CHAPTER - 1

1.1 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 basis 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 these who cheat in the exams 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, 2002). 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.

1.2 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 intensions 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, and norms to obtain an unfair advantage or to protect someone who has done so.”

Previous research shows that Academic Cheating is a serious problem in all educational levels in the entire world (McCabe, Terivino & Butterfield, 2001). Cheating behavior ranges from unauthorized collaboration on an assignment to falsifying a bibliography to using crib notes or copying from another student during an examination. However, all forms of these cheating behaviours are not regarded as equally serious e.g. Interpreting the gray areas of cheating activities, such as recycling excerpts from one’s own paper to use in other courses or determining what is fair-use of a tutor or resource person . . . has been a problem for both faculty and institutions (Maramark & Maline, 1993).

Academic Cheating is widespread and becomes increasingly common as students gain more years of school. Symaco and Marcelo (2003) indicated that some forms of academic dishonesty have increased; test cheating and unauthorized collaboration in assignment had risen significantly over the years. It should be kept in mind that cheating tendency or academic dishonesty is not limited to face to face classrooms but can also be seen in online or web-based classes. If a child has more personal face to face relationship with his or her teacher, then he or she would feel more connected to the class. When there is lack of interaction between student and faculty in web-based classes, it is often perceived that cheating will be more abundant in these classes. Researchers like Rowe (2004) and Wang (2008) have suggested that academic dishonesty in online classes is partly due to the absence of face to face interaction.

Pavela (1978) defined that there are four areas of Academic Cheating or dishonesty: a). cheating by using unauthorized materials on any academic activity such as assignment or
a test, b). fabrication of information, references or results c). plagiarism and d). helping other students engage in academic dishonesty. Approximately one third of students in elementary school admit to cheat in some form (Cizek, 1999) and over 60% of middle school students regard cheating as a serious problem in their school (Evans & Craig, 1990). The prevalence of cheating peaks during the high school years (Cizek, 1999). The amount of cheating during college also is alarmingly high (Davis, Grover, Becker, & McGregor, 1992; Jendrek, 1992; Maramark & Maline, 1993; Whitley, 1998); one large survey shows that 78% of undergraduates reported cheating (McCabe & Travino, 1993, cited in Whitley & Keith-Spiegel, 2002). A survey have been conducted on more than 3,000 fourth-to seventh-grade students revealed that more than one in five students admitted cheating on exams (Sing Tao, 2008, as cited by Nora and Zhang, 2010).

A web-based survey conducted by the Center for Academic Integrity found that around 70 percent of recent graduates at participating colleges admitted to some form of Academic Cheating (McCabe 2005). At the university level, between 67 to 86 percent of students, and men more than women, are involved in cheating, (De Lambert, Allen, and Taylor, 2003). Cizek (1999) in a review of research literature related to gender differences in cheating has concluded that during the elementary grades, there is little evidence about gender differences in cheating. Other researchers (e.g. Murdock, Hale, & Weber, 2001; Anderman, Griesinger, & Westerfield, 1998; Anderman & Midgley, 2004) also have not found sex differences among secondary school students. However, research conducted on high school shows that more boys than girls are attempting to cheat (Cizek, 1999). A survey conducted by Maramark and Maline (1993) to the American universities a shocking percentage of students are cheating during their study range from a low of 15% to 20% to a surprising 81% (Naeemi, 2011).

1.2.1 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).
Cheating is motivated by several other factors as well, for example, (a) pressure to maintain good grades, (b) need to avoid failure, (c) perceptions of school as unfair, (d) lack of time spent on schoolwork, and (e) non-condemnatory attitudes toward cheating (Bushway & Nash, 1977; Schab, 1991; Whitley, 1998; Whitley & Keith-Spiegel, 2002). Cheating is more likely to occur when students perceive external pressure to perform but fear they cannot succeed. Several studies have shown that cheating is related to fear of failure (Calabrese & Cochran, 1990; Michaels & Miethe, 1989; Schab, 1991) and students’ expectations of success (Whitley, 1998). Concerns about performing well may stem from such factors as pressure from parents, heavy school workloads, or inadequate time to study (see Cizek, 1999; Whitley & Keith-Spiegel, 2002). Performance concerns such as those are related directly to internal assessments of competence. Cheating is more likely among students with low academic self-efficacy (Evans & Craig, 1990; Murdock, Hale, & Weber, 2001). The Murdock et al. study concluded that Doubting one’s ability to bring about a desired result might lead to reliance on other strategies for success (p. 109). It is more likely to occur when students feel alienated from school and dissociate from school rules and procedures. It is less likely when students are closely identified with school. In a recent study of middle school students, cheaters viewed their teachers as less competent, less committed to good teaching, and less respectful of students than did non-cheaters (Murdock et al., 2001). When students feel pressure to get better grades and in the meantime when students struggle academically, then they 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. Parents may be heavily invested in their children’s cognitive development and spend time with them on learning. Bolin’s (2004) in his study confirmed that acceptable attitudes towards cheating rather than self-control explain why students take advantage of opportunities to cheat. The metaphors and social constructs provided by students in surveys regarding Academic Cheating can also provide insight into the rationale for academic dishonesty. 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.

