CHAPTER-VI

FINDINGS, CONCLUSION, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER VI

FINDINGS, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0 INTRODUCTION

To test the various hypotheses formulated at the beginning of the study and to realize the objectives listed earlier, the data was analyzed by applying appropriate statistical techniques as mentioned in the previous chapter.

6.1 FINDINGS OF THE STUDY

This chapter deals with the findings and conclusions of the present study on the basis of analysis and interpretation of data. It also includes implications of research for all those who are concerned with the process of education. Few suggestions to pursue academic cheating for further research have been also been given. The objectives, related hypotheses and the relevant findings are given below:

6.1.1 Findings Related to Academic Cheating in relation to Personality:

Objective \( O_1(a) \) To compare Neurotic and Stable adolescents on academic cheating.

Hypothesis \( H_1(a) \) There is no significant difference among Neurotic and Stable adolescents on academic cheating.

Findings: (i) Neurotic adolescents were found significantly more involved in global academic cheating in comparison to Stable adolescents.

(ii) Neurotic adolescents were found significantly higher on cheating in examination, lying about academic assignment and interference during instruction in comparison to Stable adolescents

(iii) No significant difference was observed among Neurotic and Stable adolescents on plagiarism and damaging intellectual property.
Objective $O_1$ (b) To compare Extrovert and Introvert adolescents on academic cheating

Hypothesis $H_1$ (b) There is no significant difference among Extrovert and Introvert adolescents on academic cheating.

Findings (i) Extrovert adolescents were found significantly more involved in global academic cheating in comparison to Introvert adolescents.

(ii) Extrovert adolescents were found significantly higher on cheating in examination and interference during instructions in comparison to Introvert adolescents.

(iii) No significant difference was found among Extrovert and Introvert adolescents on plagiarism, lying about academic assignment and damaging intellectual property.

Objective $O_1$(c) To compare Urban Neurotic and Urban Stable adolescents on academic cheating.

Hypothesis $O_1$ (c) There is no significant difference among Urban Neurotic and Urban Stable adolescents on academic cheating.

Findings (i) Urban Neurotic are found significantly more involved in global academic cheating in comparison to Urban Stable adolescents.

(ii) Urban Neurotic were found significantly more involved in lying about academic assignment and interference during instructions in comparison to Urban Stable adolescents.

(iii) No significant difference was found among Urban Neurotic and Urban Stable adolescents on cheating in examination, plagiarism and damaging intellectual property.

Objective $O_1$(d) To compare Urban Extrovert and Urban Introvert adolescents on academic cheating.
Hypothesis $H_1(d)$ There is no significant difference among Urban Extrovert and Urban Introvert adolescents on academic cheating.

Findings (i) Urban Extrovert adolescents were significantly higher on global academic cheating in comparison to Urban Introvert adolescents.

(ii) Urban Extrovert adolescents were more involved in cheating in examinations, lying about academic assignment, interference during instructions and damaging intellectual property.

(iii) No significant difference was found among Urban Extrovert and Urban Introvert adolescents on plagiarism.

Objective $O_1(e)$ To compare Rural Neurotic and Rural Stable adolescents on academic cheating.

Hypothesis $H_1(E)$ There is no significant difference among Rural Neurotic and Rural Stable adolescents.

Findings (i) No significant difference was found among Rural Neurotic and Rural Stable adolescents on academic cheating.

Objective $O_1(f)$ To compare Rural Extrovert and Rural Introvert adolescents on academic cheating.

Hypothesis $H_1(F)$ There is no significant difference among Rural Extrovert and Rural Introvert adolescents on academic cheating.

Findings (i) No significant difference was observed among Rural Extrovert and Rural Introvert adolescents on academic cheating.

Objective $O_1(g)$ To compare Male Neurotic and Male Stable adolescents on academic cheating.

Hypothesis $H_1(G)$ There is no significant difference among Male Neurotic and Male Stable adolescents on academic cheating.
Findings (i) Male neurotic adolescents were significantly higher on global academic cheating in comparison to Male Stable adolescents.

(ii) Male Neurotic adolescents were significantly higher on cheating in examination, lying about academic assignment and interference during instruction in comparison to Male Stable adolescents.

(iii) No significant difference was found Male Neurotic and Male stable adolescents on plagiarism and damaging intellectual property.

Objective O₁(h) To compare Male Extrovert and Male Introvert adolescents on academic cheating.

