5.0 INTRODUCTION

This chapter deals with the findings and conclusions of the present study on the basis of analysis and interpretation of the data. It furthermore, discusses educational implications and recommendations for future research.

5.1. FINDINGS OF THE STUDY

The analysis and interpretation of the data reveals the main findings of the study under following headings:-

5.1.1. Findings related to Academic Cheating and Self Control:

Objective $O_1(a)$: To study academic cheating among adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis $H_1(a)$: There is no significant difference in academic cheating among adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Findings (i): No significant difference in academic cheating was observed among adolescents having very low self control, low self control, medium self control. However, adolescents having very low self control were found significantly more involved in academic cheating than adolescents having high self control and very high self control.

(ii): Adolescents having low self control were significantly higher in academic cheating than adolescents having high self control.
and very high self control. However, no significant difference was observed among adolescents having low self control and medium self control.

(iii): Adolescents having medium self control were found significantly higher on academic cheating than adolescents having high self control and very high self control.

(iv): There was no significant difference among adolescents having high self control and very high self control on academic cheating.

Objective \(O_1(b)\): To study academic cheating among male adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis \(H_1(b)\): There is no significant difference in academic cheating among male adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Findings (i): Male adolescents having very low self control were found significantly more in academic cheating than male adolescents having high self control and very high self control. However, there was no significant difference in academic cheating among adolescents having very low self control, low self control and medium self control.

(ii): No significant difference in academic cheating was observed among male adolescents having low self control and medium self control. However, male low self control adolescents were significantly higher in academic cheating in comparison with male high and male very high self control adolescents.
(iii): Male adolescents having medium self control were found significantly higher on academic cheating in comparison with male adolescents having high self control and very high self control.

(iv): No significant difference in academic cheating was observed among male adolescents having high self control and very high self control.

Objective $O_1(c)$: To study academic cheating among female adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis $H_1(c)$: There is no significant difference in academic cheating among female adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Findings (i): No significant difference in academic cheating was observed among female adolescents having very low self control, low self control and medium self control. However, female adolescents having very low self control were found significantly more in academic cheating than female adolescents having high self control and very high self control.

(ii): Female low self control adolescents were significantly higher in academic cheating in comparison with high and very high self control adolescents. However, no significant difference in academic cheating was observed among female adolescents having low self control and medium self control.

(iii): Female adolescents having medium self control were found significantly higher on academic cheating than female adolescents having high self control and very high self control.
(iv): There was no significant difference in academic cheating among female adolescents having high self control and very high self control.

Objective $O_1(d)$: To study academic cheating among urban adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis $H_1(d)$: There is no significant difference in academic cheating among urban adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Findings (i): There was no significant difference in academic cheating among adolescents having very low self control low self control and medium self control. However, urban adolescents having very low self control were found significantly more in academic cheating than urban adolescents having high and very high self control.

(ii): Urban adolescents having low self control were significantly higher in academic cheating than urban adolescents having high and very high self control. However no significant difference was observed among urban adolescents having low self control and medium self control.

(iii): Urban adolescents having medium self control were found significantly higher on academic cheating in comparison to urban adolescents having high and very high self control.

(iv): There was no significant difference in academic cheating among urban adolescents having high self control and very high self control.
Objective $O_1(e)$: To study academic cheating among rural adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis $H_1(e)$: There is no significant difference in academic cheating among rural adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Findings (i): There was no significant difference among rural adolescents having very low self control, low self control and medium self control on academic cheating. However, rural adolescents having very low self control were found significantly more in academic cheating than rural adolescents having high and very high self control.

(ii): No significant difference was observed among rural adolescents having low self control and medium self control. However, rural adolescents having low self control were significantly higher in academic cheating than rural adolescents having high self control and very high self control.

(iii): Rural adolescents having medium self control were found significantly higher on academic cheating than rural adolescents having high self control and very high self control.

(iv): No significant difference in academic cheating was observed among rural high self control and very high self control adolescents.

5.1.2. Findings pertaining to Academic Cheating in relation to Impulsiveness

Objective $O_2(a)$: To study academic cheating among adolescents having very low impulsiveness, low impulsiveness, moderate
impulsiveness, high impulsiveness and very high impulsiveness.