### 1.2.2 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 students don’t use appropriate learning styles and want to score good marks, in that situation students 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.

![Factors Enhancing Academic Cheating](image)

**Fig. 1.1: Factors Enhancing Academic Cheating**
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).

1.2.3 **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).

1.2.4 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.

Nonis and Swift (2001) had shown a strong positive correlation between Academic Cheating and workplace dishonesty. Williams (2001) stated that counselors create a culture of honesty in the school atmosphere and have ongoing discussions with students through individual contacts, small guidance groups and classroom lessons. School counselors may be called upon to help students overcome performance goals or the academic dishonesty barrier that impedes their learning. According to Whitley & Keith-Spiegel (2001), Faculty should conduct their courses in a manner that promote academic integrity and discourage academic dishonesty. They should be encouraged to have a statement concerning academic integrity in their syllabi and to discuss integrity concerns in their individual classrooms. They should also be trained on measures to prevent controls and confront academic dishonesty. Most importantly, training for all newly hired graduate teaching assistance and faculty members should be conducted on regular basis. Perress (2003) stated that it should be the responsibility of the faculty to ensure that they apply
appropriate instructional measures that will discourage dishonesty. They should be role
model for the students and implement measures that will be vigilant in prevention of
academic dishonesty. Alam (2004) found study involvement as strong correlate of Academic
Cheating. It was found that laziness, lack of motivation to work hard and poor time
management were the major reason leading to plagiarism. Fawkner and Keremidchieva
(2004) proposed three approaches to counter cheating behaviour that is reduce the need,
provide alternatives and lead by example. Hayes, Hurt and Bee (2006) discussed
several types of academic fraud, including cheating using the fraud triangle theory and
discuss some measures that can be employed to reduce the likelihood of this illicit
behaviour. When students have high self-efficacy beliefs and expect to succeed at an
academic task, cheating is probably neither a necessary nor useful strategy. (Murdock &
Anderman, 2006). Sierra and Hyman (2008) stated that “the academic institution and its
administrator can also enhance the moral development; develop the students sensitivity to
ethical issues through the establishment of written and unwritten codes of conduct that
will explain the acceptable and unacceptable behaviour as a student and ethical academic
practices”. Bouville, (2010) remarked that “Students who are not motivated by what they are
learning may be tempted to cheat rather than waste time on something that is not of interest
to them. Teachers should try to motivate their students and ensure that the materials taught
are appropriate and applicable to the students level of learning and this will help the students
to avoid cheating on their work”. It is important to study the Academic Cheating
behaviour as antecedents of future unethical behaviours that might reflect their attitudes
when entering the workplace (Farnese, Tramontano, Fida and Paciello, 2011). The study
about cheating can be beneficial in two ways; which is first its consequences as a
problem, and secondly, its spread in an educational environment (Khodaie, 
Moghadamzadeh and Salehi, 2011). Barzegar and Khezri (2012) found that no significant
difference occurs between male and female students in terms of Academic Cheating. It
was further revealed that between the two variables i.e. self-efficacy and self-
handicapping strategies, the self-handicapping strategies were the best predictor of
Academic Cheating. Sarita and Dhaiya (2015) in their article Academic Cheating among
students defined that parents and teachers may also increase pressure on their kids when
they compare them to their siblings.
1.3 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 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.

One outcome of healthy emotional development is increasing “Emotional Maturity”. It is an important ingredient of modern civilization and is the essential attribute of the member of a progressive onward moving society. Emotional Maturity deals with
interplay of forces with intensities and quantities. It is a process in which a person is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. Emotional Maturity should be regarded as relative, not final or absolute. Two, four or six years old are “Emotionally Mature” if they show capacity for emotional behaviour that is true to their level of development even though all three groups are quite immature compared with the eighteen or twenty years old. Emotional Maturity means that degree to which the person has realized his potential for richness of living and has developed his capacity to enjoy thing, to relate himself to other for whole hearted sorrow, when and occasion for grief arises, his capacity for experiencing anger when faced with thwarting that would rise the temper of any reasonably tolerant or sensible person and his capacity to show fear when there is occasion to be frightened without feeling a need to use a false mark of coverage such as must be assured by persons afraid to admit that they are afraid (Jersild, 1963). The Chief index of Emotional Maturity is the ability to bear tension. Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and intra-personally (Smitson, 1974). Emotional Maturity is the refined and developed ability to understood and use one’s emotions in personally controlled ways. Emotional Maturity brings with it a capacity for independence, the willingness to take action as free agent along with the capacity to affiliate, to freely initiate and sustain loving relationships (Lisa, 2004).

