CHAPTER - 6

SUMMARY

6.1 INTRODUCTION

The quality of the nation depends upon the education imparted to its citizens. The aim of education is all around development of the individual. Education is considered as an agent of social reforms, reconstruction and the renaissance. It plays a stellar role in the major facts of nation’s development. It is an effective tool in improving the choice and quality of lives, enhancing social and economic productivity and initiating the process of empowerment. Success in the field of education is defined on the basic of academic achievement of the child. Academic achievement holds a cardinal place in the field of education and is considered as the outstanding inducement for the progress of individuals. It has become the key factor for personal progress. Parents desire their children to climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools and in general on educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement. The most common method of testing academic achievement is examination system. Examinations are used as the main basis for judging a student’s ability and also as a means of measuring the academic achievement of the child. Some students fail to get good marks and are blamed by their parents and school for their poor academic performance. Many factors such as lack of facilities in school, poor study habits, lack of teachers in the school, lack of interest, unfavorable Home Environment, low intelligence, academic anxiety, lack of parental education etc. cause poor academic performance. It is estimated that about more than 40% of secondary school students are not get admission into higher secondary schools every year due to their poor performance in the examination. In order to get good marks so that they might get admission in the next standard, students use way of cheating in the examination. Some students are those who cheat in the exams to impress to get good marks to impress their parents and teacher.

Academic Cheating is not a new phenomenon. In fact, it is a well-known problem in many countries, as well as in the India. Cheating likes to use any means to achieve an
unfair and unjust privileges that include: lying, concealing the truth, deceive, deceit and violation of trust (Romney & Steinbart 2003). Now a day it has become a serious problem at schools and colleges. It can take many forms, including sharing another’s work, purchase a term paper or test in advance, paying another to do the work for you, plagiarism etc. Various other factors including desire to get good marks are responsible for increasing problem of cheating. Increasing pressure by parents and teachers on the child, Home Environment, Peer Pressure, maturity level, school environment, academic anxiety, learning style etc. are responsible for it. Robert (2002) said that there are many reasons that students justify for cheating: lack of time, poverty, uncaring instructors, laziness, Peer Pressure, poor role model, fear of failure, and technology etc. Petress (2003) noted of other forms of academic dishonesty such as copying test responses from a classmate; taking exams for other people; failure to cite other peoples work; taking exam home and purchasing research papers and one assumes it is his/her work. Also actions such as breaking the office or teachers file to access the test or answer key; sabotaging peers ongoing work or gaining illegal access to school computer to change official grades are all forms of academic dishonesty. Ruto, Kipkoech and Rambaei (2011) also conducted a survey to assess the students cheating behaviour. The result of the study revealed that students who not attend lectures, lack of preparedness for examinations, peer influence, pressure from workplaces, and lack of confidence are among the factors become a catalyst for the students to cheat. Some students feel pressure to get better grades and some students struggle academically and feel that cheating is their only path to any kind of success. With tremendous pressure and competition for grades, some (students) will cheat or plagiarize to maintain a high GPA, which can please parents, result in selection to school leadership roles, and impress corporate recruiters (Moeck, v2002). Students are more likely to cheat if they do not feel a sense of valuing and belonging in school (Finn & Frone, 2004). Anderman & Murdock (2007) defined that when tasks are seen as valuable in their own right, cheating occurs less frequently than when they are completed for other reasons.

6.2 ACADEMIC CHEATING
Parents place an immense pressure on their children to perform better. Parental pressure on students can have a positive and negative effect. Pressure can also add up when
parents compare their children to one another. When the pressure builds up and it gets to be too much, they may break. Due to this pressure child may cheat on assignments and tests to achieve a high score on those and their report card. Cracking under pressure and feeling overwhelmed may also contribute to why students choose to cheat (Kleiner & Lord, 1999; Riera & Di Prisco, 2002). “Cheating in school is regarded as a violation of prescribed rules or standard conditions for completing school assignments and tests (Kalia, 2005). Cheating means copying from other students during exams, one of the forms of misconduct that has become one of the biggest concerns of educational institutions (Wilkinson, 2009). Cheating is unique in the sense that it can start to seem like normal behavior; students may actually be more inclined to cheat in the traditional setting because they have the ability to see their peers doing it, where in distance learning, students may be geographically spread out and not perceive that others are doing it (Grijalva, Nowell, & Kerkvliet, 2006). Cheating can be considered as one of the most important issues in schools, because it is a major obstacle to infer the competence of the students. Sometimes any student who is not eligible for academic courses can pass the course by cheating and improper ways. However, identifying cheating, in particular, is important because it shows the extent of this phenomenon and its growing status (McCabe et al, 2001). It is seen by many as a means to a profitable end, a way to obtain the highest grades in order to gain admission to the best universities.

Academic Cheating among the student is of widespread concern and is one of the challenging tasks to educators, administrators and students alike. Any deliberate fraudulent action or an attempt to use unauthorized or unacceptable means in academic work is considered as Academic Cheating. Academic Cheating includes the intentions of the person engaged in the dishonest behaviour (Tibbetts, 1988). Webster (1993) defined cheating as “to deprive of something valuable by the use of deceit or fraud.” Cheating in school is regarded as a violation of prescribed rules or standard conditions for completing school assignments and tests. Students cheat less if class size is smaller, assessments are clear and relevant, and teachers proactively attempt to deter Academic Cheating (Cizek, 1999). Lambert (2003) enlisted a number of acts like willful perversion of truth, or stealing, cheating or defrauding, copying the work of another without attribution, willfully allowing another to copy their work, falsify information, submitting the work of another
as though it were their own. Romney & Steinbart (2003) defined cheating as “to use any means to achieve an unfair and unjust privileges that include: lying, concealing the truth, deceive, deceit and violation of trust”. However, in test situations, the term means is a violation of rules. Sierra and Hyman (2008) defined “Academic Cheating as an effort used by individuals to use data or resources on exams illegally for example, copying another student’s answer or written work (plagiarized) to get some academic credit although they acknowledge those behaviour are wrong”. Wilkinson (2009) stated “cheating means copying from other students during exams, one of the forms of misconduct that has become one of the biggest concerns of educational institutions”. Jones (2011) defined cheating as “any deceitful or fraudulently attempt to evade rules, standards, practices, customs, mores, and norms to obtain an unfair advantage or to protect someone who has done so.”

