

ABSTRACT

Examination cheating is a behaviour problem facing most of the learning institutions globally with several studies attempting to uncover the intricate aspects of the behaviour. However, scarce information is available on the role of parenting as a predisposing aspect in the cheating tendencies of children in school examinations. Kenyan examinations have particularly reported a rise in examination irregularities in the past years with Siaya Sub County greatly affected. The purpose of this study was to investigate the relationship of parenting styles and examination cheating tendencies among secondary school students in Siaya Sub County, Kenya. The study objectives were: To find out the relationship between authoritative parenting style and examination cheating tendencies among secondary school students, To establish the relationship between authoritarian parenting style and examination cheating tendencies among secondary school students, To determine the relationship between neglectful parenting style and examination cheating tendencies among secondary school students, To explore the relationship between permissive parenting style and examination cheating tendencies among secondary school. Diana Baumrind's parenting styles theory and Ajzen's theory of Planned Behaviour provided a theoretical framework for the study. A Correlational study design was adopted within a mixed methods approach. The target population was 1,908 form three students, 35 Teacher Counselors and 35 Deputy Principals. A sample size of 190 Form Three students, which was 10% of the population of students, was used after stratified random sampling. In addition, 8 Teacher Counselors and 8 Deputy Principals purposively sampled formed part of the participants. Parenting style and Involvement In Examination Cheating Tendency Questionnaires were used to collect quantitative data from form three students while interview schedule was used to collect qualitative data from the Teacher Counselors and Deputy Principals. Validity was ascertained by expert judgment of two university lecturers while reliability of the instrument was ensured using Cronchbar reliability test, where an index of 0.77413 was obtained. Quantitative data was analyzed using descriptive statistics as well as inferential statistics such as Pearson Correlation, aided by SPSS version 22, while qualitative data was analyzed through thematic framework. The findings revealed a strong negative correlation between authoritative parenting style and examination cheating tendencies of the students ($r = -0.724$, $p < 0.05$). However, the study established that authoritarian parenting style and permissive parenting have a stronger influence on examination cheating tendencies with $r = 0.519$, $p < 0.05$) and $r = 0.641$ $p < 0.05$) reported respectively. Neglectful parenting Style was found to have a strong significant correlation on examination cheating tendencies, with ($r = 0.713$, $p < 0.05$) and the most likely to predispose a student to examination cheating. The study recommended that Teachers' Service Commission should train more teacher counselors in schools to cope with the large number of students who have varied parental backgrounds.