Emotional Maturity is that characteristic of emotional behaviour that is generally attained by an adult after the expiry of his adolescence period. A person is said to be emotionally mature when he feels proper situation and expresses it in a proper quality. The process of maturing emotionally is never complete. A person in fairly good health continues to grow more mentally mature in his attitude towards life and toward himself as long as he lives. Therefore, when we say that the major aim of a good education program is to help learners to gain Emotional Maturity, what we mean is not the achievement of a certain end product that can be graded or rated on graduation day, but rather seeking to help the child in the process of development that continues long after most people leave school.
In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-semantic 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. Singh (1999) said that Emotional Maturity is not only the effect determinant of personality patterns but it also helps to control the growth of an adolescent’s development. A person who is able to keep his emotions under control, which is able to rock delay and to suffer without self-pity, might still be emotionally stunted and childish.

Emotional Maturity is said to be the foundation for leading a happy and contented life. An emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. If anyone lacks Emotional Maturity the life of the individual will be a sorrowful affair. One doesn’t get more emotionally mature when he or she gets older; In fact, it is not something that necessarily grows with chronological age. L.S. Hollingworth (1928) mentioned some characteristics of emotionally mature person as given below:

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps with bounds. If his hat below off, he does not below up.

2. He is also able to delay his responses as controlled with the impulsiveness of young child.
3. Handling of self-pity, instead of showing unrestrained self-pity, he tries to feel for him.

According to Bernard (1954), the following are the criteria of mature emotional behaviour:

- Inhibition of direct expression of negative emotions.
- Cultivation of positive up-building emotions.
- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction from socially approved responses.
- Increasing dependence of actions.
- Ability to make a choice and not brood about other choices.
- Freedom from unreasonable fear.
- Understanding an action in accordance with limitations.
- Awareness of the ability and achievement of others.
- Ability to err without feeling disgraced
- Ability to carry victory and prestige with grace.
- Ability to delay the gratification of impulses.
- The enjoyment of daily living.

Murray (2004) said that an emotional mature person has the following characteristics:

1. The ability to give and receive alone.
2. The ability to face reality and deal with it.
3. Just as interested in giving as receiving.
4. The capacity to relate positively to life experiences.
5. The ability to learn more experience.
6. The ability to accept frustration.
7. The ability to handle hostility constructively.
8. Relative freedom from tension symptoms.

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. According to Singh and Bhargava (1984) five broad factors of Emotional Maturity are:

![Factors of Emotional Maturity](image)

**Fig. 1.2 : Factors of Emotional Maturity**
i) **Emotional Unstability:** This is a broad factor representing syndrome of lack of capacity to dispose of problems, irritability needs, constant help for one’s day to day work, vulnerability, stubbornness and temper tantrums.

ii) **Emotional Regression:** It is also an abroad group of factors representing such syndromes as feeling of inferiority, restlessness, host ability aggressiveness and self-centredness.

iii) **Social Maladjustment:** Such a person shows lack of social adaptability hatred, reclusive but boarding (Lier and Shirker).

iv) **Personality disintegration:** It includes all those symptoms which represent disintegration of personality like, reaction, Phobias formation, rationalization, pessimism, immortality etc. Such a person suffers from inferiorities and hence from distorted sense of reality. In brief such a person shows varied degrees of neuroticism.

v) **Lack of Independence:** Such a person shows parasitic dependence on others, is egoistic and lacks *objective interests.* People think of him as an unreliable person.

**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.

![Diagram of Emotional Maturity Levels]

**Fig. 1.3 : Levels of Emotional Maturity**

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.

