SUMMARY

INTRODUCTION

Academic cheating is so pervasive among today's high school students that the majority engages in dishonest behaviour in one form or another. High school students often involve in behaviors and practices that comes under the umbrella term academic dishonest (Josephson Institute of Ethics, 2006; McCabe, 1999; Strom & Strom, 2007). It is a growing concern. Bushweller (1999) studied about growing concern of academic dishonesty among students for better grades and to get ahead in the world. This act crop up in elementary school, middle school, high school, college, and even in master's level programs. Researches indicate that cheating occurs among elementary school children (Kanfer & Duerfeldt, 1968; Cizek, 1999), in middle and high school by adolescents (Evans & Craig, 1990; Anderman, Griessinger & Westerfield, 1998; Mudock, Hole & Weber, 2001; McCabe, 2001) and as later on college (Newstead, Franklyn, Stokes & Armstead, 1996; McCabe & Trevini, 1997).

Academic Cheating and Self Control

"Individuals with low self control appear to attracted towards criminal acts because crime shares many of the characteristics of self control. Deviant behaviour is the result of lack of self control (Bruin & Rudnick, 2007)."

It is reported that low self control for short term is related with cheating and lying (Mead et al., 2009). Low self control and high susceptibility to social influence explored as predictors of past behaviour of academic dishonesty (Coskan, 2010). Also high scores on self control predict good adjustment, better grades and interpersonal success (June, 2004).

Academic Cheating and Impulsiveness

Miller et al. (2007) are of the opinion that when an individual make decision on the basis of impulsive rather than reason, the individual may be tempted to cheat. Further, an individual who are high in need for sensation are more likely to cheat.
because of risky nature. Whitley’s (1998) reported a small positive correlation between academic cheating and impulsivity among college students. In addition, results of a study by Williams et al. (2006) indicated that there is a positive relation between subclinical psychopathy (which includes impulsive thrill seeking) and academic cheating. Anderman (2010) point out that impulsivity predicts academic cheating for students who report extensive involvement in cheating. Kalia and Dalal (2011) found that neurotic adolescents were significantly more involved in academic cheating in comparison to stable adolescents moreover significant positive correlation was found between academic cheating and neuroticism.

**Academic Cheating and Socio-economic Status**

“Nzoka (2007) found children from high socio-economic status to exhibit cheating behaviour less than those from lower socio-economic status, their reasons being that, children from high socio-economic status have access to educational facilities/ materials among others.” Aduloju and Obinne (2013) found that “parent socio-economic status had no significant effect on students cheating behavior.” Okorodudu (2013) also examined “peer pressure and socioeconomic status as predictors of student’s attitude to examination malpractice in Nigeria.” Kalia and Kirandeep (2011) are of similar views that “high socioeconomic status adolescents are significantly higher on academic cheating.” The present research aims to study academic cheating among adolescents in relation to self control, impulsiveness and socioeconomic status.

**Need of the Study**

There is a strong need to explore more about cheating behaviour so that a deep analysis could be done in this context. The present study aims to explore the academic cheating behavior among adolescents, so that appropriate reasons for their cheating behavior can explored and accordingly decisions can be taken to avoid such kind of behavior. A very few studies have been conducted exploring the relationship of academic cheating with self control, impulsiveness and socioeconomic status especially in Indian setup.
The proposed study is needed by all those who are part of our education system and want to raise the level of education system. “Precaution is better than cure” is well known saying, so we should focus on the root cause of its occurrence rather than controlling it.

**Justification of the Study**

Researches indicates that people with good self control do better in work and in social life and they have fewer psychopathological problems other than people with relatively poor self control (Duckworth & Seligman, 2005; Mischel, Shoda & Peake, 1988; Shoda, Mischel & Peake, 1990; Tangney, Baumeister & Boone, 2004). In contrast poor self control is regarded as one of the important cause of crime (Gottfredson & Hirschi, 1990; Pratt & Cullen, 2000) and has been implicated as major factor in other problematic behaviour (Muraven et al., 2005; Vohs & Faber, 2007). Thus low self control seems to be a risk factor for academic cheating.

Impulsiveness seems to be directly related with academic cheating. Impulsivity refers to the tendency to act without considering the future consequences, quick behaviour, risk taking and sensation seeking, lack of planning, care-freeness and hyperactivity (Rai and Sharma, 1988). The above mentioned characteristics highlight problematic nature of impulsive behaviour.

Literatures have found that Socio-economic background of parents influences to a great extent the academic performance of their children (Devi and Mayuri, 2003; Panday and Maikhuri, 2003; Panigrahi, 2005; Alam, 2009; Mohanty, 2009).

The study on academic cheating among adolescents in relation to self control, impulsiveness and socio-economic status of adolescents will presents comprehensive and viable explanation towards understanding cheating behaviour.

