

SELF-ESTEEM AND MOTIVATION AS PREDICTORS OF ACADEMIC DISHONESTY OF STUDENTS IN ANAMBRA STATE PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE

ODOGWU, JOY CHIOMA

**Department of Educational foundations,
Faculty of Education Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus,
Odogwujoy081@gmail.com**

&

MADUBUGWU, NATHANIEL LOTANNA

**Department of Educational foundations,
Faculty of Education Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus,
nathanath@gmail.com**

&

ADONAI-OKONKWO GENEVIEVE CHIJEBO

**Department Of Educational foundations,
Faculty of Education Chukwuemeka Odumegwu Ojukwu University,
Igbariam Campus,
adonaiokonkwo@gmail.com**

Abstract

This study investigated the perceived influence of self-esteem and motivation as predictors of academic dishonesty of students in public secondary school in Anambra State Two research questions and two null hypotheses guided the study. Conceptual, theoretical and empirical studies were reviewed. The study adopted a correlational research design aimed at determining self-esteem and motivation as predictors of academic dishonesty of students in Anambra State public secondary school. The study was carried out in Anambra State of Nigeria. The population of the study comprised 19606 senior secondary two (SS2) students. The sample consisted of 711 SS2 students drawn from population. Three instrument adopted by the researcher were used for data collection. The face validity of the instruments were established by three experts. The instruments were trial-tested on a representative sample of 30 students. Cronbach Alpha method was used to determine the internal consistency of the items in the instruments. The results gave Alpha coefficient values of .80 for SES, .73 for MS and .77 for ADS. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (PPMCC) analysis. The results of the study revealed among others that self-esteem significantly predicts academic dishonesty among secondary school students in Anambra State. The result further showed that Students' motivation significantly predicts their academic dishonesty in secondary school students in Anambra State. The study concludes that self-esteem and motivation significantly predicts academic dishonesty in Awka, Anambra state. Some recommendations were made among which include Parents, teachers and guidance counsellors should try to encourage positive attitude to school in students in order to enhance their self esteem through parental support, provision of school stationeries and creating an enabling school environment for students in other to avoid academic dishonesty. Students should be motivated by teachers to develop a healthy attitude to school and to school activities by creating

an enabling environment for students, as this can possibly discourage students' academic dishonesty. Parents should monitor and supervise their children's academic activities in order to discourage their children from academic dishonesty.

KEYWORDS: Self Esteem, Motivation and Academic Dishonesty

Introduction

Academic dishonesty is undeniably perceived as a serious problem in secondary schools and it is neither confined to a particular region nor to a particular zone. Academic dishonesty in Nigerian society is widely discussed as a cankerworm that poses a great threat to authenticity of education qualifications. In the academic environment, academic dishonesty can be explained in different ways. In most cases, in Nigeria, the practices are being manifested in the form of cheating and plagiarism (papers and assignments). Etter, Cramer and Finn (2016) stated that academic dishonesty activities include copying from others, having or using notes, formulas or other information in a programmable calculator or other electronic device without explicit teacher review and permission, having or using a communication device such as a cell phone, pager, or electronic translator to send or obtain unauthorized information, taking an exam for another student, or permitting someone else to take a test for someone else and asking another to give you improper assistance, including offering money or other benefits.

Academic dishonesty can be defined as a behaviour that does not comply with stated assessment requirements and other institutional policies; when students behave in ways intended to gain undue benefit in relation to their assessment (Guthrie 2019). Academic dishonesty includes any act, which is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or other recognition, which is not properly earned. Bushway and Nash, (2017) viewed academic dishonesty as any deceit in academic work, which can include cheating, plagiarism, falsification of documents, and giving (or receiving) aid on assignments, tests, or examination. They posited that academic dishonesty has been practiced in almost every educational setting from elementary school to higher educational and graduate school settings. As a point of reference, there was evidence of academic dishonesty 2,000 years ago during Chinese civil service examinations (Bushway & Nash, 2017). It is behaviours, which improperly advances, protects, or diminishes the academic status of individuals or the school. Academic dishonesty can be viewed as a range of deliberate, unacceptable behaviours that students use to gain an unfair advantage on tests and assignments (Balbuena, Sherwin & Lamela Renee 2015). Rusdi, Hussein, Rahman, Noordin, and Abd Aziz, (2019) defined academic dishonesty as a behavior or set of behaviour that led to the misrepresentation of scholarly work. The researcher defines academic dishonesty as a wider concept encompassing a set of deliberate but unacceptable behaviour that are against academic rules and regulations.

