SUMMARY
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INTRODUCTION

Cheating is a universal phenomenon which we come across in all walks of life. The majority of students cheat at some point in their academic careers. Studies that examine the personal characteristics of students who engage in cheating behaviours constitute a large portion of the research on academic cheating. Most of the research in this area has focused on students’ individual factors including gender, GPA, competition, self esteem and work ethics (Miller et al., 2007). Few studies have tried to explore students’ reasons for engaging in cheating behaviours from psychological perspectives also but these are not enough to understand and generalize complexity associated with academic cheating and individual’s behaviour. The current study will add a link in the chain of studies.

The first step in the direction of pursuing the research work is to understand the meaning of academic cheating.

Academic Cheating: Its Meaning and Areas

According to some of the definitions, academic cheating includes intentions of the persons engaging in unethical behaviour (Tibbetts, 1998,1999; Dran et al, 2001) or “a violation of an institutions policy on honesty” (Weaver et al., 1991). Lambert et al. (2003) enlists a number of acts like willful perversion of truth, or stealing, cheating, copying etc. However, the Oxford English Reference Dictionary (Pearsall and Trumble, 1996) defines cheating as “to deceive or trick, deprive of, or to gain unfair advantage by deception or breaking rules, especially in a game or examination” (p 249). Scanning of empirical literature on academic cheating revealed its nature and following areas in which students are involved.

- Cheating by using unauthorized materials on any academic activity such as assignments tests etc.
- Fabrication of information, references, or results.
- Plagiarism
• Facilitating other students engage in academic dishonesty.
• Creating an improper academic disadvantage to another student.
• Interference with courses of instruction.
• Theft of, or damage to, intellectual property.
• Selling course lecture notes, handouts, or readers or other information.
• Copying someone’s homework, lab report, study project, paper.

**Prevalence of Academic Cheating**

Depending on the difference in operationalization of misconduct as well as differences in methods used to detect and document academic cheating and also the type of survey used, the reported percentage of cheating ranged from 9% to 91% (Davis et al., 1992, Sims, 1995, Mecum, 2006, McCabe & Trevino, 1996; Tibbetts, 1998, 1999, Smith, 2005). Wide variation in the results of academic cheating is due to three main factors.

1) Time frame during which cheating is to be reported

2) Definition and measuring range of academic dishonesty.

3) Difference in instructions, students and campus environment. (Lambert et al., 2003)

**Academic Cheating and Personality**

Personality variables, implicated as determinants of cheating, range from irresponsibility, lack of dependability, disregard for rules and social norms (Collins and Schmidt, 1993) to extraversion, neuroticism and conscientiousness (Bushway and Nash 1977).

General theory of crime (Gotterfredson and Hirschi, 1990) explains that deviant behaviour is the result of lack of self-control, perceived opportunity for deviant behaviour and the interaction of the two (Bolin, 2004, Jensen et al, 2002).

Procrastination is a common precursor to academic dishonesty (Roig & De Tomasso, 1995).
Among members of the Dark Triad (narcissism, Machiavellianism, and subclinical psychopathy), sub-clinical psychopathy (Poor scholastic competence) emerged as the best personality predictors of cheating (Nathanson et al., 2006).

Among Big Five personality traits (conscientiousness, extraversion, agreeableness, emotional stability and openness to experience), the study by Nathanson et al., (2006) found only conscientiousness significantly associated with cheating.

The study by McCrae and Costa (1985) found all the big five personality traits correlated with academic cheating.

*Academic Cheating and Study Involvement*

Study involvement seems to be a strong correlate of academic cheating. The number of hours worked has been found negatively related to cheating (Diekhoff et al, 1996).

In a study, the majority of the students have identified that laziness, lack of motivation to work hard and poor time management are the major reasons why students plagiarize (Alam, 2004).

Ineffective or inadequate study habits are one of the most common causes of academic misconduct (Teaching Guide for G.S.I’s, 2010).

*Academic Cheating Socio-economic Status*

Media reporting Involvement of big guns in various scams create the impression that socio-economic status may be correlated with academic cheating.

It is apprehended that students who have access to money and power may take the liberty of using unfair means to get higher grades.

On the contrary there is another conception that students from higher SES can afford to get education from best institutions, and from best tutors. They are more engaged in studies if they attend schools with high average socio-economic status.
(Williams, 2003). Their achievement level may be higher than other students. Consequently they may not indulge in cheating practice.