6.2.1 Motives for Cheating

Some students cheat to raise their grades. The latest national study from the Center for Academic Integrity shows that “to get good grades” was a primary motive for cheating among high school students (McCabe, 2001). At the high school level, cheating is more likely among students who dislike school and feel their school and teachers are unfair (Calabrese & Cochran, 1990); similar relationships have been found among college students (Whitley, 1998).

In one recent study, students used the following metaphors for cheating:

1. Cheating is just a game, so that it is not important how you win but what is important is that you win.
2. Cheating is an addiction. Once a student has successfully cheated in some academic context, the urge to continue can become addicting.
3. Cheating is an easy out. Rather than working hard to master the material, a student can be tempted to use the shortcut of academic dishonesty.
4. Cheating is a personal dilemma. Students do not begin to cheat because they are ignorant of the potential consequences. Rather the decision to cheat is a difficult decision for most students.
5. Cheating is theft. The act of cheating robs the institution, the professor, the cheating student, and the other students.
6. Cheating is a team effort. Cheating does not occur in a vacuum. Where there is a culture that condones cheating and where a student sees other students cheating, academic dishonesty is more likely to flourish.

6.2.2 Factors Enhancing Academic Cheating

Research in the area of Academic Cheating have shown that one-third of elementary students are engaged in cheating and the rate dramatically increases when they enter into the higher classes and in high school reaches its peak (Cizek, 1999). The desire to get success and also to do well both at school and later in life has been among the major causes which motivates the students to cheat in the examination. There is also desire among the students to impress the parents. Some reasons identified for the rise of Academic Cheating include pressure from teachers, parents, school and peers; unhealthy environment both at home and school; peer influence etc. Students are more likely to use academic dishonesty practices when they think their assignments are meaningless and they are less likely to cheat when they admire and respect their teachers and are excited about what they are learning (Cole and Kiss, 2000). Szabo and Underwood (2004) described a variety of situational factors on pedagogy related to cheating such as classrooms with greater pressure on students, the perception of relevance the material has, and the limited time allocated to complete tasks.

Shraw, Olafson, Kuch, Lehman & McCrudden (2007) said that factors for student cheating include lack of time, the deterioration of morals in society, a school culture in which cheating is common, the belief that cheating is essential to receive high marks, and the facility of the internet which makes it easier to cheat. Bouville (2010) in his publication, “Why is Cheating Wrong?” has given several reasons that cheaters take in their mind when they practice dishonesty practices. First, a common view equates grades to the value of the student. Grades are used as a measure of how good the student is, as it can be a measure of knowledge, talents, and competency. This view might imply that efficient cheaters are good students as they get good grades. Second view behind measuring students worth can help in trying to curb cheating among students. Also grades are used as predictors of future success. At college level admission’s grades are used to guess how well the students may do in the future years of study. This may cause the student to practice academic dishonesty with the aim to secure a seat in the college.
Some major aspects which influence a child to cheat can be described as:

1. **Parental pressure:** Academic dishonesty is more likely to occur with parental pressure to get good grades (Taylor et. al. 2002). For some adolescents, parental pressure is high at this age in regards to academics (Strom & Strom, 2007). Parental pressure on students can have a positive and negative effect. Pressure can cause students to want to achieve to their highest capability. Yet, when the pressure builds up and it gets to be too much, they may break. Cracking under pressure and feeling overwhelmed may also contribute to why students choose to cheat (Kleiner & Lord, 1999; Riera & Di Prisco, 2002).

2. **Peers:** Adolescents are influenced by what their peers do and they form their peer groups around similar interests. Peer influence is at its highest at this point in their lives if peers in their peer group are choosing academic dishonesty, then they are more likely to do the same (McCabe, 1999). Adolescents are at a time in their life where peer influence and Peer Pressure are high (Rettinger & Kramer, 2007).

3. **School environment:** The atmosphere of the school can contribute to the rise of Academic Cheating. Teachers and other staff can either reinforce or disapprove academic dishonesty. Today school can be competitive in nature and students feel the burden and pressure to be the best. School and social norms play a role in academic dishonesty as well (McCabe, 1999). Politics in a school may also play an important factor for who gets caught and disciplined accordingly when they engage in academic dishonesty (Riera & Di Prisco, 2002)

4. **Learning styles:** If student don’t use appropriate learning style and want to score good marks, in that situation student can use slip or other unfair means to copy. The students know cheating is wrong but they feel like the most important thing they do is get the grades, by hook or by crook.

5. **Student Interest:** Shraw et al. (2007) examined the relationship between cheating and student interest. In their mixed method undergraduate and high school study, students exhibiting personal interest were found less likely to cheat than their peers. It was also found that situational interest was also negatively correlated with cheating behaviour.

6. **Overcrowded classroom:** Overpopulated and crowded classroom facilitate a Academic Cheating. It is nearly impossible for teachers to keep their eyes on the
whole class and pay attention to what each student is doing. Where there is will, there is a way for students; when they want to do something badly enough, they will find a way to succeed. When teachers have over populated classrooms, it means they have more assignments or exams from semester to semester or year to year (Kleiner & Lord, 1999). Students who have a more personal, face to face relationship with their teacher would feel more connected to the class and perceive that their work is valued among the other names on the roster. Therefore, “because students and faculty do not interact directly in web-based classes, it is often perceived that cheating will be more abundant in these classes” (Grijalva et al., 2006).