**STATEMENT OF THE PROBLEM**

*Academic Cheating among Adolescents in relation to Self Control, Impulsiveness and Socio-Economic Status*
OPERATIONAL DEFINITIONS OF THE TERMS USED

Academic Cheating

The definition given by Maslach (2004) has been used as the operational definition of the term Academic Cheating which states, “Academic cheating is defined as fraud, deceit or dishonesty in an examination or in class by using or attempting to use methods which are prohibited or inappropriate.”

Self Control:

The definition given by Liebert et al (1979) is the operational definition of the term self control which states, “Self-control refers to behaviour in which a person monitors his or her own action in the absence of or in the contradiction to the pressure in the immediate environment.”

Impulsiveness:

The definition given by Rai et al. (1988) is the operational definition of the term impulsiveness which states, “Impulsiveness as a personality trait which includes quick behaviour, risk-taking activities, lack of emotional control, non-planning; liveliness and hyperactivity”.

Socio Economic Status:

The definition given by Kalia and Sahu (2012) has been adopted as an operational definition of the term Socio Economic Status which states, “Socio Economic Status as the position that an individual or family occupies with reference to prevailing average standards of cultural possessions, effective income, material possessions, level of education and aspiration and participation in group activity of community”.

Adolescents:

Encyclopedic Dictionary of Education (2010) 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:

Ο1 Objectives Related to Academic Cheating and Self Control

Ο1(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.

Ο1(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.

Ο1(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.

Ο1(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.

Ο1(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.

Ο2 Objectives Related to Academic Cheating and Impulsiveness
\(O_2(a)\) To study Academic Cheating among adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

\(O_2(b)\) To study Academic Cheating among male adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

\(O_2(c)\) To study Academic Cheating among female adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

\(O_2(d)\) To study Academic Cheating among urban adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

\(O_2(e)\) To study Academic Cheating among rural adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

\(O_3\) Objectives Related to Academic Cheating and Socio Economic Status

\(O_3(a)\) To Study Academic Cheating among adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.

\(O_3(b)\) To Study Academic Cheating among Male adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.

\(O_3(c)\) To Study Academic Cheating among Female adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.
$O_3(d)$ To Study Academic Cheating among Urban adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.

$O_3(e)$ To Study Academic Cheating among Rural adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.

$O_4$ Objectives Related to Correlation between Academic Cheating and Self control, Impulsiveness and Socio Economic Status

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

$O_4(b)$ To find correlation between Academic Cheating and Impulsiveness.

$O_4(c)$ To find correlation between Academic Cheating and Socio-economic status.

HYPOTHESES OF THE STUDY

Following null hypotheses were framed and explored with respect to academic cheating.

$H_1$ Hypotheses with respect to Academic Cheating and Self Control

$H_1(a)$ 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.

$H_1(b)$ 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.

$H_1(c)$ 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.
$H_1(d)$ 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.

$H_1(e)$ 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.

$H_2$ Hypotheses with respect to Academic Cheating and Impulsiveness

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

$H_2(b)$ There is no significant difference in academic cheating among male adolescents having very low impulsiveness, low impulsiveness, moderate impulsiveness, high impulsiveness and very high impulsiveness.

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

$H_2(d)$ 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.

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

$H_3$ Hypotheses with respect to Academic Cheating and Socio Economic Status

$H_3(a)$ There is no significant difference in academic cheating among adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.
There is no significant difference in academic cheating among Male adolescents having High Socio-economic status, Middle Socio-economic status and Low Socio-economic status.

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.

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.

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.

Hypotheses with respect to correlation between Academic Cheating and Independent variables i.e. Self control, Impulsiveness and Socio-economic status.

There is no significant relationship between Academic Cheating and Self Control of adolescents.

Academic Cheating and Impulsiveness of adolescents is not significantly related to each other.

There is no significant relationship between Academic Cheating and Socio-economic Status of adolescents.

DELIMITATIONS OF THE STUDY

The present study deals with self control, impulsiveness and socio-economic status in relationship with academic cheating among adolescents. While it may not be quite possible to incorporate all the relevant issues in the present study as such an attempt would render it unmanageable. Therefore, this study will also have its
limitations just as almost all the research works in social sciences have in consideration with maintaining the manageability of the study, such as:

1. The measuring tools and instruments are partially reliable and valid.
2. If the scope of study is made too wide, the depth is reduced.
3. More accurate results can be produced 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.

Due to these along with the limitations of time and resources on the part of investigator, a sincere attempt has been made to delimit the study in terms of sample and method of the study and the measuring tools used in the study.

I. Delimitations in Sampling

The study was delimited to 300 students (150 Urban=75 Male + 75 Female; and 150 Rural=75 Male + 75 Female) of senior secondary level only.

II. Delimitations in Methods

The study adopted the psychological and sociological techniques of research and therefore, may contain some such infirmities which such techniques are normally infested with.