Instead, students attending schools which fetch grants on showing good results may collaborate with students in cheating practices.

**Need of the Study**

Cheating is a burning issue in educational field mounting hindrances in the path of efficacy of educational system. The proposed study will provide a guideline to educational administrators and planners and all others to control academic cheating among adolescents.

The present study in needed by teachers to devise methods and plan teaching techniques to tackle cheating behaviour among adolescents.

Parents will be benefited by the current study to change the environment at home so that their children do not resolve to cheat.

In general, society will also get an insight into the complex issues associated with cheating and thus may find substantial ways to combat this social evil.

**Justification of the Study**

Personality of an individual plays a key role in decision making in stressful situation, differentiating between right or wrong, moral or immoral. (Miller et al, 2007). Since all these components are directly or indirectly associated with cheating, study on personality in relation to academic cheating should be explored.

Study involvement seems to be directly related to academic cheating. Perhaps students who have regular study habits and manage their time well will not resolve to cheat. But before forming an opinion in this regard, this area is to be examined systematically.
As parental education and family status are helpful to provide timely guidance to an individual, thus such students seem to be unlikely to indulge is cheating. However, there is a dearth of academic cheating literature in this direction.

The study on academic cheating in relation to personality, study involvement and socio-economic status of adolescents will present a comprehensive and viable explanation towards understanding of cheating behaviour.

**Statement of the Problem**

“A Study on Academic Cheating among Adolescents in relation to their Personality, Study Involvement and Socio-economic Status.”

**Operational Definitions of the Terms Used:**

**Academic Cheating:** The definition given by Finn and Frone (2004) has been adopted as an operational definition of the term cheating which states, “Cheating represents the extent to which students engaged in academic dishonesty during the past year.” (Cited by Kalia, 2006).

**Personality:** The definition given by Eysenck and Eysenck (1975) has been adopted as the operational definition of the term personality which states, “Personality is more or less stable and enduring organization of person’s character, temperament, intellect and physique which determine his unique adjustment to the environment”

**Study Involvement:** The concept and definition of Study Involvement has been adopted from Bhatnagar (1982) in which the concept of involvement has been defined, “as identification with the task to be accomplished” and the degree of which is “determined by the (i) number of needs satisfied, and (ii) the extent of their satisfaction through the performance of the task”. In short, the Study Involvement is “intrinsic motivation of students in their scholastic pursuits”.

**Socio-economic Status:** The definition given by Kalia and Sahu (in press) has been adopted as an operational definition which states Socio-economic Status of an individual is the “status of his/her family in relation to their level of socio-cultural participation,
ability to influence mass, level of education, kind of occupation, financial position, health-wellbeing, lifestyle, level of aspiration, kind of gadgets, services and leisure facilities that the family enjoys”

**Adolescents:** Encyclopedic Dictionary of Education (2002) defines adolescents as “the chronological years of individual growth and development beginning with the onset of puberty (about 11 years old) and lasting more or less until maturity (about 17 years old). The adolescent is past childhood and not yet an adult so that the physical and psychological process of development may be erratic or confusing and lead to difficulty in adjustment or adolescent crisis.”

**OBJECTIVES OF THE STUDY**

The present study aims at achieving the following objectives:

$O_0$  To construct and standardize a scale to assess academic cheating among adolescents.

**$O_1$ Objectives Related to Personality**

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

$O_1$ (b) To compare Extrovert and Introvert adolescents on academic cheating.

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

$O_1$ (d) To compare Urban Extrovert and Urban Introvert adolescents on academic cheating.

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

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

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

$O_1$ (h) To compare Male Extrovert and Male Introvert adolescents on academic cheating.
O₁(i) To compare Female Neurotic and Female Stable adolescents on academic cheating.

O₁(j) To compare Female Extrovert and Female Introvert adolescents on academic cheating.

O₂ Objectives Related to Study Involvement

O₂(a) To compare High Study Involved, Average Study Involved and Low Study Involved adolescents.

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

O₂(c) To compare Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating.

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

O₂(e) To compare Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents on academic cheating.

O₃ Objectives Related to Socio-Economics Status

O₃(a) To compare High Socio-economic status, Middle Socio-economic Status and Low Socio-economic status adolescents on academic cheating.