6.2.3 Means Used for Academic Cheating

Most of the students know that cheating is unethical, but they still practice it during the studying period in college or universities (Bernardi et al., 2004). Students find many ways which can help them to cheat. Many students use their own bodies or clothing as a source for cheating. They can write notes on top of their hands or on their palms. Another way is for them to wear long sleeves and write on their arms, pull their sleeves up to read what is written, and then they can wash it off after the exam. Writing on legs under their pant legs is also common. Wearing shirts that open in the front or sweatshirts that un-zip can also serve as a way. They can write on a piece of paper and tape it to the inside, write on tape and tape it to the inside, or they can simply write with a pen or marker on the inside (Bramucci, 2003). Cheating in the academic can be occurred in many forms which can range from copying another student’s paper to stealing an exam paper to forging an official university transcript (Pincus and Schmelkin, 2003). Students who are more or less likely to engage in academic dishonesty may also be consistent between the online and traditional settings. Male students and younger students are more likely to cheat or plagiarize in both settings (Lanier, 2006). One most innovative method that students have created using the Internet include creating their own websites to post and share homework answers, and using “web sites that were designed for teachers, where answer keys for problems were accessible” (Ma et al., 2008). Devices other than computers such as cell phones, calculators, and tablets are also used as portals to academic dishonesty.
through communication with classmates. Students can take credit for documents … that they get as e-mail attachments from friends living down the hall or a thousand miles away (Sterngold, 2004).

6.2.4 How to prevent Academic Cheating
Teachers perhaps are the main source for the prevention of academic dishonesty. They are the first to communicate with students about academic dishonesty on the first day of the semester, and the reinforcement of academic integrity serves as a reminder to students of what is morally correct (Stephens & Wangaard, 2009). Anderman, Cupp and Lane (2010) also found that there is a link between the perceived credibility of the teacher and the student's motivation and learning. Students were less likely to cheat in the classroom if they perceive their teachers as credible.

6.3 EMOTIONAL MATURITY
Every man is born free having his own style of thinking, working and showing emotions. In today’s world life is full of tension, anxiety and stress. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-semantic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. Due to this it is very difficult for anyone to survive without controlling emotions. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play an important role in influencing physical health, mental health, social life, character learning process and area of adjustment. Emotion is a complex affective experience that involves diffuse physiological changes and can be expressed overly in character behaviour pattern. It accompanies generalized inner adjustment and mental and psychological stirred up state in the individual and that shows itself in his overt behaviour. It is clear that the feeling of happiness, sorrow, pleasure, and pain are intensified due to emotions. Emotional development is one of the significant aspects of growth and development of an individual. It is as essential as physical mental spiritual, moral and social development. In providing a definite direction and pace to the all-around development of an individual heredity and environment play as significant role as maturity.
Maturation is a process which causes both physical and mental development of an individual. Maturity is such developmental changes which is caused due to the internal changes and is not affected by any external factor with the passage of time and growth on individuals mind emotions, thought and physical state change and these results in maturity and are caused of maturity. Maturity plays a significant role in every aspect of human life. Maturity plays a pivotal role in the development of emotions. In a new born baby emotions are brief, transitory and limited. They are not very specific at birth. They occur in diffused states. As the child grows, differentiation of emotion begins this in a result of maturity. Various psychologists consider maturity as one of the chief factors for emotional development.

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety tensions, frustrations. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy which deals with an interplay of forces with intensities and quantities. Actually Emotional Maturity is not only the effective determinant of personally pattern but it also helps to control the growth of adolescent’s development. Morgan (1934) stated the view that an adequate theory of Emotional Maturity must take account of the full scope of the individuality, powers and his ability to enjoy the use of his powers. Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health to both intra-psychically and intra-personality (Smitson, 1974). An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Some children are very emotionally immature and some have never matured. It is the dying needs of the hour that a child should have proper emotional development to rightly channelize his/her emotions. Emotional Maturity becomes very important in the behaviour of the individuals, as students are the pillars of the nation and future generations, so their level of Emotional Maturity becomes very vital. The most outstanding mark of Emotional Maturity, according to Cole (1944) is ability to bear tension. Other marks are an indifference towards certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally
mature person persists the capacity for fun, and recreation. He enjoys both play and responsibility activities and keeps them in proper balance. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, thinking and action.

6.3.1 Levels of Emotional Maturity
According to Fitz Maurice (1989) there are six levels of Emotional Maturity which can be defined as given below:

1. Basic Emotional Responsibility - When a person reaches level one of Emotional Maturity, they realize that they can no longer view their emotional states as the responsibility of external forces such as people, places, things, forces, fate, and spirits. They learn to drop expressions from their speech that show dis-ownership of feelings and a helpless or victim attitude towards their feelings. Expressions such as: They made me feel . . . , It made me feel . . . , I made them feel. . . , and any others that denote external emotional responsibility are first changed into I statements as opposed to You or blaming statements.

2. Emotional Honesty - Emotional honesty concerns the willingness of the person to know and own their own feelings. This is a necessary step to self-understanding and acceptance. The issues of resistance to self-discovery are dealt with at this level. They are related solely to the person's conscious and unconscious fears of dealing directly with the critical voices they hear inside. The realization of the old maxim, To think own self be true, is the primary goal at this level. As a secondary goal on this level, people learn to locate others with whom they can safely share their real feelings, their real selves. Such work to never again accept self as behavior.

3. Emotional Openness - This level concerns the person's willingness and skills in sharing their feelings in an appropriate manner and at appropriate times. Persons at this level experience and learn the value of ventilating feelings, and also the dangers involved in hiding feelings from self and others. Self-disclosure is the important issue at this level of work. Yet, it will never be as important as the willingness of the person to be open to experiencing all of their feelings as they arise without the
critical voices they hear inside trying to change, control, or condemn them. The dangers of suppressing feelings and the values inherent in exploring and allowing all feelings internal expression are investigated further. At this level, one has the openness, the freedom to experience any emotion without the need, the compulsion to suppress or repress it.