**Hypothesis** $H_2(a)$: There is no significant difference in academic cheating among adolescents having very low impulsiveness, low Impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

**Findings (i):** Adolescents having very high impulsiveness and high impulsiveness were found significantly higher on academic cheating than very low impulsive adolescents. However, no significant difference in academic cheating was observed among adolescents having very low impulsiveness, low impulsiveness and moderate impulsiveness.

(ii): No significant difference was observed among adolescents having low impulsiveness and moderate impulsiveness. However adolescents having very high impulsiveness and high impulsiveness were found significantly higher on academic cheating than low impulsive adolescents.

(iii): Adolescents having very high impulsiveness and high impulsiveness were found significantly higher on academic cheating than adolescents having moderate impulsiveness.

(iv): There was no significant difference among adolescents having high impulsiveness and very high impulsiveness on academic cheating.

**Objective $O_2(b)$:** To study academic cheating among male adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high Impulsiveness and very high impulsiveness.
Hypothesis $H_2(b)$: There is no significant difference in academic cheating among adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

Findings (i): Male adolescents having very high impulsiveness and high impulsiveness were found significantly higher on academic cheating than male adolescents having very low impulsiveness. However, no significant difference in academic cheating was observed among male adolescents having very low impulsiveness, low impulsiveness and moderate impulsiveness.

(ii): No significant difference was observed among male adolescents having low impulsiveness and moderate impulsiveness. However, male adolescents having very high impulsiveness and high impulsiveness were found significantly higher on academic cheating than male adolescents having low impulsiveness.

(iii): Male moderate impulsive adolescents were significantly lower on academic cheating scores than male adolescents having very high impulsiveness and high impulsiveness.

(iv): There was no significant difference in academic cheating among male adolescent having high impulsiveness and very high impulsiveness.

Objective $O_2(c)$: To study academic cheating among female adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

Hypothesis $H_2(c)$: There is no significant difference in academic cheating among female adolescent having very low impulsiveness, low
impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

**Findings (i):** No significant difference in academic cheating was observed among female adolescents having very low impulsive adolescents in comparison to female adolescents having low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

(ii): Female adolescents having Very High Impulsiveness and High Impulsiveness were found significantly higher in academic cheating than Female adolescents having Low Impulsiveness. However, no significant difference in academic cheating was observed among female adolescents having low impulsiveness and moderate impulsiveness.

(iii): There was no significant difference in academic cheating among female adolescent having moderate impulsiveness, high impulsiveness and very high impulsiveness.

(iv): There was no significant difference in academic cheating among female adolescents having high impulsiveness and very high impulsiveness.

**Objective \( O_2(d) \):** To study academic cheating among adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

**Hypothesis \( H_2(d) \):** There is no significant difference in academic cheating among urban adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.
Findings  
(i): No significant difference in academic cheating was observed among urban adolescents having very low impulsiveness in comparison to urban adolescents having low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

(ii): Urban adolescents having very high impulsiveness and high impulsiveness were found significantly higher in academic cheating than urban adolescents having low impulsiveness. However, there is no significant difference in academic cheating among urban adolescents having low impulsiveness and moderate impulsiveness.

(iii): Urban adolescents having high impulsiveness were found significantly higher in academic cheating than urban adolescents having moderate impulsiveness. No significant difference in academic cheating was found among urban adolescents having moderate impulsiveness and very high impulsiveness.

(iv): There was no significant difference in academic cheating among adolescents having high impulsiveness and very high impulsiveness.

Objective $O_2(e)$: To study academic cheating among rural adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

Hypothesis $H_2(e)$: There is no significant difference in academic cheating among rural adolescent having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.
Findings

(i): Rural adolescents having very high impulsiveness and high impulsiveness were found significantly elevated on academic cheating than rural adolescents having very low impulsiveness. However, no significant difference was observed among rural adolescents having very low impulsiveness, low impulsiveness and moderate impulsiveness.