Hypothesis H₁(H) There is no significant difference among Male Extrovert and Male Introvert adolescents on academic cheating.

Findings (i) Male extrovert adolescents were found more involved in global academic cheating in comparison to Male Introvert adolescents.

(ii) In comparison to Male Introvert, Male Extrovert adolescents were significantly higher on cheating in examinations, lying about academic assignment and damaging intellectual property.

(iii) No significant difference was found among Male Extrovert and Male Introvert adolescents on Plagiarism and damaging intellectual property.

Objective O₁(i) To compare Female Neurotic and Female Stable adolescents on academic cheating.

Hypothesis H₁(I) There is no significant difference among Female Neurotic and Female Stable adolescents on academic cheating.

Findings (i) Female neurotic adolescents were found significantly more involved in academic cheating in comparison to Female Stable adolescents.

195
(ii) In comparison to Female Stable adolescents, Female Neurotic adolescents were significantly higher on cheating in examinations, lying about academic assignment and interference during instruction.

(iii) No significant difference was observed among Female Neurotic and Female Stable adolescents on plagiarism and damaging intellectual property.

Objective $O_1(j)$ To compare Female Extrovert and Female Introvert adolescents on academic cheating.

Hypothesis $H_1(J)$ There is no significant difference among Female Extrovert and Female Introvert adolescents on academic cheating.

Findings (i) No significant difference was found among Female Extrovert and Female Introvert adolescents on academic cheating.

6.1.2 Findings Related to Academic Cheating in relation to Study Involvement:

Objective $O_2(a)$ To compare High Study Involved, Average Study Involved and Low Study Involved adolescents on academic cheating.

Hypothesis $H_2(a)$: There is no significant difference among High Study Involved, Average Study Involved and Low Study Involved adolescents on academic cheating.

Findings (i) No significant difference was found among High Study Involved and Average Study Involved adolescents on academic cheating.

(ii) Low Study Involved adolescents were significantly higher than High Study Involved adolescents on academic cheating.

(iii) Low Study Involved adolescents were found significantly higher than Average Study Involved adolescents on lying about academic assignment and interference during instruction.
(iv) No significant difference was found among Low Study Involved and Average Study Involved adolescents on cheating in examination, plagiarism and damaging intellectual property.

Objective O₂ (b) To compare Urban High Study Involved, Urban Average Study Involved and Urban Low Study Involved adolescents on academic cheating.

Hypothesis O₂(b) There is no significant difference among Urban High Study Involved, Urban Average Study Involved and Urban Low study adolescents on academic cheating.

Findings (i) No significant difference was found among Urban High Study Involved and Urban Average Study Involved adolescents on academic cheating.

(ii) In comparison to Urban High Study Involved, Urban Low study adolescents were found significantly higher on global academic cheating.

(iii) Urban Low Study Involved adolescents were found significantly higher on lying about academic assignment and interference during instructions.

(iv) No significant difference was found among Urban High Study Involved and Urban Low Study Involved adolescents on cheating in examination, plagiarism and damaging intellectual property.

(v) No significant difference was found among Urban Low Study Involved and Urban Average Study Involved adolescents on academic cheating.

Objective O₂ (C) To compare Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating.
Hypothesis O₂(C) There is no significant different among Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating.

Findings (i) No significant difference was found among Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating.

Objective O₂(d) To compare Male High Study Involved, Male Average Study Involved and Male Low Study Involved adolescents on academic cheating.

Hypothesis O₂(d) There is no significant difference between average Male High Study Involved, Male Average Study Involved and Male Low Study Involved adolescents on academic cheating.

Findings (i) No significant difference was found among Male High Study Involved and Male Average Study Involved adolescents on academic cheating.

(ii) Male Low Study Involved adolescents were found significantly higher than Male High Study Involved adolescents on global academic cheating.

(iii) In comparison to Male High Study Involved, Male Low Study Involved adolescents were observed significantly higher on lying about academics assignments and interference during instructions.

(iv) No significant difference was found among Male High Study Involved and Male Low Study Involved adolescents on cheating in examinations, plagiarism and damaging intellectual property.

(v) Male Low Study Involved adolescents were significantly higher than Male Average Study Involved adolescents on global academic cheating.
(vi) Male Low Study Involved adolescents were significantly higher than Male Average Study Involved adolescents on lying about academic assignment and interference during instructions.