O₃(b) To compare Urban High Socio-economic status, Urban Middle Socio-economic status and Urban Low Socio-economic status adolescents on academic cheating.

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

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

O₄ Objectives Related to Correlation Between Academic Cheating And Personality, Study Involvement and Socio-Economic Status

O₄ (a) To find correlation between Academic Cheating and Neuroticism.

O₄ (b) To find correlation between Academic Cheating and Extraversion.

O₄ (c) To find correlation between Academic Cheating and Study Involvement.

O₄ (d) To find correlation between Academic Cheating and Socio-economic Status.

HYPOTHESES OF THE STUDY

Though scanning of literature formed a hazy picture in the mind but the investigator wanted to be free from all prejudices about the influence of independent variables on academic cheating. To form fresh opinion in this regard, the following null hypothesis have been framed and explored in respect to academic cheating.

H₁. Hypotheses in respect to Personality

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

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

H₁ (c) There is no significant difference among Urban Neurotic and Urban Stable adolescents on academic cheating.

H₁ (d) There is no significant difference among Urban Extrovert and Urban Introvert adolescents on academic cheating.

H₁ (e) There is no significant difference among Rural Neurotic and Rural Stable adolescents on academic cheating.

H₁ (f) There is no significant difference among Rural Extrovert and Rural Introvert adolescents on academic cheating.
H1 (g) There is no significant difference among Male Neurotic and Male Stable adolescents on academic cheating.

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

H1 (i) There is no significant difference among Female Neurotic and Female Stable adolescents or academic cheating.

H1 (j) There is no significant difference among Female Extrovert and Female Introvert adolescents on academic cheating.

H2  Hypotheses Related to Study Involvement

H2 (a) There is no significant difference among High Study Involved, Average Study Involved and Low Study Involved adolescents on academic cheating.

H2 (b) There is no significant difference among Urban High Study Involved, Urban Average Study Involved and Urban Low Study Involved adolescents on academic cheating.

H2 (c) There is no significant difference among Rural High Study Involved, Rural Average Study Involved and Rural Low Study Involved adolescents on academic cheating.

H2 (d) There is no significant difference among Male High Study Involved, Male Average Study Involved and Male Low Study Involved adolescents on academic cheating.

H2 (e) There is no significant difference among Female High Study Involved, Female Average Study Involved and Female Low Study Involved adolescents on academic cheating.
H₃  Hypotheses Related to Socio-Economic Status (SES)

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.

H₃(b) There is no significant difference among Urban High Socio-economic status, Urban Middle Socio-economic status and Urban Low Socio-economic status adolescents on academic cheating.

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.

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.

H₃(e) 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.

H₄  Hypotheses with respect to Correlation Between Academic Cheating And Personality, Study Involvement and Socio-Economic Status.

H₄(a) There is no significant correlation between Academic Cheating and Neuroticism.

H₄(b) There is no significant correlation between Academic Cheating and Extraversion.

H₄(c) There is no significant correlation between Academic Cheating and Study Involvement.

H₄(d) There is no significant correlation between Academic Cheating and Socio-economic status.
DELIMITATIONS OF THE STUDY

The present study deals with personality, study involvement and socio-economic status and its relationship with academic cheating among adolescents. It is next to impossible to cover up all the issues in totality in a single study. However, the researches in social sciences have some limitations of their own such as:

- The measuring tools and instruments are partially reliable and valid.
- If the scope of study is made too wide, the depth is reduced.
- More accurate results can be procured from the whole of the population rather than from its sample unless the sample is a true representative of the population, which is quite difficult to achieve.

Delimitations in Sampling

The study was delimited to 400 students {200 Urban (100 Male + 100 Female) and 200 Rural (100 Male +100 Female) adolescents} of senior secondary level only.

The study was confined to 10 schools (2 from each of the five districts selected randomly) of Haryana state only.

Delimitations in Methods

The study adopted the psychological and sociological technique of research and, therefore, suffers from all those short comings, which are inherent in such techniques.

DESIGN AND PROCEDURE OF THE STUDY

Method of Research: Utilizing the descriptive survey method, the present study endeavours to survey academic cheating, among adolescents along with their personality, study involvement and socio-economic status.