(ii): No significant difference was observed among rural adolescents having low impulsiveness and moderate impulsiveness. However, rural adolescents having very high impulsiveness and high impulsiveness were found significantly elevated on academic cheating than rural adolescents having low impulsiveness.

(iii): Rural adolescents having very high impulsiveness were found significantly higher on academic cheating than rural adolescents having moderate impulsiveness. However, no significant difference in academic cheating was observed among rural adolescents having moderate impulsiveness and high impulsiveness.

(iv): There was no significant difference in academic cheating among rural adolescents having high impulsiveness and very high impulsiveness.

5.1.3. Findings pertaining to Academic Cheating in relation to Socio-economic Status

Objective $O_3(a)$: To study academic cheating among adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.
Hypothesis $H_3(a)$: There is no significant difference in academic cheating among adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Findings (i): There was no significant difference in academic cheating among adolescents having high socio-economic status and middle socio-economic status.

(ii): Adolescents with high socio-economic status were significantly higher in academic cheating than low socio-economic status adolescents.

(iii): No significant difference in academic cheating was observed among adolescents having middle socio-economic status and low socio-economic status.

Objective $O_3(b)$: To study academic cheating among male adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Hypothesis $H_3(b)$: There was no significant difference in academic cheating among male adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Findings (i): There was no significant difference in academic cheating among male adolescents having high socio-economic status and middle socio-economic status.

(ii): Male adolescents having high socio-economic status were significantly higher on academic cheating than male adolescents having low socio-economic status.

(iii): Male adolescents having middle socio-economic status and low socio-economic status did not differ significantly from each other.
Objective $O_3(c)$: To study academic cheating among female adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Hypothesis $H_3(c)$: There is no significant difference in academic cheating among female adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Findings (i): Female high socio-economic status adolescents and female middle socio-economic status adolescents did not differ significantly from each other.

(ii): No significant difference in academic cheating was observed among female high socio-economic status adolescent and female low socio-economic status adolescents.

(iii): There was no significant difference among female adolescents having low socio-economic status and middle socio-economic status on academic cheating.

Objective $O_3(d)$: To study academic cheating among urban adolescent having high socio-economic status, middle socio-economic status and low socio-economic status.

Hypothesis $H_3(d)$: There is no significant difference in academic cheating among urban adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Findings (i): No significant difference was observed among adolescents having high socio-economic status and middle socio-economic status on academic cheating.

(ii): Urban adolescents with high socio-economic status were significantly higher in academic cheating than urban low socio-economic status adolescents.
(iii): No significant difference in academic cheating was found among urban adolescents having middle socio-economic status and low socio-economic status.

**Objective** $O_3(e)$: To study academic cheating among rural adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

**Hypothesis** $H_3(e)$: There is no significant difference in academic cheating among rural adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

**Findings** (i): No significant difference in academic cheating was observed among rural adolescents having high socio-economic status and middle socio-economic status.

(ii): Rural adolescents having high socio-economic status were significantly higher on academic cheating than rural low socio-economic status adolescents.

(iii): There was no significant difference in academic cheating among rural adolescents having middle socio-economic status and low socio-economic status.

5.1.4. **Findings pertaining to Correlation between Academic Cheating and Self Control, Impulsiveness and Socio-economic Status**

**Objective** $O_4(a)$: To find correlation between Academic Cheating and Self Control.

**Hypothesis** $H_4(a)$: There is no significant relationship between Academic Cheating and Self Control.

**Findings** (i): Significant inverse correlation was found between Academic Cheating and Self Control.
(ii): Significant inverse correlation was found between dimensions of Academic Cheating (Cheating during examination, plagiarism, lying about academic assignments, interference during instructions and damaging intellectual property) and Self Control.

**Objective O₄(b):** To find correlation between Academic Cheating and Impulsiveness.

**Hypothesis H₄(b):** Academic cheating and Impulsiveness of adolescents is not significantly related to each other.

**Findings (i):** Significant positive correlation was found between Academic Cheating and Impulsiveness.

(ii): There was significant positive correlation between impulsiveness and different dimensions of academic cheating i.e. cheating during examination, lying about academic assignments, interference during instructions and damaging intellectual property.