(vii) No significant difference was found among Male Average Study Involved and Male Low Study Involved adolescents on cheating in examinations, plagiarism and damaging intellectual property.

Objective $O_2(e)$ To compare Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents on academic cheating.

Hypothesis $O_2(e)$ There is no significant difference among Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents on academic cheating.

Findings

(i) No significant difference was found among Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents on global academic cheating.

(ii) In comparison to Female High Study Involved adolescents, Female Average Study Involved adolescents were significantly higher on plagiarism.

(iii) In comparison to Female High Study Involved adolescents, Female Low Study Involved adolescents were significantly higher on plagiarism.

6.1.3 Findings Related to Academic Cheating in Relation to Socio-economic Status (SES)

Objective $O_3(a)$ To compare High Socio-economic Status, Middle Socio-economic Status and Low Socio-economic Status adolescents on academic cheating.
Hypothesis H₃(a)  There is no significant difference among High Socio-economic Status, Middle Socio-economic Status and Low Socio-economic Status adolescents on academic cheating.

Findings  
(i) High Socio-economic Status adolescents were significantly higher than Middle Socio-economic Status adolescents on academic cheating.

(ii) In comparison to Low Socio-economic Status adolescents, High Socio-economic Status adolescents were significantly higher on global academic cheating.

(iii) In comparison to Low Socio-economic Status adolescents, High Socio-economic Status adolescents were significantly higher on cheating in examination, lying about academic assignment, interference during instructions and damaging intellectual property.

(iv) No significant difference was found among High Socio-economic Status and Low Socio-economic Status adolescents on plagiarism.

(v) In comparison to Middle Socio-economic Status adolescents, Low Socio-economic Status adolescents were significantly higher on plagiarism.

(vi) No significant difference was found among Middle Socio-economic Status and Low Socio-economic Status adolescents on global academic cheating, cheating in examinations, lying about academic assignment, interference during instructions and damaging intellectual property.

Objective O₃(b)  To compare Urban High Socio-economic Status, Urban Middle Socio-economic Status and Urban Low Socio-economics Status adolescents on academic cheating.
Hypothesis H₃(b): There is no significance difference among Urban High Socio-economic Status, Urban Middle Socio-economic Status and Urban Low Socio-economic Status adolescents on academic cheating.

Findings:  
(i) Urban High Socio-economic Status adolescents were significantly higher on academic cheating in comparison to Urban Middle Socio-economic Status adolescents.

(ii) No significant difference was found among Urban High Socio-economic Status and Urban Middle Socio-economic Status adolescents on plagiarism.

(iii) In comparison to Urban Low Socio-economic Status adolescents, Urban high Socio-economic Status adolescents are significantly higher on academic cheating.

(iv) No significant difference was found among Urban High Socio-economic Status and Urban Low Socio-economic Status adolescents on damaging intellectual property.

(v) No significant difference was observed among Urban Middle Socio-economic Status and Urban Low Socio-economic Status adolescents on academic cheating.

Objective O₃(c): To compare Rural High Socio-economic Status, Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents on academic cheating.

Hypothesis H₃ (C): There is no significant difference among Rural High Socio-economic Status, Rural Middle Socio-economic Status and Rural Low-Socio-economic Status adolescents on academic cheating.

Findings (i) No significant difference was found among Rural High Socio-economic Status, Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents on global academic cheating.
(ii) In comparison to Rural Middle Socio-economic Status adolescents, Rural High Socio-economic Status adolescents were significantly higher on interference during instructions and damaging intellectual property.

(iii) No significant difference was observed among Rural High Socio-economic Status and Rural Middle Socio-economic Status adolescents on cheating in examinations, plagiarism and lying about academic assignment.

(iv) No significant difference was found among Rural High Socio-economic Status and Rural Low Socio-economic Status adolescents on cheating in examinations, plagiarism and lying about academic assignments.

(v) In comparison to Rural Low Socio-economic Status adolescents, Rural High Socio-economic Status adolescents are significantly higher on interference during instruction and damaging intellectual property.

(vi) No significant difference was observed among Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents on cheating in examination, plagiarism, lying about academic assignment, interference during instructions, damaging intellectual property and global academic cheating.

Objective O₃(d) To compare Male High Socio-economic Status, Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents on academic cheating.

Hypothesis H₃(d) There is no significant difference among Male High Socio-economic Status, Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents on academic cheating.
Findings (i) Male High Socio-economic Status adolescents were significantly higher than Male Middle Socio-economic Status adolescents on academic cheating. However, no significantly difference was found among than on plagiarism.

