CHAPTER – 4
ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

“When data has been obtained, it is necessary to organize them for the interpretation of qualitative data may have to be summarized and treated statistically to make significant clean.”

Olive R.A.G

In Educational Research, analysis of data is the most crucial step. The raw data have no meaning unless these are analyzed and interpreted by statistical techniques. After the data has been collected, it must process and analyzed to draw proper inferences. The investigator cannot achieve his objectives without interpreting the basic fact on the data collected through the tools used for the study. However, valid, reliable and adequate data may be, these do not serve any purpose unless these are carefully edited, scientifically analyzed, intelligently interpreted and rationally concluded. It is very essential to get a meaningful picture of raw information collected. Analysis of data means studying the tabulated material in order to determine inherit facts or meanings. Analysis as a process enters the research in one form or the other from very beginning, selection of problems, in the determination of methods and in interpretation and drawing conclusions from the data collected. Scientific analysis assess that behind the accumulated data, there is something more important revealing than facts themselves. By this process old conceptions can be tested and new one can be discovered, (Young, 1956). According to F.N. Karlinger (1973), “Analysis means categorizing, order, manipulating and summarizing of data to obtain answer to the research questions. The purpose of analysis is to reduce data into intelligible and interpretable form so that the relation of research problems can be studied and tested.”

The process of analysis involves breaking down the existing complex factor into simple parts and putting parts together in new arrangements for the purpose of interpretation. Interpretation is the most important step in the total research process. It calls for a critical examination of the results of one’s analysis in the light of all the limitations of the data
gathered. According to Good, Barr and Scates (1941), “The process of interpretation is essentially, one of stating what the results show? What they mean? What is their significance? What is answer of the original problem?” Thus, analysis and interpretation of data help further researches to attach the related problem with appropriate statistical techniques to avoid the unnecessary labor. This chapter deals with description, organization, analysis and interpretation of data collected through the tools employed in the study. The present study was undertaken to study Academic Cheating among senior secondary students in relation to their Emotional Maturity, Home Environment and Peer Pressure.

In order to see the difference between the Academic Cheating of senior secondary school students in relation to their Emotional Maturity, Home Environment and Peer Pressure; mean, standard deviation, t-value & their significance level was computed. Pearson’s product moment correlation was calculated to find out the relationship between variables of the study i.e. Academic Cheating and Emotional Maturity, Academic Cheating and Home Environment; and Academic Cheating and Peer Pressure.

DATA ANALYSIS

The collected data was analyzed both quantitatively as well as qualitatively. In order to verify the objectives and to test the null hypotheses, the present study has been analyzed as given below:

1. To Study the Academic Cheating of Extremely Stable and Extremely Unstable Senior Secondary School Students.

For the purpose of studying the difference between Academic Cheating of extremely stable and extremely unstable senior secondary school students, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of extremely stable and extremely unstable senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from Academic Cheating scale was calculated with respect to Emotional Maturity. The results are presented in Table 4.1.
Table 4.1

Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Senior Secondary School Students

<table>
<thead>
<tr>
<th>Group (Emotional Maturity)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely stable</td>
<td>203</td>
<td>36.39</td>
<td>11.37</td>
<td>44.94**</td>
<td>Significant</td>
</tr>
<tr>
<td>Extremely unstable</td>
<td>177</td>
<td>111</td>
<td>19.40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level

Table Value = 2.59          Table Value = 1.97

Fig. 4.1: Emotional Maturity wise Mean Academic Cheating scores and SDs of Senior Secondary School Students

From the Table 4.1 and Fig. 4.1, it can be observed that the t-value of 44.94 was found significant at 0.01 levels with 378 degrees of freedom, which indicates that the Academic Cheating of extremely stable and extremely unstable senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the
Academic Cheating of extremely stable and extremely unstable senior secondary school students, is rejected. Thus, we can say that Academic Cheating is affected by Emotional Maturity. In terms of Mean, it can be seen that mean Academic Cheating score of extremely stable senior secondary school students i.e. 36.39 has been found lesser than that of extremely unstable senior secondary school students i.e. 111. The extremely unstable students involved more in the Academic Cheating because of this reason that they try to achieve their target by adopting shortcut of growth and progress, which is momentary. It may be profitable or not, but never been long lasting and the extremely stable Sr. Sec. School students shows less involvement in Academic Cheating because of this reason that they understand and realize that shortcut of progress is never been profitable. This difference in the mean scores can be due to the reason that extremely stable senior secondary school students are aware about the fact that it is the age of competition and merely having marks without knowledge are of no use.