4. **Emotional Assertiveness** - The person at this level of work enters a new era of positive self-expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants--first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, i.e., without aggressive overtones. At this level person makes time for their feelings--they prize and respect them.

5. **Emotional Understanding** - Persons on this level understand the actual cause and effect process of emotional responsibility and irresponsibility. Self-concepts are known as "the" problem. They realize that it is not possible to have a so-called good self-concept without a complimentary bad self-concept. Other understandings at this level include the following: attempts to capture a moment of self can only kill the self as the self is a living process and not knowledge or memory; to reduce self to knowledge is literally to kill it; one either has their self and is alive and experiencing, or one has found their self as knowledge and lost it.

6. **Emotional Detachment** - At this level the person lives without the burden and snare of self-concepts, to identifying only with the true self-images, self-constructs, and all group-concepts and thing-concepts means that absolute emotional responsibility has been achieved (actually discovered). Not having self-concepts to defend or promote, this person can remain unaffected by the Blame Game, and even experiences unconditional love for their enemies.

### 6.4 HOME ENVIRONMENT

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in
child’s life. The home is the oldest human group and the basic one, while the particular form of home structure may and does vary from society to society. Among the various social groups, home occupies the first and most important place for the development of the individual. A home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. Tizard & Hughes (1984) found home as a powerful learning environment for a child with their presentation of concept such as: the encouragement of incidental learning as a natural reaction to their environment, individualized attention from adults and the close relationship between parent and child as an important factor in learning experiences. On the other hand, the family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). Home is the system of relationship existing between parents and the children. It is the best place and the chief agency in the education of the young one. It is the first school of the child. It is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. The major responsibility for the children’s growth remains within the parents who are the ideal teacher of their child and the informal education given by home is most effective and natural.

The Home Environment means the family background of the students; this includes all the human and material resources present at the home that affects the students education and living, such as the parents level of education, their occupation, socio-economic status and socializing facilities available in the house. Moos and Moos (1986) defined Home Environment as the degree of commitment, help and support family members provide for one another. Unniyl and Beena (1989) defined Home Environment as an interpersonal relationship between parents and child. Home Environment includes the parents attitude towards the child relative to freedom versus restriction, dominance versus submission, acceptance versus rejection, trust versus distrust, warmth versus coldness, expectations versus hopelessness, open communication versus cold communication. It is also suggested that the development of and profile characteristics is related to subject of the set of the envy forces. Home Environment refers to the aspects of peoples domestic lives that contribute to their living conditions. These factors may be physical (poverty),
psychological conditions due to parenting and social circumstances (emptiness, living alone etc.) or wider cultural patterns of life related to the location (suburban environments or urban environments), Home Environment is the most important institution for the existence and continuance of human life and the development of various personality traits. For young children, the home or family environment is a central influence on emotional as well as cognitive and behavioral development, and it remains an important influence into adolescence (Maccoby, 1992). Plamentz (1993) stated that Home Environment refers to all sorts of moral and ethical values, emotional, social and intellectual climate set by the family members to contribute to their wholesome development. Bhatnagar and Alisha (2001) defined Home Environment as the basic unit of society and it is within the fabric or family that we learnt the value i.e. caring for others affections for others, spirit for service and virtue of love. These values once learnt extent beyond the family to wider community and later affect the socialistic political, cultural, moral and spiritual life of the nation. In short we can say that Home Environment is the aggregate of all those psychological conditions that determine the growth and development of the child. It is the protected relationship between parents and children in an accepted social setting and includes components which constitute the home like permissiveness, parental achievements, companionship etc. Due to the environment provided at home, differences can be seen between two children regarding their general knowledge, their interests, their speech their bearing and their moral tone, although both the children may attend the same school, may come under the influence of same teacher and the same organization, may pursue the same studies and perform the same exercises.

An ideal Home Environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express his/her views freely, where parents put less restrictions to discipline the child, not preventing the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parental desires and expectations, where they are neither threatened of being isolated from beloved pet sons nor deprived of love, respect and childcare.

These styles play a very important role in the development of the child as they are the base of the environment in the home. Home Environment or parent-child rearing
practices consist of characteristics of permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provision for child’s intellectual needs, effective reward, instrumental companionship, physical punishment, neglect, deprivation of privileges, protectiveness, power achievement, demands, indulgence, conformity, independence-dependence, emotional and verbal responsibility, involvement with the child, physical and temporal environment, avoidance of restrictions and punishment, provision of appropriate play materials etc. (Mishra, 2003).

Grey (1984) discovered that home-environment which is marked by negligence and lawlessness may adversely affect the pupils academic progress at school. Individual differences in children’s achievement relative to differences in the Home Environment were found by Baharudin & Luster (1998). Lata and Aggarwal (1998) found that the child getting proper environment of study with care, concern, guidance and encouragement will flourish like plant given good soil and sunlight is a most congenial atmosphere. Hence congenial Home Environment is more influential in enhancing scholastic achievement. Dayal (2001) concluded that study habits are positively and significantly related with various dimensions of family environment and the total family environment.

6.5 PEER PRESSURE

Peer groups are among the most influential social forces affecting behavior of a child. Peer group influence begins at an early age and it increases through the teenage years. At the stage of senior secondary school level, the feeling of belonging and social acceptance is very strong among the students. This is why that peer influence plays a huge part in steering the experiences and interest of senior secondary students.

Peer Pressure starts becoming a real influence in a child’s life as he grows older. When kids are small their minds are not developed enough to understand such things, but as they grow older more and more Peer Pressure situations start arising. The people around them are bound to influence him. Owing to this vulnerable age, he tends to imitate his friends. However, the effect of the influences of the masses is greater during teen years. The parameters of good and bad replace by ‘what’s in’ and ‘what’s out’. His behaviour is most influenced by the behaviour of others like friends in whose company he spends his leisure time. And getting influenced by our peer groups is perfectly normal. However, the
way one is getting influenced by a peer group must be taken into account as that can lead to various consequences. Many a time it happens that he is forced to lead a certain kind of lifestyle as his friends live. Sometime he may not like partying on every weekend or holidays, may hate drinking or smoking, may not like night outs with friends, but does all that he had never wished to do. There are many children who experience great pressure from their peer group that forces them to take to drinking.