There is no single explanation for student academic dishonesty. Haines (2016) suggested that most students realized that academic dishonesty is morally wrong, but various outside factors or pressures may serve as neutralizers, allowing students to suppress their feelings of guilt and justify their dishonest acts to themselves (Hughes Julia, Christensen, Donald & McCabe 2016). In certain cases, dishonest behaviour of students may arise not willful disregard for the rules of academic integrity, but from ignorance of what those rules are. Some common reasons for students' engaging in academic dishonesty are poor time management, academic pressures, anonymity, failure to understand academic conventions, cultural factors, from Peer pressure and low-stakes assignments (Rusdi, Hussein, Rahman, Noordin, & Aziz, 2019).

Cheating in academic activities is an act of academic dishonesty. Students may cheat to avoid failing a course or receiving a bad grade. Some students may use cheating as a way to cope with poor test-taking skills. Again some students' blame their teachers' for their academic dishonesty, complaining that teachers expect so much or are too difficult to understand (Jones 2011). Students also may use the excuse that the exams were unfair or a course was not in their major (Nwoye, Akpom & Hwang, 2019).

McCabe, and Trevino, Olaleye (2017) found out that over 80 percent of students need to achieve high grades was the major reason for participating in academic dishonesty. Occasionally, students reason that other students are cheating, so they have no alternative but to cheat as well. Dealing with academic misconduct is often one of the worst parts of dishonesty in education, one survey claiming that 77% of academics agreed with the statement "dealing with a cheating student is one of the most onerous aspects of the student academic dishonesty (McCabe & Trevino 2013).

An institution plagued by academic dishonesty scandals may become less attractive to potential donors and students and especially prospective employers. Alternatively, schools with low levels of academic dishonesty can use their reputation to attract students and employers (Cole 2012). Ultimately, academic dishonesty undermines the academic world. It interferes with the basic mission of education, the transfer of knowledge, by allowing students to get by without having to master the knowledge (Davis, Grover, Becker & McGregor 2012). Furthermore, academic dishonesty creates an atmosphere that is not conducive to the learning process, which affects honest students as well. When honest students see those who cheat escape detection, it can discourage student morale, as they see the rewards for their work cheapened. Cheating also undermines academia when students steal ideas. Ideas are a professional author's "capital and identity", and if a person's ideas are stolen it retards the pursuit of knowledge. Due to pressure from friends, teachers, parent and lack of self-esteem students engage in academic dishonesty. One of the major reasons behind academic dishonesty was to achieve high grades as established in a study carried out by MacCabe and Trevino, Olaleye (2016). Based on motivation, students are involved in academic dishonesty because they perceive from those who teach them, parents and other outsiders influence them to attain high grades and perform well in schools are of extreme importance, therefore they may engage in the vice for this reason (Oduwaiye, 2015). Students experience increased motivation toward academic dishonesty when opportunities become readily unavailable in competitive situations. Individuals who cheat academically to get ahead are more likely to exhibit dishonest behavior in secondary schools. Previous studies have reported that negative motivation was associated with positive attitudes toward plagiarism; intrinsic motivation was associated with lower self-reported cheating; and socially orientated human values were negatively, while motivation focused values were positively correlated with academic dishonesty(Oduwaiye, 2015)..

Motivation can be defined as any force that influences, initiates, guides, and maintains behaviour (Reeve, 2019). Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time (Pintrich, in Reeve, 2019). Contemporary motivation in education take on a multitude of qualities and types including goals, needs, aspirations, affect, values, and interests. Motivation has been conceptualized as the absence of motivation to pursue an activity due to its lack of value to a person, or that person's feeling of incompetence or inability to obtain a desired outcome (Ryan & Deci, 2016). There has been an ongoing trend to examine the psychological nature of academic dishonesty through a motivational lens (Anderman & Murdock, 2011). The researcher defines motivation as an important factor which encourages persons to give their best performance and help in reaching enterprise goals. Motivation is a fundamental aspect of an individual's life and influences when and how effectively tasks are performed both within and outside of a sporting context. Motivation is described as the hypothetical construct used to describe the internal and or external forces that produce the initiation, direction, intensity and persistence of behavior (Lawrence, & Williams, 2013). Students with a positive self-esteem are better grounded on their academic and feel more confident to defend themselves when opposed. This positive self-esteem further leads them to trust their instincts and is less worried about what is going to happen in the future. Also, people with high self-esteem appear to be dignified and able motivated. Motivation is the drive to do things. It's the element that keeps us moving towards our goals. Motivation is essential and can go up and down depending on self-esteem and other external circumstances that affect the actions. You can improve your motivation by boosting your self-esteem. For example, you have a clerical examination where you do the same tasks over and over again. If you give your self-esteem boost by telling yourself that you're academically sound at what you do and

nobody does it better, people around you will notice the valuable academically sound. In a school setting, self-esteem is vital to student because its development is an underlying factor in promoting student motivation, persistence and academic success (Tremblay, Inman, & Willms, 2010).