Jasbir (2000) studied Emotional Maturity in relation to environment factors found significant relationship between Emotional Maturity and school, home and psychological.
Kaur (2000) found significant relationship between Emotional Maturity, school, home and psychological environment. Girls were found to be more emotionally mature than boys. Rural students were found to be more emotionally mature than urban students. Sandra and Margareg (2001) found that the female adolescents residing in urban area have high level of Emotional Maturity. Stephen (2002) examined the neuroticism and Emotional Maturity among college female students and found that the individuals who scored higher neuroticism were having a low level of Emotional Maturity. Gakhar (2003) found a significant negative correlation between self-concept and Emotional Maturity. Aleen and Sheema (2005) found that female students were less emotionally stable as compared to male students. Lichtenberg (2005) found that only that man has ability to work with others who has Emotional Maturity and stability. He focused on ageing as well as personality and Emotional Maturity across life span in his study. Nelson (2005) concluded that if we want our children to be emotionally mature, we must focus on their early childhood education; which affect certain level of social and Emotional Maturity. Abadi et al (2007) found that there is no Emotional Maturity difference in single and married female students in Sistan and Bluchestan University. Rathee and Salh (2010) found that International players are significantly better in Emotional Maturity as compared to state players. Rushan et al (2011) showed that there is no meaningful difference between the boys and the girls’ Emotional Maturity. Subbarayan & Vivanathan (2011) in their study on Emotional Maturity among college students revealed that the Emotional Maturity of college students in extremely unstable. Madankar (2012) studied the relationship between Emotional Maturity, emotional competency and academic achievement of boys and girls. It was found that there is positive and significant relationship between academic achievement and Emotional Maturity of boys and girls. Kaur (2013) investigated the Emotional Maturity of adolescents of Chandigarh and revealed that there was not any significant difference in various areas of Emotional Maturity of govt. and private school students; no significant difference was found in the Emotional Maturity level of boys and girls of senior secondary schools. Roja (2013) found that there is no significant difference of correlation between Emotional Maturity and self-concept of higher secondary course students. Subramanian and Veliappan (2013) studied the Emotional Maturity of high school students with respect to gender and type of
institution and found that the private students are more emotionally matured than government high school students and high schools girls are emotionally matured than high school boys. Lal (2014) found that the male adolescents are different on Emotional Maturity as compared to female adolescents. The female adolescents with non-delinquency proneness possess a better level of Emotional Maturity than delinquency proneness counterpart. Malliick, Singh, Chaturvedi & Kumar (2014) in their study found that there exist significant difference between male and female higher secondary students as well as between day scholar and hostel staying higher secondary students with respect to level of Emotional Maturity. No significant difference was found between rural and urban higher secondary students as well as between government and aided higher secondary students with respect to level of Emotional Maturity. Surjit (2014) carried out a study on the role of Emotional Maturity in the academic achievement of high school students. He found that there exists no significant correlation between Emotional Maturity and academic achievement of high school students and girls are more emotionally stable than the boys. Mondal (2015) found that there exists significant effect of Home Environment on all the dimensions of Emotional Maturity of adolescents. Bhut and Zalavadia (2016) found that there exists significant positive correlation between the Emotional Maturity and Home Environment of the college students.

1.4 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.

Various home factors have been found to be important: mother’s responsiveness, discipline style, and involvement with the child; organization of the environment; availability of appropriate learning materials; opportunities for daily stimulation. Parents who provide a warm, responsive, and supportive Home Environment; encourage exploration; stimulate curiosity; and provide play and learning materials accelerate their children’s intellectual development (Meece, 2002). Ekanem (2004) said that the home influences the child at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance. The environment is the immediate surroundings in which the pupils find themselves. It is also referred to as the physical and psychological conditions that affect children (Ogbemudia and Aiasa, 2013).

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. As stated in Mattox (1995), Henderson and Burla reviewed research literature and determined the following characteristics of a stimulating Home Environment:

- Establishment of a daily family routine that includes regular bedtimes and regular study times;
- Monitored non-school activities including television viewing;
- Modeled values of learning, self-discipline, and work ethics, particularly through the use of home learning tools;
- Expression of high but realistic achievement expectations;
- Encouragement of children’s development and progress in school;
- Stimulation of reading and writing, including family discussion times; and
- Facilitation of the use of community resources, including such things as trips to the library, cultural events, and music lessons.

Noller and Victor (1991) stated that the environment of a family is affected by how happy the parents are with their relationship. A close, satisfying relationship between parents is generally reflected in a warm and supportive family climate. Conflict between the parents is likely to result in a generally unsatisfactory Home Environment. Fighting between parents is clearly unpleasant for children, and in the long term, the consequences can be serious for them. A warm relationship between parents and children help to develop the children who are responsible and self-controlled, while hostility tends to promote aggression. On the other hand, parents who use strict control generally have children who are well-behaved but highly dependent. Generally on the basis of parenting styles used by parents for the development of their child, the parents can be divided into four categories. In other words we can define it as:

i). **Authoritative Parents**

Authoritative parents engage their children in discussions and debates. They encourage their child to be independent while maintaining limits and controls on
their actions. Research findings demonstrated that an authoritative parenting style produces a number of positive developmental outcomes in adolescents. Children of such parents learn how to negotiate and engage in discussions. They understand that their opinions are valued. As a result, they are more likely to be socially competent, responsible, and autonomous. Holmbeck (1996) noted that authoritative parenting style is the most beneficial for children and adolescents because it is positively correlated to numerous positive outcomes (e.g., self-esteem and self-reliance).