(ii) In comparison to Male Low Socio-economic Status adolescents, Male High Socio-economic Status adolescents are significantly higher on academic cheating. However, no significant difference was found among than on plagiarism.

(iii) No significant difference was observed among Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents on academic cheating.

Objective $O_3(e)$: To compare Female High Socio-economic Status, Female Middle Socio-economic Status and Female Low Socio-economic Status adolescents on academic cheating.

Hypothesis $H_3(f)$ There is no significant difference among Female High Socio-economic Status, Female Middle Socio-economic Status and Female Low Socio-economic Status adolescents on academic cheating.

Findings (i) Female High Socio-economic Status adolescents were significantly higher than Female Middle Socio-economic Status adolescents on academic cheating. However, no significant difference was observed among then on damaging intellectual property.

(ii) In comparison to Female Low Socio-economic Status adolescents, Female High Socio-economic Status adolescents are significantly higher on academic cheating. However, no significant difference was observed among them on interference during instructions and damaging intellectual property.
(iii) No significant difference was found among Female Middle Socio-economic Status and Female Low Socio-economic Status adolescents on academic cheating.

6.1.4 Findings Related to Correlation between Academic Cheating And Personality, Study Involvement And Socio-economic Status.

Objective $O_4(a)$: To find correlation between Academic Cheating and Neuroticism.

Hypothesis $H_4(a)$: There is no significant correlation between Academic Cheating and Neuroticism.

Findings (i) Significant positive correlation was found between Academic Cheating and Neuroticism.

Objective $O_4(b)$: To find correlation between Academic Cheating and Extraversion.

Hypothesis $H_4(b)$: There is no significant correlation between Academic Cheating and Extraversion.

Findings (i) Significant positive correlation was found between Academic Cheating and Extraversion.

Objective $O_4(c)$: To find correlation between Academic Cheating and Study Involvement.

Hypothesis $H_4(c)$: There is no significant correlation between Academic Cheating and Study Involvement.

Findings (i) Significant negative correlation was found between Academic Cheating and Study Involvement.

Objective $O_4(d)$: To find correlation between Academic Cheating and Socio-economic Status.

Hypothesis $H_4(d)$: There is no significant correlation between Academic Cheating and Socio-economic Status.
Findings

(i) Significant positive correlation was found between Academic Cheating and Socio-economic Status.

6.2 CONCLUSION OF THE PRESENT STUDY

One of the major purposes of carrying out investigations is to draw out conclusions. The conclusions are the essentials of a study, which tell about its outcomes. They are derived from the analysis of collected data and its interpretation. On the basis of analysis and interpretation of data, the following conclusions have been drawn.

For the purpose of having making the conclusions clear and perceptive, they have been divided into sub-sections namely,

(1) Conclusions based on Personality

(2) Conclusions based on Study Involvement

(3) Conclusions based on Socio-economic status.

6.2.1 Conclusions based on Personality

Conclusions based on Neurotic and Stable adolescents on academic cheating:

Neurotic adolescents are involved in global academic cheating more than Stable adolescents. However on plagiarism and damaging intellectual property, they are identical.

Adolescents who are higher in neuroticism are higher in academic cheating too.

Conclusions based on Extrovert and Introvert adolescents on academic cheating:

Extrovert adolescents involve in global academic cheating more than Introvert adolescents. However, they have no difference among then on plagiarism, lying about academic assignments and damaging intellectual property.

Adolescents who are higher in extraversion are higher in academic cheating too.
Conclusions based on Urban Neurotic and Urban Stable adolescents on academic cheating:

Urban Neurotic adolescents involve in global academic cheating more than stable adolescents. However, on cheating in examinations, plagiarism and damaging intellectual property, both the groups are similar.

Conclusions based on Urban Extrovert and Urban Introvert adolescents on academic cheating:

Urban Extrovert adolescents indulge in academic cheating more than Urban Introvert adolescents. On plagiarism, both the groups are similar.

Conclusions based on Rural Neurotic and Rural Stable adolescents on academic cheating:

Rural Neurotic and Rural Stable adolescents are identical on all the dimensions of academic cheating.

Conclusions based on Rural Extrovert and Rural Introvert adolescents on academic cheating:

Rural Extrovert and Rural Introvert adolescents have no difference among them in their involvement in all the dimensions of academic cheating.