Self-esteem involves an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worth. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself (Lawrence, 2016). Self-esteem refers to a person's overall feeling of self-worth as opposed to specific self-esteem that refers to a person's feeling of self-worth in regard to a specific activity or skill. This term refers to a person who is confident and has a realistically positive view of themselves and of their abilities. The researchers defined Self-esteem as a person's overall evaluation or appraisal of his or her own worth.

Self-esteem, influence student decision to engage in academic dishonesty. Attributions for success or failure, whether they are internal or external, are one piece of information that students use to make appraisals regarding their self-esteem (Siegle, Hope & Little 2013). Self-esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude towards the self. Self-esteem encompasses beliefs (for example, "I am competent" "I am worthy") and emotions like "triumph, despair, pride and shame" (Hewitt, 2014). Experiences in a person's life are a major source of self-esteem development. The positive or negative life experiences one has, creates attitudes towards the self, which can be favourable and develop positive feelings of self worth, or can be unfavourable and develop negative feelings of self worth. It has long been a theme in education indicating that a student needs a good self-esteem in order to be successful academically (Olatunde 2010). There is a popular belief that a positive self-esteem is synonymous with all things desirable for students in school, while a negative self-esteem equates to undesirable outcomes..

Bandura in Hergannah and Oslo (2017) stated that self-esteem is what people accept related to their competences in carrying out various tasks and this influences all activities that affect their live. Hergannah and Oslo (2017) noted that self-esteem determined students' feelings, thinking, behaviour and motivation. Self-esteem on the other hand is the perception one has on their competence to execute a given task. This belief originates from many sources such as achievements, limitations, successes as well as verbal persuasions.

However, students with low self-esteem blame their non-achievement to outside influences and not themselves. They perceive themselves as unsuccessful hence they are more prone to academic dishonesty so that they can compete at the same level with the rest of the students with high self-esteem. Anderman and Murdock (2017) in their research on academic dishonesty behaviours maintained that students who cheat are prone to involvement in self-defeating behaviours like making excuses or relating failure with other circumstances instead of their ability. They observed that these students believe that they are not capable of carrying out duties needed for high achievement. They concluded that there was a direct link between self-esteem and academic dishonesty.

Students who have high self-esteem think that they have the ability to achieve laid objectives and hence work harder even when engaged in tough tasks. According to Olofintoye and Babatunde (2015) students who have low self-esteem are less confident and are easily involved in academic dishonesty. Murdock, Hale and Weber, (2011), found out that low self-esteem has a connection with low motivation due to the lack of confidence hence resulting in poor students' achievements. Agbor (2011) found out that many students may be found in situations where they do not have the desire to be engaged in academic activities, resulting from perceived low self esteem. Santrock (2016) found that when self-esteem is high, students are more likely to be engaged in difficult tasks and their commitment levels are high. They therefore argued that students with high self-esteem tend to persist more since they think they can meet their academic goals and are therefore less likely to engage in academic dishonesty. Santrock (2016) found that students with difficulties in achievement of academic goals will likely cheat.

Anderman (2017) revealed that students who engage in academic dishonesty involve themselves in self-defeating behaviour such as giving excuses or relating none achievement to other circumstances other than their ability.

Self-esteem is considered to have strong influence on academic dishonesty behaviours (Chen, Gully, & Eden, 2014). Self-esteem in particular helps to explain differences in motivation and decision making that relate to academic dishonesty (Chen, Gully & Eden, 2014). One major distinction to recognize is that self-esteem beliefs are not necessarily accurate, as an individual's confidence in being able to perform effectively does not mean that the individual is actually able to do so (Marsden, Carroll & Neill 2015). Self-esteem can influence academic dishonesty behaviours in many ways and they are related to other effects that determine academic dishonesty behavior which including achievement orientation and performance level. Marsden, Carroll & Neill (2015) findings support the claim that self-esteem relates to achievement orientation in students. The results showed that high academic self-esteem significantly related to mastery orientation that is motivation for learning as opposed to motivation for good grades, that self-esteem bridges the gap between academic dishonesty. The issue of gender is considered as an important factor in determining students' involvement in self-esteem and academic dishonesty of either male or female. Every society assigns roles to individuals based on gender.