2. To Study the Academic Cheating of Senior Secondary School Students with High Home Environment and Low Home Environment.

For the purpose of studying the difference between Academic Cheating of senior secondary school students with high Home Environment and low Home Environment, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of senior secondary school students with high Home Environment and low Home Environment.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from Academic Cheating scale was calculated with respect to Home Environment. The results are presented in Table 4.2.
Table 4.2
Descriptive Statistics Related to the Academic Cheating of Senior Secondary School Students with High Home Environment and Low Home Environment

<table>
<thead>
<tr>
<th>Group (Home Environment)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Home Environment</td>
<td>180</td>
<td>52.4</td>
<td>19.53</td>
<td>13.3**</td>
<td>Significant</td>
</tr>
<tr>
<td>Low Home Environment</td>
<td>180</td>
<td>82.6</td>
<td>23.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level
Table Value = 2.59  Table Value = 1.97

Fig. 4.2: Home Environment wise Mean Academic Cheating scores and SDs of Senior Secondary School Students

From the Table 4.2 and Fig. 4.2, it can be observed that the t-value of 13.3 was found significant at 0.01 levels with 358 degrees of freedom, which indicates that the Academic Cheating of senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of senior secondary school students with high and low Home Environment, is rejected. Thus, we can say that Academic Cheating is affected by Home Environment.
Environment. In terms of Mean, it can be seen that mean Academic Cheating score of senior secondary school students with high Home Environment i.e. 52.4 has been found lesser than that of senior secondary school students with low Home Environment i.e. 82.6. Social honour of family leads a child for Academic Cheating to show other inferior in the field of competition and authoritian parenting style also force a child for being involved Academic Cheating to meet the over expectation of the parents. This difference in the mean scores can be due to the reason that Home Environment has the greatest influence on the perpetuation of the individual behaviour and senior secondary school students with high Home Environment get social support in the home which results in social maturity and less involvement in Academic Cheating.

3. To Study the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.

For the purpose of studying the difference between Academic Cheating of senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of senior secondary school students with high Peer Pressure and low Peer Pressure.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4.3:

Table 4.3

Descriptive Statistics Related to the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure

<table>
<thead>
<tr>
<th>Group (Peer Pressure)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Pressure</td>
<td>192</td>
<td>51.56</td>
<td>28.47</td>
<td>13.4**</td>
<td>Significant</td>
</tr>
<tr>
<td>High Peer Pressure</td>
<td>171</td>
<td>94.82</td>
<td>32.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  
* Significant at .05 level  
Table Value = 2.59  
Table Value = 1.97
**Fig. 4.3:** Peer Pressure wise Mean Academic Cheating scores and SDs of Senior Secondary School Students

From the Table 4.3 and Fig. 4.3, it can be observed that the t-value of 13.4 was found significant at 0.01 levels with 361 degrees of freedom, which indicates that the Academic Cheating of senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of senior secondary school students with low and high Peer Pressure, is rejected. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of senior secondary school students with low Peer Pressure i.e. **51.56** has been found lesser than that of senior secondary school students with high Peer Pressure i.e. **94.82**. Sometime a child try to dominate over the peer group and would like to achieve their target at any cost to outshine the other member of the group by opting any path of success. So, they prefer cheating to maintain their supremacy within the group. The present result is in consonance with the result of Anderman & Murdock (2007) who also stated that peer influence plays a major role among adolescents in choosing academic dishonesty over academic integrity.