ii). Authoritarian Parents

The authoritarian parent, on the other hand, feels the need to have total control over all aspects of their child's development. The authoritarian parent is characterized by high demandingness with low responsiveness (Pellerin, 2005). Children of authoritarian parents learn that following parental rules and adherence to strict discipline is valued over independent behavior. Children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy (Baumrind, 1967, 1971).

iii). Permissive (Indulgent) Parents

This style is characterized by low demandingness with high responsiveness. Danny (2007) described permissive parenting in three ways: as a parent who is lazy or lacks knowledge to enforce discipline; a parent who just thinks that all things will become better with time; and a parent who neglects the discipline due to personal problems as being a single parent, health issues, work, addiction and depression. Edmund (2011) stated that “Indulgent parenting gives children the indulgences they want without any type of socio-cultural structure. Often times these are only children who exclusively enjoy both parents attentions without reprimands or demands. These children have difficulty adapting to real-world situations in which they fail or are depended upon to re-structure or re-model their efforts. They engage in rebellious activity such as drug use or underage drinking, but are capable of independency at an early age.………” Such parent interacts with their child in a non-punitive manner, allowing the child to make decisions on their own without concern for limitations or consequences.
iv). **Neglecting or Uninvolved Parents**

Uninvolved parents are not warm and do not place any demands on their teens. Children of uninvolved parents learn that parents tend to be interested in their own lives and less likely to invest much time in parenting as such parents minimize their interaction time, and, in some cases, are uninvolved to the point of being neglectful. Uninvolved parents are indifferent to their adolescents needs, situations, or experiences at school or with peers. As noted by Hetherington and Parke (1986), children from the families of neglectful parents are more likely to have alcohol problems, spend most of time on streets with their peers from similar parents, and are more likely to be truant and precociously sexually active, with records of arrest. The neglectful parent is unaware or indifferent to their child's
developmental needs, they are inconsistent with emotion, affection, and discipline, and range from not reacting at all to their child’s behavior to tremendous overreaction (Pellerin, 2005).

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). Operational definitions of the dimensions given by her are as follows:

a) **Control:** It indicates the autocratic atmosphere in which many restrictions are imposed on the children by the parents in order to discipline them.

b) **Protectiveness:** It implies prevention of independent behaviour and the prolongation of infantile care.

c) **Punishment:** It includes physical, as well as affective punishment to avoid the occurrence of undesirable behaviour.

d) **Conformity:** It indicates parents directions, commands or order with which child is expected to comply by action. It refers to demands to work according to parent’s desires and expectations.

e) **Social Isolation:** It includes the use of isolation from beloved persons expect family members for negative sanctions.

f) **Reward:** It includes material as well as symbolic rewards to strengthen or to increase the probability of desired behaviour.

g) **Deprivation of Privileges:** It implies controlling children’s behaviour by depriving them of their rights to seek love, respect and child care from parents.
h) **Nurturance:** It indicates existence of excessive unconditional physical and emotional attachment of parents with the child. Parents have a keen interest in and love for the child.

i) **Rejection:** It implies conditional love recognizing that the child has no right as a person, no right to express his feelings, no right to uniqueness and no right to become an autonomous individual.
j) **Permissiveness:** It includes provision of opportunities to child to express his views freely and act according to his desires with no interference from parents.

Home Environment plays an important role in helping the child pass through this transitory phase. The way he or she is trained at home influences his or her development. Various types of environment prevail in Indian families. In some families the parents decide on all the issues of child’s life. They make personal criticism, assume all the responsibility, initiate all the activities define and set goals and impose them on the child and maintain wide social distance from children. Children of such families learn that following parental rules and adherence to strict discipline is valued over independent behavior. As a result, adolescents may become rebellious or dependent. They might display aggressive behavior and tend to be anxious, socially withdrawn, and unhappy. Children with authoritarian parents tend to be anxious, socially withdrawn, and unhappy (Baumrind, 1967, 1971). There are some families in which the family members share close relationship with children, ask for contributions and encourage group interaction. Children of indulgent/ permissive parents may be aggressive and throw temper tantrums when they are frustrated. When they reach adolescence, their behaviour may be hostile, selfish, and rebellious (Crosser, 2005). Another type of environment found in Indian families is opposite to first one. In these families the parents operate, as the observers of the family, make no attempt to regulate or orient his/her ideas. They allow complete freedom to the child. No clear goals are established and no restrictions are imposed.