Conclusions based on Male Neurotic and Male Stable adolescents on academic cheating:

Male Neurotic adolescents indulge in academic cheating more than Male Stable adolescents. However, on plagiarism and damaging intellectual property, both the groups are not different from each other.

Conclusions based on Male Extrovert and Male Introvert adolescents on academic cheating:

Male Extrovert adolescents are more involved in academic cheating in comparison to Male Introvert adolescents. However, they are identical on plagiarism and damaging intellectual property.
Conclusions based on Female Neurotic and Female Stable adolescents or academic cheating:

Female Neurotic adolescents are involved in academic cheating more than Female Stable adolescents. However, both the groups are similar on plagiarism and damaging intellectual property.

Conclusions based on Female Extrovert and Female Introvert adolescents on academic cheating:

Female Extrovert and female Introvert adolescents are identical on all the dimension of academic cheating.

6.2.2 Conclusions Based on Study Involvement:

Conclusions based on High Study Involved, Average Study Involved and Low Study Involved adolescents on academic cheating:

High Study Involved and Average Study Involved adolescents are similar on all the dimensions of academic cheating.

In comparison to Low Study Involved, High Study Involved adolescents indulge more in all the dimension of academic cheating.

Low Study Involved adolescents indulge in academic cheating more than Average Study Involved adolescents. However, on cheating in examination, plagiarism and damaging intellectual property, both the groups are similar.

Adolescents who are higher in study involvement are lower in academic cheating.

Conclusions based on Urban High Study Involved, Urban Average Study Involved and Urban Low Study Involved adolescents and academic cheating:

There is no difference among Urban High Study Involved and Urban Average Study Involved adolescents.

In comparison to Urban Low Study Involved adolescents, Urban High Study Involved adolescents are less cheater. However, on cheating in examinations, plagiarism and damaging intellectual property, both the groups are similar.
Urban Average Study Involved and Urban Low Study Involved adolescents are identical on academic cheating.

Conclusions based on Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating:

All the three groups i.e. Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents are identical on academic cheating.

Conclusions based on Male High Study Involved, Male Average Study Involved and Male Low Study Involved adolescents on academic cheating:

Male High Study Involved and Male Average Study Involved adolescents have no difference among them on academic cheating.

In comparison to Male Low Study Involved adolescents, Male High Study Involved adolescents are less cheater. However, they are identical on cheating in examinations, plagiarism, and damaging intellectual property.

In comparison to Male Average Study Involved adolescents, Male Low Study Involved adolescents indulge in academic cheating more. However, on cheating in examinations, plagiarism and damaging intellectual property, both the groups are similar.

Conclusions based on Female High Study Involved, Female Average Involved and Female Low Study Involved adolescents:

All the three groups i.e. Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents have no different among them on academic cheating. However, on plagiarism, Female Average Study Involved. Adolescents are higher than Female High Study adolescents. Similarly, Female Low Study Involved adolescents plagiarize and interfere during instructions more than Female High Study Involved adolescents.

6.2.2 Conclusions Based on Socio-Economic Status on academic cheating.

Conclusions based on High Socio-economic Status, Middle Socio-economic Status and Low Socio-economic Status adolescents on academic cheating:

High Socio-economic Status adolescents indulge more in all the dimensions of academic cheating in comparison to Middle Socio-economic Status adolescents.
In comparison to Low Socio-economic Status adolescents, High Socio-economic Status adolescents are higher on global academic cheating. However, both the groups are similar on plagiarism.

Middle Socio-economic Status and Low Socio-economic Status adolescents are similar on academic cheating. However, on plagiarism, Low-socio-economic Status adolescents are higher than Middle Socio-economic Status adolescents.

Adolescents who are higher in socio-economic status are higher in academic cheating too.

**Conclusions based on Urban High Socio-economic Status, Urban Middle Socio-economic Status and Urban Low Socio-economic Status adolescents on academic cheating:**

Urban High Socio-economic Status adolescents indulge in global academic cheating more than Urban Middle Socio-economic Status adolescents. However, both the groups are identical on plagiarism.

In comparison to Urban Low Socio-economic Status adolescents, Urban High Socio-economic Status adolescents indulge more in global academic cheating. However, on damaging intellectual property, both the groups are similar.

Urban Middle Socio-economic Status and Urban Low-socio-economic Status adolescents have no difference among them on all the dimensions of academic cheating.