4. **To Study the Academic Cheating of Extremely Stable and Extremely Unstable Male Senior Secondary School Students.**

For the purpose of studying the difference between Academic Cheating of extremely stable and extremely unstable male senior secondary school students, the following null hypothesis was formulated:
There is no significant difference in Academic Cheating of extremely stable and extremely unstable male senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of male senior secondary school students obtained from Academic Cheating scale was calculated with respect to Emotional Maturity. The results are presented in Table 4.4:

**Table 4.4**

Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Male Senior Secondary School Students

<table>
<thead>
<tr>
<th>Group (Emotional Maturity)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely stable</td>
<td>109</td>
<td>36.38</td>
<td>11.42</td>
<td>32.18**</td>
<td>Significant</td>
</tr>
<tr>
<td>Extremely unstable</td>
<td>92</td>
<td>109.11</td>
<td>19.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level

Table Value = 2.60 Table Value = 1.97

**Fig. 4.4: Emotional Maturity wise Mean Academic Cheating scores and SDs of Male Senior Secondary School Students**

From the Table 4.4 and Fig. 4.4, it can be observed that the t-value of 32.18 was found significant at 0.01 levels with 199 degrees of freedom, which indicates that the Academic
Cheating of extremely stable and extremely unstable male senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable male senior secondary school students, is rejected. Thus, we can say that Academic Cheating is affected by Emotional Maturity. In terms of Mean, it can be seen that mean Academic Cheating score of extremely stable male senior secondary school students i.e. 36.38 has been found lesser than that of extremely unstable male senior secondary school students i.e. 109.11. Over expectation from the parents to perform well in the academics, the child try to access the ICT enabled technology, which is responsible for plagiarism among the students. In continuing with this problem the child less concentrate and focus in the academics and get involved in Academic Cheating. Sometime lack of study time and lack of study materials during the peak hours of examinations preparation is also responsible for Academic Cheating. This is also possible that a pupil particularly a male child think that he can achieve more in expectation of his parents and he try to do things which are beyond of his reach and emotionally weak child get involved in Academic Cheating. Whereas, stable child knows about his weakness and strength. He always proceeds as per his strong points. He set the objectives which are possible for him to be achieved and in continuation to it. He focus on his objectives and do the hard work. This can be due to the reason that extremely stable male senior secondary school students are well adjusted and are able to concentrate in their studies and do not get involve in Academic Cheating.

5. **To Study the Academic Cheating of Extremely Stable and Extremely Unstable Female Senior Secondary School Students.**

For the purpose of studying the difference between Academic Cheating of extremely stable and extremely unstable female senior secondary school students, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of extremely stable and extremely unstable female senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of male senior secondary school students obtained from Academic Cheating scale was calculated with respect to Emotional Maturity. The results are presented in Table 4.5.
Table 4.5
Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Female Senior Secondary School Students

<table>
<thead>
<tr>
<th>Group (Emotional Maturity)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely stable</td>
<td>94</td>
<td>36.41</td>
<td>11.42</td>
<td>32.5**</td>
<td>Significant</td>
</tr>
<tr>
<td>Extremely unstable</td>
<td>85</td>
<td>113.44</td>
<td>19.07</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level

Table Value = 2.60  Table Value = 1.97

Fig. 4.5: Emotional Maturity wise Mean Academic Cheating scores and SDs of Female Senior Secondary School Students

From the Table 4.5 and Fig. 4.5, it can be observed that the t-value of 32.5 was found significant at 0.01 levels with 177 degrees of freedom, which indicates that the Academic Cheating of extremely stable and extremely unstable female senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable female senior secondary school students, is rejected. Thus, we can say that Academic Cheating among female senior secondary school students is affected by Emotional Maturity. In
terms of Mean, it can be seen that mean Academic Cheating score of extremely stable female senior secondary school students i.e. 36.41 has been found lesser than that of extremely unstable senior secondary school students i.e. 113.44. Sometimes, what happens that some female students start living with self imagination due to which they are less adjusting in their family and they are less capable to concentrate and focus on their studies. When the expectation are rises they loss their self confidence and get involved in Academic Cheating either by coping or using unfair means during the time of examination. Whereas, the stable female child are able to concentrate on their studies and life become easier for them and on the basis of their hard work and dedication they are able to score good mark in the academics and less involved in Academic Cheating. This difference in the mean scores can be due to the reason that extremely stable female senior secondary school students are capable to concentrate and focus their minds on studies rather than involving in unfair means to get good marks.