Greary (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). Lataand 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.
Kaur (2001) revealed that family climate does affect ones level of home adjustment. A positive significant relationship exists between the two variables. Dinah (2004) indicated that there is a significant relationship between Home Environment and the self-concept. Goel (2004) reported that girls had much higher educational aspirations than boys in relation to their Home Environment. He also concluded that boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys. Kaur and Kalaramna (2004) found that a number of dimensions of Home Environment contributed significant to various dimensions of social intelligence. Socio-economic status has got effect on Social Intelligence. Home Environment also showed positive impact on social Intelligence. Netto (2004) in his study at higher secondary level found that Home Environment and achievement motivation were highly influencing variables of Academic achievement. Gaur (2005) in her study found the impact of Home Environment on the academic achievement of senior secondary school students. She found that the Home Environment affects the academic achievement of students in a significant way. She further revealed that students who were living in rich Home Environment were higher in their academic achievement as compared to the students who were living in poor Home Environment. Sunitha and Khadi (2007) conducted a study on the academic learning environment of students from English and Kannada medium high schools and found that higher proportion of unaided school students had high level of school learning environment than aided school students. A positive non-significant relationship was found between home learning environment and school learning environment and academic achievement among high school students. Cano (2008) stated that better family intellectual climate have a significant positive impact on the students beliefs about learning and academic achievement. Jagpreet et al. (2009) in their study found that there exists a positive significant relationship of self-concept with protectiveness, conformity, reward and nurturance components of Home Environment.

Moula (2010) investigated the relationship between academic achievement motivation and Home Environment among standard eight pupils. He defined the Home Environment by five factors i.e. parental encouragement, parents occupation, parents education, Family size and learning facilities at home. The findings showed that four factors (parents occupation, parents education, family size and learning facilities) significantly effects the
achievement motivation and parental encouragement was the only factor which showed low correlation with academic motivation. Robert, Stephen and Bettye (2010) studied Home Environment and school performance among black elementary children and found childrens behavioral development is affected by the environments in which they live. Shailendra (2013) concluded that school performance of secondary school children has been found to have significant and positive relationship with childrens perception of overall family environment and its four dimensions viz. Achievement orientation, Cognitive stimulation, Recreational Orientation and Home structure. Congenial Home Environment is an essential factor in moulding the appetite of the students towards mathematics which influences their overall academic achievement in the long run (Mahanta, 2014). Saikia and Choudhury (2015) studied the effect of Home Environment on academic achievement of secondary school students and found that there exists no significant difference between boys and girls and rural and urban secondary school students in their Home Environment and there is a relationship between Home Environment and academic achievement of secondary school students.

1.5 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. In this stage, peers are arguably even more important than parents, teachers, and others. Hanushek et al. (2003) and others have pointed out that if innovations to behaviour form an important avenue through which peers affect outcomes, the inability to capture such behaviour might lead to a serious underestimation of peer influences. Castrogiovanni (2002) defined peer group as a small group of similarly aged, fairly close friends, sharing the same activities. He also stated that at no other stage of development is ones sense of identity so unstable. Lashbrook (2000) found that 40 percent of the sample cited peer influence when asked why they thought the Columbine High School shooting happened. Black (2002) stated that peer groups provide a forum where teens construct and
reconstruct their identities. Self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers (Burns and Darling, 2002).

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.

“Peer Pressure” is a term used to describe how one’s behavior is influenced by other fellows. It refers to the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to confirm to group norms. Peer Pressure is defined as when people your own age encourage or urge you to do something or to keep from doing something else, no matter if you personally want to do it or not (Ryan, 2000). The Peer Pressure may be defined as the insistence and encouragement of the same age group individuals to make or force the individual to do something (Santor, Messervey & Kusumakar, 2000). It is defined as the influence exerted by a peer group in encouraging a person to change his or her attitude, values, behavior in order to confirm the group norms (Elliot, 2001). The more subtle form of Peer Pressure is known as peer influence, and it involves changing one's behavior to meet the perceived expectations of others (Burns & Darling, 2002). 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.