The word "gender" came into common use as an alternative to the word "sex" in the United States in the 1970s (Krieger, 2013). Using the word "gender" was a way for researchers and activists to counter the belief that our masculinity and femininity were biologically determined – a belief pervading the scientific and lay communities at the time (Krieger, 2013). The term "gender" distinguishes the set of learned expectations, behaviour, and attitudes about being a man or woman from our biologically determined traits – collectively termed our sex. Gender refers to the social attributes and opportunities associated with being male and female, the relationships between women and men and girls and boys, and the relations between women and men (Unity & Igbudu 2015). These attributes, opportunities and relationships are socially constructed and learned through the socialization processes. They are context-/time-specific and changeable. Gender determines what is expected, allowed and valued in a women or a man in a given context. In most societies there are differences and inequalities between women and men in decision making opportunities, responsibilities assigned, activities undertaken, and access to and control over resources. Gender is part of the broader socio cultural context.

Although there are spring research evidence showing socio-demographic differences in academic dishonesty, available ones revealed that boys are more involved in academic dishonesty than girls (Cunningham & Thornton, 2014). However, at the course of this research work with respect to the various empirical studies, it appears that no research work on self-esteem and motivation as a predictor of academic dishonesty among secondary school students is known by the researcher. This is the gap the researcher intends to fill. Academic dishonesty is a very complex and widespread problem facing education sector all over the world. Regardless of strict measures put in place to avoid academic dishonesty such as storing papers in tamperproof bags, strict police escort during transportation, among other measures, academic dishonesty is still reported. Involvement in academic dishonesty has taken toll on students and the country at large. The vice has resulted to cancellation of results, scholastic stagnation, psychological problems such as suicidal tendencies, withdrawer and depression and to some extent hindering one from achieving life goals. In addition, students who are involved in academic dishonesty may also grow up to be citizens who believe in getting what they want without working hard for it as well as having poor moral values. This is detrimental to the country as a whole since examinations fail to meet the intended purpose. Several studies conducted have revealed students' personality variables as an important determinant of students' academic dishonesty and the choices they make regarding learning activities. However, much of the research done on self-esteem and motivational as predictors of academic dishonesty have concentrated on colleges and institutions of higher learning. Relatively, no study known to the researcher has been carried on self-esteem and motivational as predictors of academic dishonesty in Anambra State at secondary school level. It is upon this background that the researcher sought to investigate the relationship between self-esteem and motivation as predictors of academic dishonesty. The main purpose of this study is to examine self-

esteem and motivation as predictors of academic dishonesty of students in Anambra State public secondary school. Specifically; the study sought to: Determine the predictive value of self-esteem and motivation on academic dishonesty of students in public secondary school students in Anambra State.

The study will be guided by the following research questions;

1. What is the predictive value of self-esteem on academic dishonesty of students in public secondary schools in Anambra State?
2. What is the predictive value of motivation on academic dishonesty of students in public secondary schools in Anambra State predicts

METHOD

The study adopted a correlational research design aimed at determining self-esteem and motivation as predictors of academic dishonesty of students in Anambra State public secondary schools. The study was carried out in Anambra State of Nigeria. Anambra State is one of the thirty-six states of the federation and is located in the South-East Zone of Nigeria. The population of the study comprised 19606 senior secondary two (SS2) students. 8616 are male student while 10990 are female students. The sample consists of 711 (338 males' student 373 females') drawn from population. Proportionate stratified random sampling technique was used to drawn the simple size. Simple random sampling was used to draw two from six education zones. Stratified random sampling was used because it allows researchers to obtain a sample population that best represents the entire population being studied and it involves dividing the entire population into homogeneous groups called strata. The 10% of the schools from the two zones will be drawn using stratified technique. Proportionate stratified random sampling technique was used to drawn the 10% of the student from the selected school. Three instruments adopted by the researcher were based used for data collection. The first was the Self Esteem Scale developed by Rosenberg (1965) designed to elicit information on self esteem of the students. The items of the instruments are 10. The second is Motivation Scale (MS) developed by Ahmed and Bruinsma (2006). These items we placed on 4-point rating scale of strongly Agree (SA), Agree (A), Disagree (D) and end strongly Disagree (SD). The range of scores for statements is weighted as 4, 3, 2, and 1 for SA-SD respectively. Three instrument adopted by the researcher wee used for data collection. The face validity of the instruments were established by three experts. The instruments were trial-tested on a representative sample of 30 students, (15 male and 15 female students). Cronbach Alpha method was used to determine the internal consistency of the items in an instrument. The results gave Alpha coefficient values of .80 for SES, .73 for MS and .77 for ADS. The values were deemed high to be used for the study. The data collected were analyzed using Pearson Product Moment Correlation Coefficient.