There have been many instances where youngsters get spoiled and commit the biggest mistakes of their lives due to negative Peer Pressure. When one does not like a particular idea or when we have no inclination towards a particular field, it is obvious that we won't like to go by it. For sure, we won't like to go that way. But it is peer group, which may compel on doing something one hates. In such cases, there are chances that one won't do well in those things. Across many cultures, perceived behavior and sanctions of friends are among the strongest predictors of an adolescent's misconduct (Greenberger, et al., 2000).

6.6 RATIONALE OF THE STUDY
Cheating is a burning issue in educational field mounting hindrances in the path of efficacy of educational system. It has been reported that one-third of elementary students are engaged in cheating and the rate dramatically increases when they entry into the higher classes and in high school reaches its peak (Cizek, 1999). According to Moeck (2002), “Some students feel pressure to get better grades and some students struggle academically and feel that cheating is their only path to any kind of success. With tremendous pressure and competition for grades, some (students) will cheat or plagiarize to maintain a high GPA, which can please parents, result in selection to school leadership roles, and impress corporate recruiters.” Some other reasons identified for the rise of Academic Cheating include pressure from teachers, parents, and school, peers etc.

Various studies have been conducted taking variables Emotional Maturity, Home Environment, peer-pressure and Academic Cheating. Murdock & Anderman (2006) concluded that when students have high self-efficacy beliefs and expect to succeed at an academic task, cheating is probably neither a necessary nor useful strategy. A national
survey of high school students shows that 74% of students admit to serious cheating on tests, and 72% cheated on written assignments (McCabe, 2001). Lau and Kwok (2000) concluded that a cohesive, orderly and achieving family environment is conductive to more positive development among adolescents.

Past researches highlighted the problem of Academic Cheating, so the researcher, found it interesting to explore the factors which are responsible for increase in the tendency of cheating. Many researches have been conducted regarding these dependent and independent variables but no research has been conducted that involves all these variables simultaneously. So the researcher decided to study the Academic Cheating among Senior Secondary School Students in relation to their Emotional Maturity, Home Environment and Peer Pressure. The proposed study will provide a guideline to educational administrators and planners and all others to control Academic Cheating among senior secondary school students.

6.7 STATEMENT OF THE PROBLEM
A Study of Academic Cheating Among Senior Secondary School Students in Relation to their Emotional Maturity, Home Environment and Peer Pressure

6.8 OPERATIONAL DEFINITIONS OF THE TERMS USED

Academic Cheating
The definition given by Finn and Frone (2004) has been adopted as an operational definition of the term cheating which states, “Cheating represents the extent to which students engaged in academic dishonesty during the past years.” (Cited by Kalia, 2006) In the present study Academic Cheating of students refers to the scores obtained by him in Academic Cheating scale.

Emotional Maturity
“Emotional Maturity is the refined and developed ability to understand and use one’s emotions in personally controlled ways.” In the present study Emotional Maturity scale of students refers to the scores obtained by him in Emotional Maturity scale.
Home Environment
“It refers to the psycho-Social Climate of home as perceived by the students in Home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness”. In the present study Home Environment of students refers to the scores obtained by him in Home Environment inventory.

Peer Pressure
“Peer Pressure is the force that someone feels to behave or dress a certain way. It may be present at school, home or within the general community. Peer Pressure refers to the influenced exerted by a Peer group in encouraging a person to change his or her attitudes, values or behaviour in order to group norms”. In the present study Peer Pressure of students refers to the scores obtained by him in Peer Pressure scale.

6.9 OBJECTIVES OF THE STUDY
The study aims to achieve the following objective:
1. To study the Academic Cheating of extremely stable and extremely unstable senior secondary school students.
2. To study the Academic Cheating of senior secondary school students with high Home Environment and low Home Environment.
3. To study the Academic Cheating of senior secondary school students with high Peer Pressure and low Peer Pressure.
4. To study the Academic Cheating of extremely stable and extremely unstable male senior secondary school students.
5. To study the Academic Cheating of extremely stable and extremely unstable female senior secondary school students.
6. To study the Academic Cheating of extremely stable and extremely unstable rural senior secondary school students.
7. To study the Academic Cheating of extremely stable and extremely unstable urban senior secondary school students.
8. To study the Academic Cheating of male senior secondary school students with high Home Environment and low Home Environment.
9. To study the Academic Cheating of female senior secondary school students with high Home Environment and low Home Environment.
10. To study the Academic Cheating of rural senior secondary school students with high Home Environment and low Home Environment.
11. To study the Academic Cheating of urban senior secondary school students with high Home Environment and low Home Environment.
12. To study the Academic Cheating of high Peer Pressure and low Peer Pressure male senior secondary school students.
13. To study the Academic Cheating of high Peer Pressure and low Peer Pressure female senior secondary school students.
14. To study the Academic Cheating of high Peer Pressure and low Peer Pressure rural senior secondary school students.
15. To study the Academic Cheating of high Peer Pressure and low Peer Pressure urban senior secondary school students.
16. To study the relationship between Academic Cheating and Emotional Maturity of senior secondary school students.
17. To study the relationship between Academic Cheating and Home Environment of senior secondary school students.
18. To study the relationship between Academic Cheating and Peer Pressure of senior secondary school students.