**Conclusions based on Rural High Socio-economic Status, Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents on academic cheating:**

There is no difference among Rural High Socio-economic Status, Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents on global academic cheating. However, Rural High Socio-economic Status adolescents interfere during instructions and damage intellectual property more than Rural Middle Socio-economic Status and Rural Low Socio-economic Status adolescents.
Conclusions based on Male High Socio-economic Status, Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents on academic cheating:

Male High Socio-economic Status adolescents indulge in global academic cheating more than Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents. However, all the three groups are similar on plagiarism.

Male Middle Socio-economic Status and Male Low Socio-economic Status adolescents are identical on all the dimension of academic cheating.

Conclusions based on Female High Socio-economic Status, Female Middle Socio-economic Status and Female Low Socio-economic Status adolescents on academic cheating:

Female High Socio-economic Status adolescents indulge in global academic cheating more than Female Middle Socio-economic Status adolescents. However, on damaging intellectual property, both the groups are similar.

In comparison to Female Low Socio-economic Status adolescents, Female High Socio-economic Status adolescents are more involved in global academic cheating. However, both the groups are identical on interference during instructions and damaging intellectual property.

There is no difference among Female Middle Socio-economic Status Female low socio-economic Status adolescents on all the dimension of academic cheating.

6.2.4 Conclusions based on Correlation between Academic Cheating And Personality, Study Involvement and Socio-Economic Status:

There is positive and significant correlation between Academic Cheating and Neuroticism.

Extraversion and Academic Cheating have significant positive correlation between them.

There is negative significant correlation between Academic Cheating and Study Involvement.

Socio-economic Status and Academic Cheating have significant positive correlation between them.

6.3 EDUCATIONAL IMPLICATIONS
The results presented in this study provide some troubling insight into the cheating behavior of adolescents that personality, study involvement and socio-economic status have significant impact on students’ decision to cheat. Cheating behavior among students attacks the fundamental integrity of the academic environment. Academic Cheating has become an impediment to both student learning and performance measurement. Students get degrees without acquiring requisite skill levels. Ultimately, this behavior leads to a devaluation of degrees in the system, depriving legitimate scholars of fair recognition. Getting an opportunity, most of the students indulge in dishonest behaviour to fulfill their demands, whatever they may be. The problem of cheating is unlikely to be diminished soon unless it is encountered at all fronts from all corners. Present study accounts an array of implications in educational field which will encourage students, parents, teaching staff, educational planners and policy makers, and society to focus on strategies to prevent or reduce academic cheating. Certain procedures and restrictions which deserve due weightage in academic structure are discussed below.

- **Neurotic adolescents** were found significantly more involved in cheating in comparison to stable adolescents. Neuroticism is a personality trait which refers to the general emotional liability of a person, his emotional over-responsiveness and his liability to neurotic breakdown under stress (Eysenck and Eysenck, 1975)

- It implies that parents, schools, educational administration and policy makers should pursue tactics for minimizing neuroticism associated with cheating. Parents should be tolerant of alleviated negative emotional reactions of their children. Family members need to extend their emotional share to reduce the involvement of their children in cheating.

- Schools should have conducive environment designed to reduce stress of perpetual anxiety among neurotic students. Teachers need to hold special sessions to counter students’ problems. Without using accusative language, teachers need to be tolerant in dealing with neurotic adolescents. Educational administrators need to establish counseling cell in each school to facilitate students in
copying/adjusting/dealing with their personal, educational and social problems effectively.

- In society, there need to be adequate scope for neurotic adolescents to improve their level of self concept. They should be encouraged to share their emotions through social participation. Factors associated with neuroticism such as parental relationship, profession of parents, child-parent relationship, and sibling relationship should lead to emotional stability.

- Unsuitable social environment which lead to neurotic disorder should be ignored. Finding in the present study that neurotic lie about academic assignment more implies that teachers should check their assignments regularly leaving no scope for their lying about it. Parents should be conscious during their study hours to check whether the assignment is being done as per the requirement. School need to form groups according to their personality to keep special focus on them.

- Irrespective of gender, overall neurotic adolescents are found more involved in cheating in comparison to stable adolescents. It implies that male and female neurotic adolescents should be given equal attention while devising ways to control their involvement in cheating.