Sample: The target population comprised of 400 students in the age group of 15 to 17 years old studying in 11th standard in Haryana state. All the districts of Haryana state were divided into five zones i.e North, South, East, West and Central zone. One district from each zone was selected by Random Lottery Method i.e. Karnal, Mahendergarh,
Gurgaon, Hissar and Rohtak. A sample of minimum 40 students (20 male and 20 female) from a school in rural area and 40 students (20 male and 20 female) from a school in Urban area in each district were randomly selected making a total sample to 400 students.

Thus the final sample consisted of 400 students equally divided into gender and residences (100 urban male + 100 rural male + 100 urban female + 100 rural female adolescents) studying in 11\textsuperscript{th} class was collected randomly from five districts of Haryana.

**TOOL USED**

1. **Academic Cheating Scale**
   - Academic Cheating Scale was constructed and standardized by the investigator based on guidelines given in various students’ handbook to maintain academic integrity.
   
   - Academic cheating scale was constructed with the objective of determining degree of involvement of adolescents in academic cheating at school level in Indian conditions.
   
   - Out of initially short-listed 72 items, 50 items under six dimensions of academic cheating were retained to be used for item analysis.
   
   - In accordance with Kelley’s method (1939), to ascertain the internal consistency of the constructed 50 items, the data was analyzed by using Mean, S.D and ‘t’ test through SPSS.
   
   - Out of 50 items, 40 items were found significant either at .01 or .05 level of significance.
   
   - 40 items under 5 dimensions were further evaluated by computing items –total correlation.
   
   - The inter-correlations among different dimensions of the scale have been found to be significantly high.
   
   - The scale was validated against the criterion of content validity.
• The odd items verses even items were correlated using Spearman Brown Split Half method and also Guttman’s Split Half method.

• The Spearman Brown coefficient was .875 and Guttman Split Half Coefficient was .867 and the Cronbach’s alpha was .918 suggesting the high reliability of the scale.

**Dimensions of Academic cheating along with their codes and item numbers**

<table>
<thead>
<tr>
<th>Dimensions of Academic Cheating</th>
<th>Code No</th>
<th>Item numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating in Examination</td>
<td>1</td>
<td>1 to 12</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>2</td>
<td>13 to 17</td>
</tr>
<tr>
<td>Lying about Academic Assignments</td>
<td>3</td>
<td>18 to 34</td>
</tr>
<tr>
<td>Interference during Instructions</td>
<td>4</td>
<td>35 to 38</td>
</tr>
<tr>
<td>Damaging Intellectual Property</td>
<td>5</td>
<td>39 to 40</td>
</tr>
</tbody>
</table>

2. **Maudsley Personality Inventory (MPI):**

Hindi adaptation of Maudsley Personality inventory by Jalota and Kapoor (1975) was used for assessing the extroversion and neuroticism of adolescents.

3. **Study Involvement Inventory (SII):**

Study Involvement Inventory developed and standardized by Bhatnagar (1982) was used to find out study involvement among adolescents.

4. **Socio-Economic Status Scale (SESS):**

Socio-economic status scale constructed and standardized by Kalia and Sahu (in press) was used to determine socio-economic status of adolescents.
Statistical Techniques Applied For Analysis of Data

Descriptive statistics such as Means, SDs and SEMs were worked out on the scores of Academic Cheating, Neuroticism, Extraversion, Study Involvement and Socio-economic Status. To determine the significance differences between Means of different groups, ‘t’ test was applied, and ‘t’ values were tested .01 and .05 levels of significance.

FINDINGS OF THE STUDY

Findings Related to Academic Cheating in relation to Personality

- **Neuroticism**: Neurotic adolescents were found significantly more involved in global academic cheating in comparison to stable adolescents.

- **Extraversion**: Extrovert adolescents were found significantly more involved in global academic cheating in comparison to Introvert adolescents.

- **Urban Neurotics**: Urban Neurotic adolescents are found significantly more involved in global academic cheating in comparison to Urban Stable adolescents.

- **Urban Extroverts**: Urban extroverts were significantly higher on global academic cheating in comparison to urban introvert adolescents.

- **Rural Neurotics**: No significant difference was found among rural neurotic and rural stable adolescents on academic cheating.

- **Rural Extrovert**: No significant difference was observed among rural extrovert and rural introvert adolescents on academic cheating.