**DESIGN AND PROCEDURE OF THE STUDY**

Methods Used:

The present study was intended to investigate academic cheating among adolescents in relation to their self control, impulsiveness and socio-economic status. Accordingly descriptive survey method of research was used to conduct the present study.

Sample:

Keeping in view the expenses, time, utility and suitability, the target population comprised of 300 students in the age group of 14-16 years old studying in 10th standard in Haryana state. All the districts of Haryana state was divided into five
zones i.e. North, South, East, West and Central zone. One district from each zone was selected by Randomly Lottery method i.e. Yamunanagar, Gurgaon, Sonipat, Fatehabad and Rohtak. List of schools from each district was obtained from district education offices. A random sample of 30 adolescents (15 male and 15 female) from Urban schools and 30 students (15 male and 15 female) from Rural schools were selected from each district making a sample of 300 students.

**Tools Used**

**Academic Cheating Scale:**

Academic Cheating Scale constructed and standardized by Kalia and Kirandeep (2011) was used to assess academic cheating among adolescents.

**Self-control Scale:**

Self-control Scale constructed and standardized by Singh and Gupta (1996) was used to find out self-control among adolescents.

**Impulsiveness Scale:**

Impulsiveness Scale constructed and standardized by Rai and Sharma (1988) was used to find out self-control of adolescents.

**Socio- Economic Scale:**

Socio-economic status scale constructed and standardized by Kalia and Sahu (2012) was used to determined socio-economic status of adolescents.

**STATISTICAL TECHNIQUES APPLIED FOR THE ANALYSIS OF DATA:**

Descriptive statistical such as Means, SDs and SEMs were worked out on the scores of Academic Cheating, Self Control, Impulsiveness and Socio-economic Status. The following statistical techniques were applied to analyze the data.
To determine the significance of difference between means of different groups, One way ANOVA followed by ‘t’ test was applied. To test the significance of ‘t’ values, the following levels of significance were established:

0.01  Level of Significance
0.05  Level of Significance

Pearson’s product moment correlation was used to establish relationship between academic cheating and self control, impulsiveness and socioeconomic status.

To depict the results pictorially Bar diagrams were prepared. SPSS version-20 was used to analyze the data.

**FINDINGS OF THE STUDY**

**Findings pertaining to Academic Cheating in relation to Self Control**

**Adolescents having different level of self control**

I. No significant difference in academic cheating was observed among adolescents having very low self control, low self control and 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.

**Male adolescents having different level of self control**
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.

Female adolescents having different level of self control

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.

Urban adolescents having different level of self control
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.

Rural adolescents having different level of self control

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 adolescents having high self control and very high self control.

Findings pertaining to Academic Cheating in relation to Impulsiveness
Adolescents having different level of impulsiveness

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.

Male adolescents having different level of impulsiveness

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.

Female adolescents having different level of Impulsiveness

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.

Urban adolescents having different level of impulsiveness

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.

**Rural adolescents having different level of impulsiveness**

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.

**Findings pertaining to Academic Cheating in relation to Socio-economic Status**

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.

**Male Socio-economic Status**

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.

**Female Socio-economic Status**

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.

**Urban Socio-economic Status**

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.

**Rural Socio-economic Status**

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.

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

I. Significant inverse correlation was found between Academic Cheating and Self Control.

II. Significant positive correlation was found between Academic Cheating and Impulsiveness.

III. Significant positive correlation was found between Academic Cheating and Socio-economic Status.

**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.

**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.
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.

**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.

EDUCATION IMPLICATIONS

The academic cheating crisis is not confined within the walls of our educational institutions. Many students consider academic cheating as acceptable practice and bring these behaviors with them as they move into higher education and 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 neighbourhood 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 behaviour for students instead of teaching them rules of ethical conduct.

⇒ It is observed that some parents and teachers encourage self centred 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 centred 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 behaviour, 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 important for all the faculty members of the school. Administrator who knows that parents want their students to be held accountable for dishonest behaviour may be more willing to backup punishments assigned by teachers who identify students with cheating behaviour. Teacher who has been made aware of parents and administrator support may be more apt to identify dishonest behaviour among students and assign consequences. The researcher concluded that a primary requirement for academic dishonesty to be addressed effectively is for school counselor to assist 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 impulsive students may be more likely to cheat can help educators to better plan assessment activities so that cheating may be less likely to occur.

⇒ Teachers need to give personal attention to such students in the classroom. He may need to consult with psychologists to identify students with impulsive tendencies. 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 counselling cell in each school to facilitate students in dealing with their personal and social problems.

⇒ Impulsive individuals act before they think, often unable to control their initial response to a situation. The ability to "self-regulate" is compromised; they can't modify their behaviour 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 behaviour 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 primary 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 task of an institution is not to identify cheaters 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 et al., 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 cheating is not merely a eventual choice but rather a moral choice that there should be clear right and wrong. Any form of academic cheating is morally wrong 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.

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 endeavour 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.