6.10 HYPOTHESES OF THE STUDY
1. There is no significant difference in Academic Cheating of extremely stable and extremely unstable senior secondary school students.
2. There is no significant difference in Academic Cheating of senior secondary school students with high Home Environment and low Home Environment.
3. There is no significant difference in Academic Cheating of senior secondary school students with high Peer Pressure and low Peer Pressure.
4. There is no significant difference in Academic Cheating of extremely stable and extremely unstable male senior secondary school students.
5. There is no significant difference in Academic Cheating of extremely stable and extremely unstable female senior secondary school students.
6. There is no significant difference in Academic Cheating of extremely stable and extremely unstable rural senior secondary school students.
7. There is no significant difference in Academic Cheating of extremely stable and extremely unstable urban senior secondary school students.
8. There exists no significant difference in the Academic Cheating of male senior secondary school students with high and low Home Environment.
9. There exists no significant difference in the Academic Cheating of female senior secondary school students with high and low Home Environment.
10. There exists no significant difference in the Academic Cheating of rural senior secondary school students with high and low Home Environment.
11. There exists no significant difference in the Academic Cheating of urban senior secondary school students with high and low Home Environment.
12. There is no significant difference in Academic Cheating of high Peer Pressure and low Peer Pressure male senior secondary school students.
13. There is no significant difference in Academic Cheating of high Peer Pressure and low Peer Pressure female senior secondary school students.
14. There is no significant difference in Academic Cheating of high Peer Pressure and low Peer Pressure rural senior secondary school students.
15. There is no significant difference in Academic Cheating of high Peer Pressure and low Peer Pressure urban senior secondary school students.
16. There is no significant relationship between Academic Cheating and Emotional Maturity of senior secondary school students.
17. There is no significant relationship between Academic Cheating and Home Environment of senior secondary school students.
18. There is no significant relationship between Academic Cheating and Peer Pressure of senior secondary school students.

6.11 DELIMITATIONS OF THE STUDY

Keeping in view the limitations of available time and resources, the present investigator worked out on the following delimitations to define the scope of the problem under investigation.

1. The study is confined to the schools situated in the territory of Rewari, Mohindergarh, Bhiwani and Jhajjar districts only.
2. The study is confined to students studying in 11\textsuperscript{th} class of Haryana State.

3. The study is confined to the senior secondary schools affiliated to Board of School Education Haryana, Bhiwani only.

4. The study is delimited to 600 students only.

5. The study is delimited in respect of the variables also. The study is delimited to one dependent variable i.e. Academic Cheating and three independent variables i.e. Emotional Maturity, Home Environment and Peer Pressure.

6.12 METHODOLOGY

Descriptive research can be either quantitative or qualitative. A descriptive survey describes and interprets what is. It is concerned with the conditions or relationship that exist, opinions that are held, process that are going on, effects that are evident, or trends that are developing. Descriptive research focus on knowing and describing things related to the present situations. According to Landman (1988), “Descriptive research is thus a type of research that is primarily concerned with the nature or conditions and degree in detail of the present situations.” Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). For the present study, descriptive survey method was employed because it is considered as one of the important method in education and it describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

6.13 POPULATION

A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1977). Thus a population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas or salaries etc. All senior secondary school students, studying in 11\textsuperscript{th} class in various schools located at four districts of Haryana i.e. Rewari, Mohindergarh, Bhiwani and Jhajjar constituted the target population for the present study.
6.14 SAMPLE
Sample is a small proportion of population selected for gathering data and performing its analysis. To do this, the researcher wants the sample or the individuals that are actually involved in the research, to be representative of the larger population. The sample of the study consisted of 600 senior secondary school students, studying in 11th class in various schools of four districts of Haryana i.e. Rewari, Mohindergarh, Bhiwani and Jhajjar. In the present study stratified random sampling technique has been used to select the sample. Out of 600 senior secondary school students 150 from Mohindergarh, 150 from Rewari, 150 from Bhiwani, and 150 from Jhajjar. Out of them, 280 were male and 320 were female. On the basis of locality out of 600 senior secondary school students 310 were belonged to rural area and 290 were belonged to urban area.

6.15 TOOLS USED IN THE STUDY
The investigator has used the following tools for his study:
3. Home Environment inventory is developed by the Researcher with the consultation of Supervisor.

6.16 FINDINGS AND DISCUSSION OF THE FINDINGS
On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:
1. It was found that the Academic Cheating of extremely stable and extremely unstable senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable senior secondary school students, was rejected. It was concluded that that Academic Cheating is affected by Emotional Maturity. In terms of Mean, mean Academic Cheating score of extremely stable senior secondary school students were found lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable senior secondary school students are aware about the fact that it is the age of competition and merely having marks without knowledge are of no use.
2. Academic Cheating of senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating is affected by Home Environment. In terms of Mean, it was found that mean Academic Cheating score of senior secondary school students with high Home Environment is lesser than that of senior secondary school students with low Home Environment. This difference in the mean scores can be due to the reason that Home Environment has the greatest influence on the perpetuation of the individual behaviour and senior secondary school students with high Home Environment get social support in the home which results in social maturity and less involvement in Academic Cheating.

3. It was found that the Academic Cheating of senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of senior secondary school students with low and high Peer Pressure, was rejected. It was concluded that Academic Cheating is affected by Peer Pressure. In terms of Mean, mean Academic Cheating score of senior secondary school students with low Peer Pressure were found lesser than that of senior secondary school students with high Peer Pressure. The present result is in consonance with the result of Anderman & Murdock (2007) who also stated that peer influence plays a major role among adolescents in choosing academic dishonesty over academic integrity.

4. Academic Cheating of extremely stable and extremely unstable male senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable male senior secondary school students, was rejected. It was concluded that Academic Cheating among male senior secondary school students is affected by Emotional Maturity. In terms of Mean, it was seen that mean Academic Cheating score of extremely stable male senior secondary school students is lesser than that of extremely unstable male senior secondary school students. This can be due to the reason that extremely stable male senior secondary school students are well adjusted and are able to concentrate in their studies and do not get involve in Academic Cheating.

5. It was found that the Academic Cheating of extremely stable and extremely unstable female senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and
extremely unstable female senior secondary school students, was rejected. It was concluded that Academic Cheating among female senior secondary school students is affected by Emotional Maturity. In terms of Mean, mean Academic Cheating score of extremely stable female senior secondary school students was found lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable female senior secondary school students are capable to concentrate and focus their minds on studies rather than involving in unfair means to get good marks.