PRESENTATION OF DATA ANALYSIS

Research Question 1: What is the predictive value of self-esteem on academic dishonesty of students in public secondary schools in Anambra State?

Table 1. Pearson r on Self-esteem and Academic Dishonesty Scores of Students in Public Secondary Schools in Anmbra State

Variables	N	Self-esteem Scores	Academic Dishonesty Remark Scores
Self-esteem	691	1.00	-.132
Academic Dishonesty Scores	691	-.132	1.00
Very Low Negative Relationship			

As shown in Table 1 the Pearson's correlation coefficient for students' self-esteem and academic dishonesty was -.132. This implies that there was a very low negative relationship between students' self-esteem and their academic dishonesty. This suggests that as students' self-esteem increases, their academic dishonesty decreases but at a very low extent.

Research Question 2: What is the predictive value of motivation on academic dishonesty of students in public secondary schools in Anambra State?

Table 2. Pearson r on Motivation and Academic Dishonesty scores of Students in Public Secondary Schools in Anambra State

Variables	N	Motivation Scores	Academic Dishonesty Remark Scores
Motivation	691	1.00	-.176
Academic Dishonesty Scores	691	-.176	1.00

Very Low
Negative
Relationship

Table 2 shows the Pearson's correlation (r) of -.176 was obtained for the correlation between students' motivation scores and their academic dishonesty scores. The value indicates that there was a very low negative correlation between the two variables. This suggests that as students' motivation increases, their academic dishonesty decreases. However, this occurs at a very low degree.

Hypothesis 1: Self-esteem would not significantly predict academic dishonesty of students in public secondary schools in Anambra State.

Table 5. Test of Significance of Simple Regression Analysis with Self-esteem Scores of Students as Predictor of their Academic Dishonesty Scores

Predictor	B	SE B	B	t	p-value	Decision
Self-esteem Scores	-.142	.040	-.132	-3.502	.000	Significant

The result of the regression model with self-esteem scores as predictor and academic dishonesty scores as outcome displayed in Table 5 shows an unstandardized beta value of -.142 and a standardized beta (β) of -.132. These values show that a unit increase in self-esteem leads to a .142 decrease in academic dishonesty or a .132 standard deviation unit decrease in academic dishonesty. These values were statistically significant, $t = -3.502$, $p < 0.05$. Since the p-value was less than 0.05, the null hypothesis was rejected. This implies that self-esteem significantly predicts academic dishonesty among secondary school students in Anambra State.

Hypothesis 2: Motivation would not significantly predict academic dishonesty of students in public secondary schools in Anambra State.

Table 6: Test of Significance of Simple Regression Analysis with Motivation Scores of students as Predictor of their Academic Dishonesty Scores

Predictor	B	SE B	B	t	p-value	Decision
Motivation Scores	-.243	.052	-.176	-4.699	.000	Significant

Table 6 shows an unstandardized beta coefficient of -.243 and a standardized beta (β) of -.176 for the simple regression model using motivation scores as predictor of academic dishonesty scores.

These values show that a unit increase in student motivation leads to .243 decrease in academic dishonesty or .176 standard deviation units decrease in academic dishonesty. These values were statistically significant, $t = -4.699$, $p < 0.05$. Since the p-value was less than 0.05, the null hypothesis was rejected. This implies that students' motivation significantly predicts their academic dishonesty in secondary school students in Anambra State.

Summary of Major Findings

The study found that:

1. Self-esteem significantly predicts academic dishonesty among secondary school students in Anambra State.

2. Students' motivation significantly predicts their academic dishonesty in secondary school students in Anambra State.

Conclusion

In view of data analysis and interpretation of the results, the following conclusions were drawn. Self-esteem significantly predicts academic dishonesty among secondary school students in Anambra State. Students' motivation significantly predicts their academic dishonesty in secondary school students in Anambra State. Therefore, the study concludes that self-esteem and motivation significantly predicts academic dishonesty in Awka, Anambra state.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Parents, teachers and counsellors should try to encourage positive attitude to school in students in order to enhance their self esteem through parental support, provision of school stationeries and creating an enabling school environment for students in other to avoid academic dishonesty
2. Students should be motivated by teachers to develop a healthy attitude to school and to school activities by creating an enabling environment for students, as this can possibly discourage students' academic dishonesty
3. Parents should monitor and supervise their children's academic activities in order to discourage their children from academic dishonesty
4. Parents should build up the self-esteem of their children. They should help their children to see themselves in positive light in other to avoid academic dishonesty

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