Findings Related to Academic Cheating in relation to Study Involvement

- No significant difference was found among high study involved and average study involved adolescents on academic cheating.

- Low study involved adolescents were significant, higher than high study involved adolescents on academic cheating.
Urban High Study Involved

No significant difference was found among urban high study involved and urban average study involved adolescents on academic cheating.

In comparison to urban high study involved, urban low study adolescents were found significantly higher on global academic cheating.

Rural High Study Involved:

No significant difference was found among rural high study involved, rural average study involved and rural low study involved adolescents on academic cheating.

Male High Study Involved:

No significant difference was found among male high study involved and male average study involved adolescents on academic cheating.

Male low study involved were found significantly higher than male high study involved adolescents on global academic cheating.

Male low study involved adolescents are significantly higher than male average study involved adolescents on global academic cheating.

Female Study Involved:

No significant difference was found among female high study involved, female average study involved and female low study involved adolescents on global academic cheating.

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

- High Socio-economic status adolescents are significantly higher than Middle Socio-economic status adolescents on academic cheating.

- In comparison to Socio-economic status adolescents, High Socio-economic status adolescents are significantly higher in global academic cheating.
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.

**Urban Socio-economic Status:**

- Urban High Socio-economic status adolescents are significantly higher on academic cheating in comparison to Urban Middle Socio-economic status adolescents.
- In comparison to Urban Low Socio-economic status adolescents, Urban high Socio-economic status adolescents are significantly higher on academic cheating.
- No significant difference was observed among Urban Middle Socio-economic status and Urban Low Socio-economic status adolescents on academic cheating.

**Rural Socio-economic Status:**

- 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.
- 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.

**Male Socio-economic Status:**

- Male High Socio-economic status adolescents are significantly higher than Male Middle Socio-economic status adolescents on academic cheating. However, no significantly difference was found among than on plagiarism.
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.

No significant difference was observed among Male Middle Socio-economic status and Male Low Socio-economic status adolescents on academic cheating.

**Female Socio-economic Status:**

Female High Socio-economic status are significantly higher than Female Middle Socio-economic status adolescents on academic cheating.

In comparison to Female Low Socio-economic status adolescents, Female High Socio-economic status adolescents are significantly higher on academic cheating.

No significant difference was found among Female Middle Socio-economic status and Female Low Socio-economic status adolescents on academic cheating.

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

- Significant positive correlation was found between Academic Cheating and Neuroticism.
- Significant positive correlation was found between Academic Cheating and Extraversion.
- Significant negative correlation was found between Academic Cheating and Study Involvement.
- Significant positive correlation was found between Academic Cheating and Socio-economic Status.

**CONCLUSIONS OF THE STUDY**

**Conclusions based on Neurotic and Stable adolescents on academic cheating.**

- Neurotic adolescents indulge in global academic cheating more than stable adolescents. However on plagiarism and damaging intellectual property, they are identical.
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 them on plagiarism, lying about academic assignments and damaging intellectual property.

Conclusions based on Urban Neurotic and Urban Stable adolescents on academic cheating.

➤ Urban Neurotic adolescents involve in global academic cheating more than Urban 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 on 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.

Conclusions Based on Study Involvement

Conclusions based on High Study Involved and 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.

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 Involved in cheating. 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 indulge in cheating less. 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 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.
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.

Conclusions based on Urban High Socio-economic Status, Urban Middle 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 adolescent, 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 on all the dimensions of academic cheating.

Conclusions based on Rural High 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 interference 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, Female High Socio-economic status adolescents. However, on damaging intellectual property, both the groups are similar.

➢ In comparison to female low socio-economic status adolescents, Female 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.
EDUCATIONAL IMPLICATIONS

- **Neurotic adolescents** were found significantly more involved in cheating in comparison to stable adolescents.

- 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. 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.

- Unsuitable social environment which lead to neurotic disorder should be ignored.

- **Extraversion** has been found positively correlated with academic cheating among adolescents. 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 sublimation of 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 extracurricular activities at school, state and national level may sublimate their high energy level positively.

The finding that **Low Study Involved adolescents** are more indulged in cheating in comparison to average and high study involved adolescents implies 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. 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. 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. 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. 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.

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.

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. 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. 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. 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. 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. (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.

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. 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).
RECOMMENDATION FOR FURTHER RESEARCH

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.