**Objective O₄(b):** To find correlation between academic cheating and Socio-economic Status.

**Hypothesis H₄(b):** There is no significant relationship between Academic Cheating and Socio-economic Status.

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

(ii): Significant positive correlation was found between socio-economic status and two dimensions of academic cheating i.e. cheating in examination and plagiarism. However for rest of the dimensions correlation found to be insignificant.

5.2. **CONCLUSIONS OF THE PRESENT STUDY**

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The present study was designed to investigate the relation of self control, impulsiveness and socio-economic status with academic cheating of adolescents. In view of the analysis, interpretation of data and discussion of results, the conclusions for the present study have been divided into following subcategories namely:

5.2.1. Conclusions based on Self Control
5.2.2. Conclusions based on Impulsiveness
5.2.3. Conclusions based on Socio-economic Status
5.2.4. Conclusions based on correlation between Academic cheating and Self Control, Impulsiveness and Socio-economic status

**5.2.1. Conclusions based on Self Control**

**Conclusion based on adolescents having different level of self control and academic cheating**

Adolescents having very low self control are involved in academic cheating more than the adolescents having very high self control and high self control. However adolescents having very low self control, low self control and medium self control are identical on academic cheating.

Adolescents having low self control are involved in academic cheating more than the adolescents having very high self control and high self control. However, the adolescents having medium and low self control are identical on academic cheating.

Adolescents having medium self control are significantly higher on academic cheating than adolescents having high and very high self control.

Adolescents having high self control and very high self control are identical on academic cheating.

**Conclusion based on Male adolescents having different level of self control and academic cheating**

Male adolescents having very low self control are involved in academic cheating more than the male adolescents having high self control and very high self
control. However, male adolescents having very low self control, low self control and medium self control are equal on academic cheating.

Male adolescents having low self control are engaged in academic cheating more than male adolescents having very high self control and high self control. However, male adolescents having low self control and medium self control are indistinguishable on academic cheating.

Male medium self control adolescents are significantly higher in academic cheating than male adolescents having high self control and very high self control.

Male high self control adolescents and Male very high self control adolescents are alike on academic cheating.

**Conclusion based on Female adolescents having different level of self control and academic cheating**

Female adolescents having very low self control are involved in academic cheating more than the female adolescents having high self control and very high self control. However, female adolescents having very low self control, low self control and medium self control are equivalent on academic cheating.

Female adolescents having low self control are engaged in academic cheating more than female adolescents having high self control and very high self control. However, female adolescents having low and medium self control are indistinguishable on academic cheating.

Female medium self control adolescents are significantly higher in academic cheating than female adolescents having high self control and very high self control.

Female high self control adolescents and Female very high self control adolescents are alike on academic cheating.

**Conclusion based on Urban adolescents having different level of self control and academic cheating**

Urban adolescents having very low self control, low self control and medium self control are similar on academic cheating. However, urban adolescents having
very low self control are involved in academic cheating more than urban adolescents having high self control and very high self control.

Urban adolescents having low self control are involved in academic cheating more than urban adolescents having high self control and very high self control. However, urban adolescents having low self control are identical to urban adolescents having medium self control.

Urban medium self control adolescents are significantly higher in academic cheating than urban adolescents having high and very high self control.

Urban adolescents having high self control and very high self control are indistinguishable on academic cheating.

**Conclusion based on Rural adolescents having different level of self control and academic cheating**

Rural adolescents having very low self control, low self control and medium self control are similar on academic cheating. However, rural adolescents having very low self control are involved in academic cheating more than rural adolescents having high self control and very high self control.

Rural adolescents having low self control are involved in academic cheating more than rural adolescents having high self control and very high self control. However, rural adolescents having low self control are identical to rural adolescents having medium self control.

Rural medium self control adolescents are significantly higher in academic cheating than rural adolescents having high self control and very high self control.

Rural adolescents having high self control and very high self control are indistinguishable on academic cheating.

**5.2.2. Conclusions based on Impulsiveness**

**Conclusion based on adolescents having different level of impulsiveness and academic cheating**
Very low impulsive adolescents and adolescents having low impulsiveness and moderate impulsiveness are identical in academic cheating. However adolescents having very high impulsiveness and high impulsiveness are higher on academic cheating than very low impulsive adolescents.