For the purpose of studying the difference between Academic Cheating of extremely stable and extremely unstable rural senior secondary school students, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of extremely stable and extremely unstable rural senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of rural senior secondary school students obtained from Academic Cheating scale was calculated with respect to Emotional Maturity. The results are presented in Table 4.6.
Table 4.6
Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Rural Senior Secondary School Students

<table>
<thead>
<tr>
<th>Group (Emotional Maturity)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely stable</td>
<td>99</td>
<td>36.43</td>
<td>11.38</td>
<td>31.5**</td>
<td>Significant</td>
</tr>
<tr>
<td>Extremely unstable</td>
<td>80</td>
<td>110.66</td>
<td>18.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level * Significant at .05 level

Table Value = 2.60 Table Value = 1.97

Fig. 4.6: Emotional Maturity wise Mean Academic Cheating scores and SDs of Rural Senior Secondary School Students

From the Table 4.6 and Fig. 4.6, it can be observed that the t-value of 31.5 was found significant at 0.01 levels with 177 degrees of freedom, which indicates that the Academic Cheating of extremely stable and extremely unstable rural senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable rural senior secondary school students, is rejected. Thus, we can say that Academic Cheating
among rural senior secondary school students is affected by Emotional Maturity. In terms of Mean, it can be seen that mean Academic Cheating score of extremely stable rural senior secondary school students i.e. 36.43 has been found lesser than that of extremely unstable senior secondary school students i.e. 110.66. The child easily understand the ground reality about the economic condition of their parents. They also understand that education is the only way to get the success and knowledge demands dedication, hard work and sensible attitude. The shortcut never bring honour to them and their families. So, they do hard work in academics and are less involved in Academic Cheating and whereas, extremely unstable students would like earn money by any way since they are lacking with infrastructures and other facilities in their homes. So, they consider just to score good marks will be helpful for their survival. So, they opt the shortcut of scoring good mark either by cheating or any other means without caring for their self respect and honour of the family. This difference in the mean scores can be due to the reason that extremely stable rural senior secondary school students are able to maintain standards of honesty and integrity than extremely unstable rural senior secondary school students.


For the purpose of studying the difference between Academic Cheating of extremely stable and extremely unstable urban senior secondary school students, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of extremely stable and extremely unstable urban senior secondary school students.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of urban senior secondary school students obtained from Academic Cheating scale was calculated with respect to Emotional Maturity. The results are presented in Table 4.7.
### Table 4.7

**Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Urban Senior Secondary School Students**

<table>
<thead>
<tr>
<th>Group (Emotional Maturity)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely stable</td>
<td>104</td>
<td>36.35</td>
<td>11.35</td>
<td>31.7**</td>
<td>Significant</td>
</tr>
<tr>
<td>Extremely unstable</td>
<td>97</td>
<td>111.35</td>
<td>20.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level**  
*Significant at .05 level*  

Table Value = 2.60  
Table Value = 1.97

![Graph showing mean and SD for extremely stable and extremely unstable students](image)

**Fig. 4.7: Emotional Maturity wise Mean Academic Cheating scores and SDs of Urban Senior Secondary School Students**

From the Table 4.7 and Fig. 4.7, it can be observed that the t-value of 31.7 was found significant at 0.01 levels with 199 degrees of freedom, which indicates that the Academic Cheating of extremely stable and extremely unstable urban senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable urban senior secondary school students, is **rejected**. Thus, we can say that Academic Cheating is affected by Emotional Maturity. In terms of Mean, it can be seen that mean Academic
Cheating score of extremely stable urban senior secondary school students i.e. 36.35 has been found lesser than that of extremely unstable urban senior secondary school students i.e. 111.35. Parents are continually in touch with their wards regarding their performance in academics and give them necessary advice and enable them that during this period of competition and globalization just getting more score is not enough, you have to gain proper knowledge to meet your objectives. So, they just focus on learning rather than cheating in academics. This difference in the mean scores can be due to the reason that senior secondary school students who live in the urban area are familiar with the fact that in the present age of competition merely having more marks in not sufficient and thus they focus on learning than cheating.