- Findings of the current study regarding urban neurotic who are significantly different from urban stable; and rural neurotic who are similar to rural stable on academic cheating implies that special attention should be paid to minimize cheating in urban neurotic. Rural neurotic need not be given special focus while looking for ways to control cheating in rural areas. Cheating among urban neurotic need to be discouraged by increasing their social participation, counseling them about their aspiration level and by increasing their level of confidence.

- **Extraversion** has been found positively correlated with academic cheating among adolescents. Extroversion refers to the outgoing, uninhibited, sociable proclivities of a person (Eysenck and Eysenck, 1975) Extraverts seek excitement and social activity to heighten their arousal level. They are characterized by traits such as
impulsiveness, sociability, liveliness, excitability, activity level etc. (Eysenck and Eysenck, 1975)

- To reduce their involvement in cheating, parents need to help extroverts in sublimating their energy positively by providing variety of learning materials.

- In class, special attention should be given to extroverts to involve them in various academic activities such as monitoring discipline, leading a group in collective project work, helping slow learners in their studies etc.

- Educational planners should include moral education and value education as integrated part of syllabus so that extroverts restrict their behaviour of indulgence in cheating. Special programmes like various exams for scholarships, competitions in extra curricular activities at school, state and national level may help them vent their high energy level positively.

- The finding **Low Study Involved adolescents** are more indulged in cheating in comparison to average and high study involved adolescents implies that preventive measures to abolish cheating should be adopted especially keeping in mind the low study involved adolescents. Various strategies need to be adopted to improve study involvement of the adolescents.

- Parents attention in very essential to boost their children indulging in studies effectively. Parents need to keep an eye on their children while they study and need to extend their help if required, while uneducated parents may arrange such helps by others. To develop good study habits, parents need to provide their children comfortable place to study with all necessary amenities and free from distractions. Children need to be helped to manage their time as per the requirement of their schedule. To help children concentration on their studies, good parent-child relationship is necessary to solve their day-to-day personal problems. Parent need to help their children fill up a calendar with academic and extracurricular commitments highlighting important dates. Parents should help their children set certain goals and paste reminders of those goals on the wall. They should promise fascinating incentives on the achievement of those goals.
Teachers need to assign ideal amount of homework and check it regularly so that students remain busy in studies and side by side do not get over burdened with heavy workload. Effective learning techniques like PQRST (an acronym for preview, Questions, Read, Summary, and Test) should be suggested to students on the basis of various individual differences and capabilities of children.

Peer-communication should be encouraged which can increase better study habits tremendously. Teachers need to help them inculcate time management skills and develop note-taking and reading habits. Feedback classes should be arranged to help students complete their assigned work using condensed teaching material like flash cards. Schools need to arrange recreational facilities to rejuvenate them from boredom of studies. Renowned scholars should be invited to address students to guide and motivate them from their own experiences so as to develop good study habits among students.

Educational administrators and planners need to develop and revise curriculum according to need, interest and abilities of different age group students to promote good study habits of students.

Adequate budget should be available to provide hi-tech modern library facilities in terms of material and human resources so that students get variety of study material easily.

Continuous and comprehensive evaluation should be implemented widely throughout the nation to regularize study involvement of the students.

During social functions, society may use motivational techniques for students like rewarding the achievers from different schools in the area.

Findings in the study that Urban Low Study Involved adolescents cheated more on lying about academic assignments and interference during instruction implies that they may not be able to concentrate on their learning. Hence they often create disturbance in class and tell lies about academic assignments. Teachers need to make them sit on front seats and indulge them more in studies under special
attention and supervision. Teachers need to assign them responsibility of maintaining discipline in class.

- The findings that **High Socio-economic Status** adolescents cheat more in comparison to middle and low socio-economic status adolescents implies that parents, schools, educational planners and society need to find ways to combat cheating among high socio-economic status adolescents. They belong to the powerful group of society who have high aspiration level, achievement stress, lack of fear of punishment, risk taking behaviour and manipulative powers which encourage them to involve highly on cheating behaviour.

- High SES parents need to encourage their children imbibe values of work, normful behaviour and respect for moral ethics. They should not impose their high aspirations on their children. Parents need to keep a watch on their children on the rightful use of power and money.

- In schools, neutral and equal treatment and facility should be available for all students irrespective of their level of socio-economic status. Schools should control the scope of displaying economic status so as to avoid disparity. Care should be taken that students do not become over conscious of their socio-economic status. Discrimination on the basis of socio-economic status should be discarded completely by the faculty and fellow students. Strict disciplined environment should be maintained.