Low impulsive and moderate impulsive adolescents are on same level of academic cheating. However, very high impulsive and high impulsive adolescents are involved in academic cheating more than very low impulsive adolescents.

Adolescents having very high impulsiveness and high impulsiveness are more indulge in academic cheating in comparison to moderate impulsive adolescents.

Very high impulsive and high impulsive adolescents are identical on academic cheating.

It is also concluded that adolescents who are higher in impulsiveness are higher in academic cheating.

**Conclusion based on Male adolescents having different level of impulsiveness and academic cheating**

There is no significant difference in academic cheating among male very low impulsive adolescents in comparison with male adolescents having low impulsiveness and moderate impulsiveness. However male adolescents having very high impulsiveness and high impulsiveness are more involved in academic cheating in comparison with male very low impulsive adolescents.

In comparison to male low impulsive adolescents and male moderate impulsive adolescents both the groups are same on academic cheating. However male low impulsive adolescents are less involved in academic cheating in comparison to male adolescents having very high impulsiveness and high impulsiveness.
Male moderate impulsive adolescents are less cheater in comparison with male high impulsive and male very high impulsive adolescents.

Male very high impulsive and male high impulsive adolescents are identical on academic cheating.

**Conclusion based on Female adolescents having different level of impulsiveness and academic cheating**

Group comparisons of female very low impulsive adolescents with rest of the groups are identical on academic cheating.

No difference found among female low impulsive and female moderate impulsive adolescents on academic cheating. However female very high impulsive and female high impulsive adolescents are involved in academic cheating more than female low impulsive adolescents.

Female moderate impulsive adolescents are no significantly different from female adolescents having high and very high impulsiveness.

Female very high impulsive and female high impulsive adolescents are identical on academic cheating.

**Conclusion based on Urban adolescents having different level of impulsiveness and academic cheating**

Urban very low impulsive adolescents in comparison with rest of the groups are identical on academic cheating.

No difference found among urban low impulsive and urban moderate impulsive adolescents on academic cheating. However urban very high impulsive and urban high impulsive adolescents are involved in academic cheating more than urban low impulsive adolescents.

Urban moderate impulsive adolescents do not differ significantly from urban adolescents having high and very high impulsiveness.
Urban very high impulsive and urban high impulsive adolescents are identical on academic cheating.

**Conclusion based on Rural adolescents having different level of impulsiveness and academic cheating**

Rural very low impulsive adolescents and rural adolescents having low impulsiveness and moderate impulsiveness are identical in academic cheating. However rural adolescents having very high impulsiveness and high impulsiveness are higher on academic cheating than rural very low impulsive adolescents.

Rural low impulsive and rural moderate impulsive adolescents are on same level of academic cheating. However rural very high impulsive and rural high impulsive adolescents are involved in academic cheating more than rural low impulsive adolescents.

Rural adolescents having very high impulsiveness are more indulge in academic cheating in comparison to rural moderate impulsive adolescents. However group comparison of rural moderate impulsive and rural high impulsive are identical.

Rural very high impulsive and rural high impulsive adolescents are identical on academic cheating.

**5.2.3. Conclusions based on Socio-economic Status**

**Conclusions based on academic cheating among adolescents having high socio-economic status, middle socio-economic status and low socio-economic status**

In comparison to low socio-economic status adolescents, high socio-economic status adolescents are involved more in academic cheating.

Middle socio-economic status and high socio-economic status are indistinguishable on academic cheating.

Low socio-economic status and middle socio-economic status are on same level of academic cheating.
Adolescents who are high in Socio-economic Status are high in academic cheating.

Conclusions based on academic cheating among male adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Male high socio-economic status adolescents are engaged more in academic cheating in comparison with male low socio-economic status.

There is no significant difference in academic cheating among male high socio-economic status and male middle socio-economic status adolescents.

Male adolescents having low socio-economic status and middle socio-economic status are identical on academic cheating.

Male adolescents who are high in socio-economic status are high in academic cheating.