Peer Pressure might influence one in a number of ways. The influence of Peer Pressure can be seen in the following:

- Academic achievement
- Fashion choices
- Drinking and Smoking habits
- Attitude towards social norms
- Decision to have a boyfriend or girlfriend
- Choice of who your friends are

Some parents cannot believe that their child is pressurizing another to do something wrong and immoral, but the truth of the matter is that this happens everywhere, and almost every child has been a part of both sides of the coin. It is human nature to be influenced by someone who is a part of friend circle and to be enticed to do whatever he/she is doing. In fact, Peer Pressure is nothing but the incessant desire of the children to be perceived as ‘happening’ and ‘cool’ in order to belong to a particular group. Often at schools and colleges the students are always forming groups, and there is a lot of group politics and bullying than one can ever imagine. A child affected by Peer Pressure may or may not want to belong to these groups. Social Learning Theory suggests that it is not necessary, for adolescents to observe a given behaviour and adopt it; it is sufficient to perceive that the peer group accepts it, in order to be able to opt for similar behaviours (Petraitis, Flay & Miller, 1995). The peer group may on one hand, serve as a model and influence behaviours and attitudes, whilst on the other hand, it may provide easy access, encouragement and an appropriate social setting for consumption (Glaser, Shelton & Bree, 2010).

### 1.5.1 Signs of Peer Pressure

According to Working Together Toolkit (2006) adapted from Parents Reaching Out the following mentioned are the signs whose presence indicates Peer Pressure

- Excessive demands for material things his friends have
- Disregarding your rules in order to do things with friends
- Stealing with friends
- Any hint of alcohol or drugs
- Teens seriously misleading you about friends or whereabouts
- Doing things to avoid rejection like going along with friends who use poor judgement.

1.5.2 Effects of Peer Pressure

Harris (1998, 2002) and Rowe (1994) maintained that peer groups have an even stronger influence than that of parents, although that extreme position has been refuted by other researchers. Peer Pressure occurs when a group forces someone into doing something inappropriate. The group makes it clear that the person will be kicked out of the group or targeted for revenge if she/he does not participate. The group also makes it clear that participation leads to acceptance by the group, which is very desirable during these years. A positive peer group that your teen fits into well can help boosts her self-esteem; it might prevent her from engaging in harmful or risky behaviors (Burack, 1999).

Manski (1993) defined three distinct types of peer influence: (1) exogenous effects, (2) endogenous effects, and (3) correlated effects.

a). **Exogenous or contextual effects**: Exogenous or contextual effects are the effects of pre-treatment characteristics on own within-treatment performance.

b). **Endogenous effects**: Endogenous effects, as the name would suggest, are the effects of contemporaneous peer behaviour on own behaviour. The effect of Peer Pressure on Academic Cheating would be an example of an endogenous effect.

c). **Correlated effects**: Correlated effects are the result of self-selection into a group on the basis of a shared characteristic. Individuals with similar backgrounds self-selecting into a fraternity known for its large collection of old exams would be an example of a correlated effect.
While most parents think of Peer Pressure as negative, not all Peer Pressure is bad. Many times peers set good examples for each other. Company of the peers who are committed to do well in school or any other activity outside the school can influence one to be more goal-oriented. For example, seeing your friend winning a gold medal in any competition inspires or motivates you to go after a dream of your own. Peers who are kind and loyal influence you to bring these qualities in yourself. Peer groups also have remarkable influence on the occupation choice of students. Teens may be influenced by their peers to study, to compete in athletics or to attend a religious function. However, when fellow teens are drinking or engaging in other risky activities, Peer Pressure can lead to problems.

Some authors describe peer groups some very valuable positive functions related to adolescence (Beaty and Alexeyev, 2008; Due, Hansen, Merlo, Andersen and Holstein, 2007), the opinion about its negative effects is dominant (Darcy, Deanna, and Vivek, 2000; Schnohr and Niclasen 2006; Pizer, 1999. Halperin, 2001; Kiran-Esen, 2003).
Castrogiovanni (2002) cited a variety of positive experiences for adolescents that peer groups provide. These can be described as: (1) the opportunity to learn how to interact with others; (2) support in defining identity, interests, abilities, and personality; (3) autonomy without control of adults and parents; (4) opportunities for witnessing the strategies others use to cope with similar problems, and for observing how effective they are; (5) involved emotional support and; (6) building and maintaining friendships. Despite the positive influence of the peer group during adolescence, the higher the adolescent’s autonomy from the peer group, the higher his/her resilience against its influence. This resilience seems to increase with age, which may mean that it is associated with youngsters’ maturity; and girls emerge in several studies as more resilient than boys (Sumter, Bokhorst, Steinberg & Westenberg, 2009).

However, if the Peer Pressure is negative, then it can severely hamper the progress of person. Peer Pressure can lead to a loss of individuality. Living in bad company can force to get under the pressure or influence of bad habits such as drinking, smoking and drugs. Extreme Peer Pressure may lead to follow what your peers feel right. Pressure may compel them to go by everything they think right. One tends to blindly imitate the masses; adopt their tastes of fashion, clothing, hair, music and general living. Peer Pressure can actually lead to lose your tastes of life and force to begin liking what they like. Peer Pressure is the human tendency to join the bandwagon, in which, the person loses his/her original way of looking at life.

