-employed. Therefore, more attention should be given to such students who come from such parental backgrounds in order to shore up their examination integrity levels. The age of the students is another factor that moderates the interplay of parental occupational factors, academic qualifications and examination integrity. It appears that examination integrity deteriorates as the age of the student increases hence the inverse relationship between the age of the students and their examination integrity. Therefore, teachers and parents should intensify efforts towards entrenching the values of examination integrity as the students advance in years.

Author Contributions: All authors contributed to this research.

Funding: Funds for the study was provided by Tertiary Education Trust Fund (TETFund) of Nigeria under Institution Based Research of Delta State College of Education Mosogar Project Number: TETF/CE/DR&D/COE/MOSOGAR/IBR/2022/VOL.1.

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics Approval: Not applicable.

Acknowledgement: The authors are grateful to the Tertiary Education Trust Fund (TETFund) of Nigeria who provided the research grant for carrying out this study through the Delta State College of Education Mosogar with Project Number: TETF/CE/DR&D/COE/MOSOGAR/IBR/2022/VOL.1.

References

- Adams, J., & Black, T. (2019). Parental profession and its influence on students' academic integrity. *Journal of Educational Psychology and Ethics*, 15(2), 105-119.
- Ahmed, N., & Munir, R. (2021). Public vs. private sector parental occupation and its impact on students' academic integrity. *Journal of Ethics in Education*, 18(2), 221-234.
- Ajila C. & Olutola A. (2000). The impact of parent socioeconomic status on university student academic performance in Ogun State Nigeria: Implication for counselling for national development. *European Journal for Social Sciences*, 13 (2), 229-229.
- Ajzen, I. (2006). Constructing a TPB Questionnaire: Conceptual and methodical considerations, Retrieved September 10, 2024 from: www.unibieleofed.delajzen%construction%20%20questionnaire.pdfajzen2006
- Anthony, J. (April 27, 2024). Sex for grades: How lecturers across Africa prey on female students. Nation News Online Kenya Edition. Retrieved September 27, 2024 from <https://nation.africa/kenya/news/gender/sex-for-grades-how-lecturers-across-africa-prey-on-female-students--4604218>
- Baker, L. R., & Leicht, C. A. (2019). Parental education and academic dishonesty: A Canadian study. *Journal of Educational Psychology*, 112(4), 651-665.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bhandari, R.B.(2022). Impact of parent occupational and educational status on student achievement. *International Research Journal of Commerce and Arts and Science*, 13 (5). Retrieved September 10, 2024 from https://www.academia.edu/96818163/Impact_of_Parent_Occupation_and_Educational_Status_on_Students_Achievement_Research_Scholar
- Brown, L., & Adams, R. (2017). Professional occupations and their influence on academic integrity among secondary school students. *Educational Ethics Journal*, 14 (3), 223-238.
- Brown, L., & Adams, R. (2017). Professional occupations and their influence on academic integrity among secondary school students. *Educational Ethics Journal*, 14(3), 223-238.
- Davis, M., & Rodriguez, S. (2020). The impact of parental socio-economic status and educational background on student academic integrity. *Journal of Educational Ethics*, 13(2), 145-159.
- García, E., & Weiss, E. (2019). Parental involvement and its impact on students' academic success and integrity. *Economic Policy Institute*. Retrieved September 5, 2024 from <https://www.epi.org>