Conclusions based on academic cheating among female adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

There was no significant difference in academic cheating among female adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Conclusions based on academic cheating among urban adolescents having high socio-economic status, middle socio-economic status and low socio-economic status.

Urban high socio-economic status adolescents are more involved in academic cheating than urban low socio-economic status adolescents.

There is no significant difference in academic cheating among urban adolescents having high socio-economic status and middle socio-economic status.
Also urban middle socio-economic status and urban low socio-economic status adolescents are indistinguishable on academic cheating.

**Conclusions based on academic cheating among rural adolescents having high socio-economic status, middle socio-economic status and low socio-economic status**

In comparison to rural low socio-economic status adolescents, rural high socio-economic status adolescents are more involved in academic cheating. However, group comparison of rural low socio-economic status adolescents and middle socioeconomic status adolescents found indistinguishable.

Also, there is no significant difference in academic cheating among rural adolescents having high socio-economic status and middle socio-economic status.

**5.2.4. Conclusions based on correlation between Academic cheating and Self Control, Impulsiveness and Socio-economic status**

There is a significant negative correlation between academic cheating and self control. It indicates that academic cheating increases with decrease in level of self control.

Academic Cheating and Impulsiveness have significant positive correlation between them. It indicates that academic cheating increases with increase in level of impulsiveness.

Socio-economic status and Academic Cheating have significant positive correlation between them which means that higher the level of Socio-economic status higher will be the academic cheating.

**5.3. EDUCATION IMPLICATIONS**

The academic cheating crisis is not confined within the boundaries of our educational organizations. Many pupils consider academic dishonesty as adequate and fetch these behaviors with them as they shift to higher education and even into the workplace. The academic evaluation a student receives for a course becomes a
permanent student record, and it is critical that such records should be accurate and consistent. The major implication of the findings of present study is the fact that we should emphasis on the reason that why the war against academic dishonesty in our education system is yet to be won. Also findings of the present study have important implications in educational field which will insist students, parents, teaching staff, educational planner and policy makers to focus the rampant cheating behaviour so that appropriate strategies can be developed to reduce it. Certain measures and precincts which earn due credence in academic structure are given below.

⇒ Adolescents having low level of self control were found significantly more involved in academic cheating in comparison to adolescents having higher level of self control. The current results strongly support the general theory of crime which suggested that low self control is an ample justification of deviant acts such as academic cheating.

⇒ The challenge our findings pose is how to protect low self control adolescents from negative outcomes while at the same time promoting life experience that facilitates development of patience. Parents and teachers should focus on one potential mechanism that exhibits maturation from child to adulthood, the ability to delay gratification (Green et al. 1994; Steinberg et al. 2009). The most common paradigm for studying this type of control is to present choices between small rewards that are immediately available versus ones that are larger but not available until after a delay (Ainslie 1975; Mischel et al. 1989). The universal finding is that people prefer immediate rewards even when the delayed rewards are considerably larger; however, the degree to which delayed rewards are discounted varies across individuals (Green and Myerson 2004; Rachlin 2000). Parents and teachers should teach their students to ensure decision making regarding best possible rewards for their future life.

⇒ “Self Control is relatively stable personality trait that is shaped in childhood” (Gottfredson & Hirschi, 1990). The inventions should need to take place at childhood stage. Parents and teachers should use appropriate tactics to nourish their behaviour.
Students should be optimistic towards avoiding temptations. Zhing and Fishbash (2010) suggested that being optimistic about avoiding temptation and reaching goals can be beneficial. So teachers should make the attitude of the students to optimistic.

Controlling individual behaviour through social control techniques such as neighborhood pressure can be unsafe in the hand of authorities. However, the current study may suggest that heightening the student awareness in terms of the importance of ethical acts both in academic context and in daily life can be important in providing a chance to internalize ethical behavior for students instead of teaching them rules of ethical conduct.

It is observed that some parents and teachers encourage self centered behaviour during examination, which leads to encourage students to indulge in dishonest behaviour to achieve something by any means. They should avoid encouraging such type of self centered behaviour and ask students to work honestly. Mead et al (2009) explored that honesty required individual to sacrifice selfish gain. Society gains from such sacrifices, insofar as trust, fairness and similar patterns make cultural and economical relations possible.