Dealing with this Peer Pressure is not an easy task. Following peers blindly leaves a negative impact on their life while an analytical approach of looking at peer behavior can act positively. If a student stays in the company of good, sincere students from educated families, undoubtedly he or she will get the opportunity to learn a lot from them. This will improve his or her personality along with overall behavior. True friends can encourage doing good things and can also boost morale by providing emotional support at times. Healthy competition among friends can help in enhancing the academic as well as extra curriculum performance of youth.

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).

1.5.3 Techniques of Resisting Peer Pressure

It might be hard for a child to resist Peer Pressure and stay as an individual. Following are some techniques that can help one to manage Peer Pressure in a better way:

- Observe people and the groups with whom you socialize. Observe what they do and the consequences of their actions. When someone tries to argue everyone's doing it, you can prove otherwise. Make positive choices about with whom you spend time with, instead of joining a group just because it is there.
- Avoid situations that present problems - parties where no adults will be present, being alone with a boyfriend or girlfriend who might pressure you to become sexually involved, situations where you will have to prove yourself to be accepted as part of the group.
- Evaluate the risk. Are you being asked to do something that is trivial, like wearing a piece of clothing you wouldn't normally choose, or are you being asked to do something that might have permanent health or legal consequences like using drugs or drinking and driving?
- Communicate: Say "No" forcefully and with eye contact. If you do not believe yourself, no one else will either. You do not need to apologize for your individuality. Find an ally, someone who feels the same way you do, who will support your decision to say no.
- Anticipate what your friends will say or do and decide before hand how you will react. If you know that when you go to the mall your friends will shoplift, decide how you will handle the situation before you go or make an excuse to stay home.
- If you are in a situation where there is conflict, walk away. No one can make you do something you do not want to. If you find your self anticipating conflict
too often, seriously think about finding a new friend or set of friends. Start off gradually, spending less and less time with the people who are pressuring you.

- Know yourself. Know what moods might make you more susceptible to negative peer influence. Know what activities make you feel good about yourself. Know why you are doing whatever you do every day. Be aware of your actions. Make active choices rather than floating along with the crowd.

- Get involved in positive activities such as sports, volunteering, peer tutoring, or youth clubs. Look for people who share your interests outside of your immediate school friends. Having several different groups of people who accept you give you choices and social outlets rather than making you dependent on one group of friends.

Kandel and Lazear (1992) pointed out the advantages of Peer Pressure in improving performance of groups of agents who can observe each other’s actions, and they show that various psychological pressures such as guilt and shame, as well as other sorts of monitoring, can lead partnerships to have higher productivities than other sorts of organizational structures. Reymond, Ravesloot, and Meulman (2000) investigated the degree to which pre-adolescents as well as adolescents associate with parents and peers in their leisure time. Ryan (2000) found that associating with friends who have a positive affect toward school enhanced students' own satisfaction with school, whereas associating with friends who have a negative affect toward school decreased it. Ungar (2000) conducted a qualitative study to examine the construct of Peer Pressure in relation to mental health and concluded that for many adults, the concept of Peer Pressure leads to the belief that the peer group demands conformity to its norms, which may include delinquency. Landau (2002) reported that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. Carman and Zhang (2008) found significant positive peer effect on the mathematics test score and positive but not significant effect on Chinese test score and no effect on English test score. Bellemare, Lepagie and Shearer (2009) found that Peer Pressure effects negatively the students’ achievement. Akhtar and Aziz (2011) found that Peer Pressure significantly affects the academic achievement of female students. Tope (2011) investigated the influence of peer group on adolescent’s academic
performance and found that the peer group could either positively or negatively influence the academic performance in school. He recommended that parents and teachers may provide adequate guidance to adolescents to help them understand how the friends can positively or negatively influence their academic performance.

1.6 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. Abadi et al (2007) found that there is no Emotional Maturity difference in single and married female students in Sistan and Bluchestan University. Rathee and Salh (2010) found that International players are significantly better in Emotional Maturity as compared to state players. Adolescents with reciprocal friendships mention high levels of feelings of belonging in school; at the same time, reciprocity and feelings of belonging have positive effects in academic results (Vaquera & Kao, 2008). The nature of the family does not have any influence on the study habits of students, with respect to Home Environment; whereas, the nature of the
family has significant influence on the study habits of students with respect to preparation for examination and school environment (Rajendran et al.; 2009). Attri (2013) reported that some of the areas of the study habits are affected by maternal employment and some areas are not.

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.

1.7 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”

1.8 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.

### 1.9 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.


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.

1.10 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.
1.11 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 11th 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.