- Educational administration and planners should maintain uniformity in all respect. School curriculum should focus on comprising social and moral values. While designing structure of educational programs and polices, educational planners need to aim towards character building among students. To minimize using various means of using power and money for cheating, different forms of examinations such as oral, practical, project based etc. should be adopted.

- Society plays a major role in maintaining equilibrium among its members giving equal weightage to all its members. Society need to respect honest hard work rather than achievement by any mean. Honesty and moral values should be
encouraged in life by organizing quality social programmes to inculcate moral values among all its members. Breaking of norms and social behaviour should be discouraged and discarded thoroughly by the society. Value of knowledge should be promoted in social functions.

- **In general**, the current study implies that majority of students have engaged in academic cheating. Parents, schools, educational administrators and society need to find ways to curb this social menace. Efforts to prevent cheating need to be adopted at institutional level establishing environments to promote academic integrity. Ethical guidelines and code of conduct are to be introduced in the educational system with revitalizing force. Duly emphasized academic integrity programmes can be conducted to communicate standards of ethics, honor codes, ethical implications of students’ behaviours. Students need to be helped to develop values to confront effectively with moral and ethical dilemmas. Students need to be exposed to discussions of moral reasoning and effective learning which largely depend on honesty, respect and fairness (Kibler, 1994).

- Since, the whole sample admitted to have experienced one or the other forms of cheating, it is clear that cheating prevails in large number. It indicates that existing polices are not sufficient to control menace of cheating. Institutions need to re-examine the strength and application of their existing policies about academic misconduct. Findings of the present study will encourage, in general, school administrators to pay more attention towards this issue.

- Teacher’s need to keep an eagle’s eye through and through, especially towards suspected cheaters.

- Through orientation programmes, teachers need to be well equipped with effective strategies to detect cheating in various forms. Students have to be convinced about institutions’ strong disapproval of cheating. Traditional method of communicating students through handbooks and catalogues are no more effective in achieving the most desired goals of informing students about the gravity of academic dishonesty. It would be of great value if an ethos of
promoting academic integrity is established by all forms of written and verbal communication (Kibler, 1994).

6.4 RECOMMENDATION FOR FURTHER RESEARCH

In India, studies on academic cheating have remained completely unexplored. No extensive study till date is known to be conducted in this direction. Studies on academic cheating need to go a long way to evaluate and repair the damage which academic cheating is causing to our education system. Based on the findings of the current study, some of the suggestions for future research in the area of academic cheating are identified as follows:

- The present study has been confined to limited antecedents of academic cheating. More elaborate studies may be conducted exploring other attributes of academic cheating.

- The present study has been conducted on adolescents. To confirm the findings of the present study and to generalize the conclusions, it is desirable to investigate effect of personality on academic cheating among different age groups.

- Similar study can be extended on a larger and more representative sample picked up from larger area and for longer span of time.

- Research can be taken further to explore academic achievement level of cheaters.

- Academic cheating may be studied in relation to other variables such as locus of control, moral values, ethical background and other personality traits.

- The study indirectly indicates the prevalence of cheating among adolescents. Further research is needed to measure the extent of prevalence and perception of academic cheating.

- The study may be replicated on government and private schools, slum population where low income groups are found having less opportunities of good education.

- Future research should generate research pertaining to why students indulge in academic cheating and which are the areas in which cheating in more prevalent.
Students’ indulgence in academic cheating may be probed and their carrying such behaviour in other fields like at home, at workplace, in relations may be studied in a longitudinal manners.

Similar studies may be conducted finding the role of teachers, parents and academic institutions affecting cheating behaviour.

Further research may focus on personality measures interacting with contextual and situational variables influencing academic misconduct.

Similar type of studies may be conducted in other states of the Indian union and a comparison and validation of results may be drawn.

The research can be carried out on controlled groups of students and experimental groups of students in relation to code of conduct, opportunity, and intentions.

Interpersonal process that leads one student to copy from another student opens wide area for further research. Collecting indirect reports of who cheated will also add to prevalence and perception of cheating.

Using software to detect cheating will also reveal interpersonal dynamics behind active and passive cheaters.

Further research may focus on the role of the other personality measures like openness, conscientiousness and agreeableness as determinants of cheating.

Further studies might be conducted on discrepancy between actual knowledge and perceived knowledge of the rules about academic integrity.