6. Academic Cheating of extremely stable and extremely unstable rural senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable rural senior secondary school students, was rejected. It was concluded that Academic Cheating among rural senior secondary school students is affected by Emotional Maturity. In terms of Mean, it was seen that mean Academic Cheating score of extremely stable rural senior secondary school students is lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable rural senior secondary school students are able to maintain standards of honesty and integrity than extremely unstable rural senior secondary school students.

7. It was found that Academic Cheating of extremely stable and extremely unstable urban senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable urban senior secondary school students, was rejected. It was concluded that Academic Cheating of extremely stable and extremely unstable urban senior secondary school students is affected by Emotional Maturity. it was found that mean Academic Cheating score of extremely stable urban senior secondary school students is lesser than that of extremely unstable urban senior secondary school students. This difference in the mean scores can be due to the reason that senior secondary school students who live in the urban area are familiar with the fact that in the present age of competition merely having more marks in not sufficient and thus they focus on learning than cheating.

8. The present result revealed that Academic Cheating of male senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of male
senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating of male senior secondary school students is affected by Home Environment. Mean Academic Cheating score of male senior secondary school students with high Home Environment were found lesser than that of male senior secondary school students with low Home Environment. This difference in the mean scores can be due to the reason that high Home Environment help to develop the children who are responsible and self-controlled. Thus, male senior secondary school students with high Home Environment are able to keep their disruptive emotions and impulses in control than male senior secondary school students with low Home Environment.

9. The present result make it clear that Academic Cheating of female senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of female senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating of female senior secondary school students is affected by Home Environment. In terms of Mean, it was found that mean Academic Cheating score of female senior secondary school students with high Home Environment is lesser than that of female senior secondary school students with low Home Environment. This difference in the mean scores can be due to the reason that female senior secondary school students with high Home Environment are aware about their values and do not like to break them by getting involved in Academic Cheating.

10. The present result revealed that the Academic Cheating of rural senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of rural senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating of rural senior secondary school students is affected by Home Environment. Mean Academic Cheating score of rural senior secondary school students with high Home Environment was found lesser than that of rural senior secondary school students with low Home Environment. This difference in the mean scores can be due to the reason that the students with high Home Environment get a warm and supportive environment which affects the moral and ethical values of the child and result in diminishing the bad habits like Academic Cheating.

11. Academic Cheating of urban senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant
difference in the Academic Cheating of urban senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating of urban senior secondary school students is affected by Home Environment. Mean Academic Cheating score of urban senior secondary school students with high Home Environment was found lesser than that of urban senior secondary school students with low Home Environment. All know that life in the urban areas is full of stress. Those parents who provide high Home Environment help the child pass through this transitory phase. Due to this help and support in the family child develop positive habits and do not get involve in Academic Cheating. Lau and Kwok (2000) also concluded that a cohesive, orderly and achieving family environment is conductive to more positive development among adolescents.

12. It was found that the Academic Cheating of male senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of male senior secondary school students with low and high Peer Pressure, was rejected. It was concluded that Academic Cheating of male senior secondary school students is affected by Peer Pressure. In terms of Mean, it was seen that mean Academic Cheating score of male senior secondary school students with low Peer Pressure is lesser than that of male senior secondary school students with high Peer Pressure. This reason may be that high peer-pressure among male children can lead them to a loss of individuality and living in bad company can force to get under the pressure or influence of bad habits like Academic Cheating.

13. The result showed that the Academic Cheating of female senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of female senior secondary school students with low and high Peer Pressure, was rejected. It was concluded that Academic Cheating of female senior secondary school students is affected by Peer Pressure. Mean Academic Cheating score of female senior secondary school students with low Peer Pressure was found lesser than that of female senior secondary school students with high Peer Pressure. It is generally seen that female have more tendency to compare themselves with siblings or other peers. Due to this reason female students can feel high pressure to get better and this high Peer Pressure she may get involved in Academic Cheating.

14. It was found that the Academic Cheating of rural senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no
significant difference in the Academic Cheating of rural senior secondary school students with low and high Peer Pressure, was rejected. It was concluded that Academic Cheating of rural senior secondary school students is affected by Peer Pressure. In terms of Mean, it was found that mean Academic Cheating score of rural senior secondary school students with low Peer Pressure is lesser than that of rural senior secondary school students with high Peer Pressure. Generally it is seen that rural child possess lower level of self-control and can enforce the strategies agreed upon among their peers as they do not want to be left out of the group.

15. The present result revealed that the Academic Cheating of urban senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of urban senior secondary school students with low and high Peer Pressure, was rejected. It was concluded that Academic Cheating of urban senior secondary school students is affected by Peer Pressure. Mean Academic Cheating score of urban senior secondary school students with low Peer Pressure were found lesser than that of urban senior secondary school students with high Peer Pressure. This can be due to the reason that parents in the urban areas put more pressure on their child to score more marks in the examination than their peer group; and under this high Peer Pressure the child commits the biggest mistakes of their lives by adopting the way of cheating to score high.

16. Significant relationship was found between Academic Cheating and Emotional Maturity of senior secondary school students. So the null hypothesis “There exists no significant relationship between Academic Cheating and Emotional Maturity of senior secondary school students” was rejected. The magnitude of ‘r’ indicates positive correlation which means that increase in Emotional Maturity scores leads to increase in Academic Cheating scores and vice versa. But in the present study, more Emotional Maturity score means more unstable and less Emotional Maturity score means more stable. Thus, it was concluded that with the increase in Emotional Maturity of senior secondary school students there will be decrease in their Academic Cheating and vice-versa. The reason behind this may be that Emotional Maturity helps students to be emotionally balanced and optimistic which results in less involvement in anti-social activities like Academic Cheating.