Social influence and unethical behavior, a differentiation between controlling individuals through boosting their self-control ability in order to enhance the system functioning and motivating individuals to act ethically in order to enhance a peaceful coexistence both within and between societies should be kept in mind.

Cheaters may justify their actions by blaming others for their actions, including boring or unclear teachers. Educational administrators and planner need to develop clear learning objectives and fair assessment procedures to reduce students’ ability to shift blame away from them.

Commitment to academic integrity comes from individual choices. So parents, teachers and school authorities should not impose rules on students rather they should generate such environment where they themselves lean academic integrity.
These findings are essential for all the staff members of the institution. Administrator who knows that parents want their students to be held liable for dishonest behaviour may be more agreeable to support punishments given by instructors who recognize students with cheating behaviour. Teacher who has been made aware of parents and administrator support may be more appropriate to identify deceitful behaviour among pupils and assign punishments. The investigator concluded that a chief necessity for cheating behaviour to be addressed efficiently is for school counselor to help in the education of stakeholders involved.

Impulsivity has been defined as “doing things suddenly without any planning and without considering the effects they may have”, or “inclined to act on impulse rather than thought; the inability to curb one’s immediate reactions or think before one acts”. As a result, people who are extremely impulsive may blurt out answers to questions, run into the street without looking, and find it hard to wait for things they want. Additional related behaviors are over-responsiveness, recklessness, sensation seeking, excessive attraction to immediate reward, and a failure to plan ahead (Taylor, 1998).

⇒ The study has brought forward the fact that Higher the level of impulsiveness among adolescents indicates high involvement in academic cheating. It implies that appropriate measures should be adopted to get rid of this cheating epidemic. Being aware that pupils with impulsive tendencies may be more likely to involve in cheating can assist educators to better plan evaluation activities so that devious behaviour may be less likely to crop up.

⇒ Teachers should give personal attention to such students in the classroom. He may have to confer with psychologists to recognize pupils possessing impulsive behaviour. Also there should be provision of special sessions to deal with students problems.

⇒ Parents and teachers should try to understand the child motive behind cheating. Let him know you better care about his/her behaviour or his needs. Develop sense of conscience, so that he can be his own guide in future.
⇒ Educational administers need to establish counseling cell in each school to facilitate students in dealing with their personal and social problems.

⇒ Impulsive individuals act earlier and then they think, frequently not capable of controlling their initial response to a situation. The ability to "self-regulate" is compromised; they can't modify their behavior with future consequences in mind. They indicate lack of planning. Teacher can guide students who are generally more impulsive to focus on more strategic approach while performing any task.

⇒ Risk taking and sensation seeking are the strong characteristics of impulsive behaviour. It has been well-established that sensation seeking puts youth at risk for a range of poor outcomes, including juvenile delinquency, teenage pregnancy, and automobile accidents (Zuckerman 1994). Learning through varieties of activities and by providing different simulated situation, the curiosity and sensation seeking of students could be satisfied. It will help students to convert their negative energies to positive one.

⇒ Hyperactivity, restlessness are also characteristics of impulsivity behaviour. To reduce their involvement in cheating, parents need to help their children in sublimating their energies positively by providing variety of learning materials. So for academic dishonesty that occur during a teachable moment, teachers should keep busy those students in classroom activities, teacher should make teaching learning process interesting and enjoyable to keep the attention of those students. Teacher should emphasize understanding and mastering the concept they are teaching rather than placing importance on grades and performance. While this study is not panacea, it will help educational leaders create learning environment that allow teachers and students to be more successful.

⇒ Moral education and value education should be integrated part of school curriculum so that students can understand that value of academic integrity. If a teacher believes that several students are highly impulsive, the teacher may choose to monitor those students with extra carefulness during an examination.
⇒ Teachers can play a very important role in reducing academic cheating among students. Teachers can emphasize understanding and mastering the concept they are teaching rather than placing importance on grades and performance. They should talk to students about the importance of ethical behavior and how cheating will hurt them in the long term. Point out negative examples when you see them and explain the problems those people will suffer.