- Garcia, J., & Carpenter, D. (2020). Parental occupation and academic integrity: The role of occupational culture. *Journal of Academic Integrity*, 15(1), 67-81.
- Gottfried, A. E., Fleming, J. S., & Gottfried, A. W. (2016). Parental influence on academic integrity: The role of social learning. *Journal of Educational Psychology*, 108(3), 355-368.
- Harris, J., & Thompson, P. (2020). Administrative occupations and student academic behavior: A comprehensive study. *Journal of Educational Administration and Ethics*, 18(1), 56-70.
- Igbe, F.O., Ethe, N. & Ossai, M.C. (2023) Predictors of Examination Integrity among secondary school student: Framework for proactive actions against examination malpractice. *Education Quarterly Reviews* 6 (3) 250-259. DOI: 10.31014/aior.1993.06.03.779
- Jones, M., Carter, P., & Stevens, R. (2018). Occupational ethics and its impact on children's values: A study of professional versus non-professional parents. *International Journal of Ethics in Education*, 9(4), 211-225.
- Kim, S., & Cho, H. (2016). The role of parental occupation in shaping academic integrity among high school students in South Korea. *Asian Journal of Educational Research*, 14(3), 205-218.
- Kumar, R., & Sharma, P. (2017). The synergy between parental education, occupation, and student academic integrity. *International Journal of Educational Development*, 21(3), 102-114.
- Lamar University (2021) Correlation between parent education level and children success. Retrieved September 9, 2024 from <https://degree.lamar.edu/online-programs/undergraduate/bachelor-science/university-studies/parents-education-level-and-childrens-success/>
- Martin, A. J., & Marsh, H. W. (2020). Parental education, student motivation, and academic integrity: A study of Australian high school students. *Australian Journal of Education*, 64(2), 178-195.
- Mazar, N., & Ariely, D. (2017). Parental education and the transmission of ethical values: Implications for academic integrity. *Journal of Behavioral Ethics*, 12(3), 215-232.
- McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2014). *Cheating in College: Why Students Do It and What Educators Can Do about It*. Johns Hopkins University Press.
- Mulani, V. & Khan, Zeenath Reza. (2020). Contract cheating values in school assessments -what values are we really teaching our young students? Retrieved September 9, 2024 from https://www.researchgate.net/publication/350135152_Contract_cheating_values_in_school_assessments_-_what_values_are_we_really_teaching_our_young_students
- Murdock, T. B., Hale, N. M., & Weber, M. J. (2020). Reinforcement and punishment in the context of social learning theory: Implications for academic integrity. *Educational Psychology Review*, 32(2), 245-263.
- Nguyen, T. H., & Lee, C. (2021). The role of parental occupation in shaping academic integrity among secondary school students. *Journal of Moral Education*, 50(3), 341-356.
- Onoyase, D. (2021). The impact of parental educational attainment on students' attitudes towards academic dishonesty in secondary schools. *African Journal of Educational Studies*, 19(2), 45-60.
- Ossai, M.C., Ethe, N., Edougha, D. E. & Okeh, O. D. (2023a). Academic integrity during examinations, age and gender as predictors of academic performance among high school students. *International Journal of Educational Development*, 100, 102811, <https://doi.org/10.1016/j.ijedudev.2023.102811>
- Ossai, M.C., Ethe, N., Edougha, D. E. & Okeh, O. D. (2023b). Parental educational levels and occupations as determinants of their children's examination integrity and academic performance. *International Journal of Educational Reform*, Online. DOI: 10.1177/10567879231213066 Available at <https://journals.sagepub.com/toc/REF/0/0?startPage=5&pageSize=10>
- Rettinger, D. A., & Kramer, Y. (2014). Situational and personal causes of student cheating. *Research in Higher Education*, 55(3), 241-262.
- Rosen, C., Porter, L., & Jones, A. (2021). The impact of parental values on students' academic integrity. *Ethics and Education*, 16(4), 458-472.
- Smith, R., & Johnson, K. (2020). Parental occupation and student attitudes towards academic dishonesty: A comparative study. *Education and Social Justice Review*, 22(1), 78-92.
- Smith, R., & King, A. (2018). Occupational ethics and social learning: How parental professions influence students' academic behaviour. *Journal of Applied Educational Research*, 24(3), 198-214.
- Stewart, J. R., & DeShon, R. P. (2019). Occupational prestige and its impact on students' academic integrity: An empirical study. *Journal of Educational Sociology*, 28(4), 345-358
- Stone, T. H., Jawahar, I. M., & Kisamore, J. L. (2017). Predicting academic misconduct intentions and behaviour using the Theory of Planned Behavior and personality variables. *Journal of Academic Ethics*, 15(1), 23-41.
- Ward, A., & King, R. (2017). Parental occupation and ethical behaviour: How parents' jobs influence children's academic integrity. *Journal of Educational Psychology*, 109(6), 845-857.
- Wei, J., Eva, M.P. & Florrie Fen-Yin Ng, (2019) Why does parent Involvement in Youth learning vary across Elementary, Middle and High school , Science Direct , *Contemporary Educational Psychology*, 56, 267-274.
- Whitley, B. E., & Keith-Spiegel, P. (2014). *Academic Dishonesty: An Educator's Guide*. Lawrence Erlbaum Associates.