17. It was found that there exists significant but negative relationship between Academic Cheating and Home Environment of senior secondary school students. So the null hypothesis “There exists no significant relationship between Academic Cheating and
Home Environment of senior secondary school students” was rejected. Thus, it was concluded that with the increase in Home Environment scores of senior secondary school students there will be decrease in their Academic Cheating and vice-versa. This can be due to the reason that in congenial Home Environment student can concentrate on their study and concentration in study will result in more learning. If learning is there, there will be no need of Academic Cheating.

18. It was found that there exists significant relationship between Academic Cheating and Peer Pressure of senior secondary school students. So the null hypothesis “There exists no significant relationship between Academic Cheating and Peer Pressure of senior secondary school students” was rejected. It was further found that there exists positive correlation which means that increase in Peer Pressure scores leads to increase in Academic Cheating scores and vice versa. This can be due to the reason that with tremendous Peer Pressure, some students can cheat to maintain a high score, which can please parents and also impress corporate recruiters.

6.17 EDUCATIONAL IMPLICATIONS

In every field of research, the results obtained have certain implications of practical values. In the field of education also, these findings have special implications for parents, students, teachers and other school personnel. The results provide guideline to education planners and enable them to utilize the experience and knowledge of the researcher. The findings of the present study, have the following educational implicates:

Cheating can be considered as one of the most important issues in schools, because it is a major obstacle to infer the competence of the students. Emotional Maturity among students plays a very important role in their life, careers as well as in their activities. Mean Academic Cheating score of all extremely stable senior secondary school students male, female, rural or urban were found lesser than that of mean Academic Cheating score of extremely unstable senior secondary school students. It means more stable child involve less in the Academic Cheating. So, more congenial environment should be provided to the extremely unstable students both in the school and in the home to make the child more stable. Since emotional instability was found to have a positive correlation with Academic Cheating, both parents and teachers should try to develop emotional stability among students through their day to day interactions with them. They should try
to help the students develop the ability to comprehend and regulate feelings and emotions of the self and others.

Home Environment plays an important role in the life of an individual. The present findings also point to the importance of Home Environment in understanding and predicting cheating behaviour among students. The present study revealed that Academic Cheating of senior secondary school students with high and low Home Environment differ significantly. Mean Academic Cheating score of senior secondary school students with high Home Environment were found lesser than that of senior secondary school students with low Home Environment. It means that low or negative atmosphere of the home can contribute to the rise of Academic Cheating. So, the child should provide such an atmosphere at home that the child grows so perfectly who turns out to be a responsible and mature individual who can handle situations with maturity without getting involved in anti-social activities like Academic Cheating. Parents at home should understand the kind of changes a child is going through and the kind of pressures he face in his every day activities. They should try to avoid the factors that can cause stress and pressure in the child. Parents should also act as the facilitators for their children in helping them in handling such situations.

Peers play a large role in the social and emotional development of children. Peer Pressure is when a child does something which he does not want to do as a result of being pressured by friends. It affects people of all ages and backgrounds. In the present study it was found that the Academic Cheating of senior secondary school students with high and low Peer Pressure differs significantly. It was concluded that Academic Cheating of all male or female, rural or urban is affected by Peer Pressure. In the present study, mean Academic Cheating score of senior secondary school students with low Peer Pressure were found lesser than that of senior secondary school students with high Peer Pressure. Increased pressure to perform better than peers can cause a hindrance in the independence of the child and he may use unfair means to get good grades. So, parents should try to avoid comparing the performance of their ward with the performance of their siblings. They should try to spend more time with their ward discussing the importance of getting knowledge rather than merely having more marks.
The result of this study can also help counsellors to know about the role of emotional, maturity, Home Environment and peer-pressure in Academic Cheating. With this knowledge, counselors can better identify causes of Academic Cheating and can tailor counseling interventions to address the most common problems. One important way for preventive Academic Cheating certainly is to reduce the burden on child by decreasing their exposure to stress. Faculty and administrators should agree on the strategy to apply in their institutions that will be adhered to in order to fight the problem of academic dishonesty. Code of academic ethics should be indorsed by the school with the regulations which the students are expected to comply and disciplinary processes that are applied when the policy is violated.

6.18 SUGGESTIONS FOR FURTHER STUDY

No research is complete in itself. Every research conducted in any particular field has its own limitations. In fact every researcher is in an unenviable position to suggest new topic for further researcher. The present study also reopens many issues and areas for carrying further research. Therefore, a few suggestions for further researches based on the experience of the present study are given below:

1. In the present study cross sections that have been investigated are male/female, rural / urban. Many other cross sectional comparisons of various other categories of students like studying in government/private schools may be carried out.

2. The present study was conducted on senior secondary school students only. For generalization of the findings, the study could be extended to students of other educational levels- elementary, secondary.

3. Similar study can be conducted by taking students from different groups i.e. normal and exceptional senior secondary school students with different level of learning.

4. Further researches may be undertaken with a large sample covering more districts of Haryana, so as to make generalization about Academic Cheating among senior secondary school students in relation to their Emotional Maturity, Home Environment and Peer Pressure.
5. The present investigation is confined only to the students studying in Haryana Board of School Education only. Similar study can be conducted by taking students from other boards e.g. Central Board of School Education (CBSE).

6. Research may be undertaken to study the Academic Cheating among senior secondary school students in relation to their intelligence, study habits, school environment, learning style etc.

7. An evaluative study can be undertaken to evaluate the effectiveness, self-confidence and adjustment on the academic achievement of elementary school students.

8. In the present study, comparison was made on the samples of high and low group of students belonging to Emotional Maturity, Home Environment and Peer Pressure only. It is suggested that a comparative study of high, average and low group of students belonging to Emotional Maturity, Home Environment and Peer Pressure can be conducted.

9. The present study has been conducted by using the statistical techniques like ‘t’ test and correlation ‘r’. Similar study can be conducted by using ANOVA etc.

10. Research may be planned to develop projective tools for measuring the predictive variables undertaken in the present investigation.