⇒ Be a good role model. If your child sees you cheat at board games or other small things, you are giving them the message that cheating is acceptable.

⇒ The findings that adolescents having high socio-economic status are indulge more in cheating in comparison to adolescents having middle and low socio-economic status implies that parents, teachers, schools, educational planners and society need to find way to battle cheating among high socio-economic status adolescents.

⇒ High SES parents need to encourage their children imbibe value of work, norm full behaviour and respect for moral ethics. They should not impose their high aspirations on the children. A keen watch on their children should be given on the right use of power and money.

⇒ Many high socio-economic status parents seems to view chief aim of the school as gaining admission to the best colleges of their choice and they find their academic work somewhat irrelevant more of an obstacle to college admission than a true learning experience. Taking dummy admission in a private school in senior secondary and devoting the entire time on private tuition, preparing for different competitive examination has become a new trend which poses a big problem for education system. Parents justify that it is necessary because what is taught in schools has no relevance to the competitive tests and going to school is a waste of time. Schools should take strict decisions and discard admission of such students.

⇒ Schools should give equal importance and facilities to all students irrespective of their level of socio-economic status.

⇒ Society should give equal weight age to all its members.
The current study also emphasizes the prevalence of academic cheating among adolescents. Parents, Schools, educational administrators and society must work together to help the problem of academic dishonesty. There needs to be a common ground with clear understanding of what academic dishonesty is and what the consequence will be for anyone who chooses academic dishonesty over academic integrity. The more academic dishonesty is talked about and the more awareness is turned towards it in the schools, the less it will occur (Strom & Strom, 2007).

Policy makers need to rethink on their policies of academic cheating; existing policies are not adequate to control prevalence of cheating. The findings of the present study will encourage school administrators, policy makers to focus on this epidemic.

Educational planners should include moral education and value education as integrated part of curriculum so that adolescents restrict their behaviour of indulging in cheating.

The most important job of an institution is not to identify cheater but rather creating an environment where academic dishonesty is socially unacceptable. Kholberg (1985) schools should become just community, governed democratize a social contract that defines norms, values and student’s right & responsibilities. The resulting climate should provide the conditions that are necessary for moral development and behaviour.

Effective monitoring practices should be adopted by parents, which may prevent adolescents from participating in unethical behaviour pattern (Burt McGere, Krulger, Iacono, 2006; Hayer etal, 2007).

Teachers must orientate students towards adoption of mastery goals by structuring classroom environment through instructional, assessment and recognition of practice around the development of competence rather than placing importance on grades and performance.

Educators should clarify that academic dishonesty is not only a eventual alternative but rather a moral alternative that there should be clear right and wrong. Any form of academic dishonesty is morally erroneous and can’t be
justified by situational circumstances. Moreover educational planner need to rethink over the evaluation system. New techniques like open books evaluation system can be adopt to deal with this problem.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

Although academic cheating is a major hazard of educational progress in India, yet limited researches have been conducted on this issue. Here are some recommendations for future research:-

⇒ The present study has been conducted on adolescents only. To confirm the findings of present study and to generalize the conclusions, it is desirable to investigate the same study on similar sample from different districts.
⇒ Similar study can be replicated on a large and more representative sample picked up from large area to conform the findings.
⇒ Research can be conducted to explore the relation of academic cheating with other personality traits of an individual.
⇒ It will be a useful endeavor to compare different school systems such as Government, Private, Navodaya, and Central schools on the phenomenon studied in this investigation.
⇒ Similar study can be conduct to explore academic cheating among students from different streams.
⇒ Further research can conducted see the effect of parents involvement and peer influence on academic cheating.
⇒ The present study has been conducted on adolescents only. It is desirable to investigate the same study on different age groups.
⇒ Similar type of research can be conducted in other states of India and a comparison and validation results can be drawn.
⇒ The research can be carried out to explore the connection between students’ perception of teacher effectiveness and academic cheating.
⇒ Research can be focus on the role of emotional intelligence to predict academic cheating behaviour.
⇒ Future research may focus on role of teachers, parents and academic institutions influencing cheating behaviour.

⇒ The research can be taken further to investigate the role of technology in prevalence of academic cheating.