8. **To Study the Academic Cheating of Male Senior Secondary School Students with High Home Environment and Low Home Environment.**

For the purpose of studying the difference between Academic Cheating of male senior secondary school students with high Home Environment and low Home Environment, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of male senior secondary school students with high Home Environment and low Home Environment.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of male senior secondary school students obtained from Academic Cheating scale was calculated with respect to Home Environment. The results are presented in Table 4.8:

<table>
<thead>
<tr>
<th>Group (Home Environment)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Home Environment</td>
<td>76</td>
<td>50.78</td>
<td>18.06</td>
<td>9.59**</td>
<td>Significant</td>
</tr>
<tr>
<td>Low Home Environment</td>
<td>76</td>
<td>79.95</td>
<td>19.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  
* Significant at .05 level

Table Value = 2.60  
Table Value = 1.97
From the Table 4.8 and Fig. 4.8, it can be observed that the t-value of 9.59 was found significant at 0.01 levels with 150 degrees of freedom, which indicates that the Academic Cheating of male senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of male senior secondary school students with high and low Home Environment, is rejected. Thus, we can say that Academic Cheating of male senior secondary school students is affected by Home Environment. In terms of Mean, it can be seen that mean Academic Cheating score of male senior secondary school students with high Home Environment i.e. **50.78** has been found lesser than that of male senior secondary school students with low Home Environment i.e. **79.95**. The good Home Environment help the male students to meet their needs regarding infrastructure and other necessary items like books and study material and consistent advices at the peak time of examination. The good Home Environment also enable the child to keep control over their disruptive emotions and avoid the over confidence. This difference in the mean scores can be due to the reason that high Home Environment help to develop the children
who are responsible and self-controlled. Thus, male senior secondary school students with high Home Environment are able to keep their disruptive emotions and impulses in control than male senior secondary school students with low Home Environment.


For the purpose of studying the difference between Academic Cheating of female senior secondary school students with high Home Environment and low Home Environment, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of female senior secondary school students with high Home Environment and low Home Environment.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of female senior secondary school students obtained from Academic Cheating scale was calculated with respect to Home Environment. The results are presented in Table 4.9:

**Table 4.9**

Descriptive Statistics Related to the Academic Cheating of Female Senior Secondary School Students with High Home Environment and Low Home Environment

<table>
<thead>
<tr>
<th>Group (Home Environment)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Home Environment</td>
<td>86</td>
<td>51.29</td>
<td>27.29</td>
<td>9.83**</td>
<td>Significant</td>
</tr>
<tr>
<td>Low Home Environment</td>
<td>86</td>
<td>85.92</td>
<td>18.23</td>
<td></td>
<td>** Significant at .01 level</td>
</tr>
</tbody>
</table>

**Table Value = 2.61**

* Significant at .05 level
Fig. 4.9: **Home Environment wise Mean Academic Cheating scores and SDs of Female Senior Secondary School Students**

From the Table 4.9 and Fig. 4.9, it can be observed that the t-value of 9.83 was found significant at 0.01 levels with 170 degrees of freedom, which indicates that the Academic Cheating of female senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of female senior secondary school students with high and low Home Environment, is **rejected**. Thus, we can say that Academic Cheating of female senior secondary school students is affected by Home Environment. In terms of Mean, it can be seen that mean Academic Cheating score of female senior secondary school students with high Home Environment i.e. **51.29** has been found lesser than that of female senior secondary school students with low Home Environment i.e. **85.92**. Sometime single parenting is also effect the studies of the elder child of the family specially the girl because the burden of discharging the duties of household tasks totally centered on elder girl child. They cannot concentrate and focus in their studies. They are forced to take care of their younger siblings rather than studies. So, they are compelled
for Academic Cheating. While the good Home Environment support the female students to concentrate on their studies and they are also enable to aware about their family values and they do not like to breach them by getting involved in Academic Cheating. This difference in the mean scores can be due to the reason that female senior secondary school students with high Home Environment are aware about their values and do not like to break them by getting involved in Academic Cheating.

10. **To Study the Academic Cheating of Rural Senior Secondary School Students with High Home Environment and Low Home Environment.**

For the purpose of studying the difference between Academic Cheating of rural senior secondary school students with high Home Environment and low Home Environment, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of rural senior secondary school students with high Home Environment and low Home Environment.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of rural senior secondary school students obtained from Academic Cheating scale was calculated with respect to Home Environment. The results are presented in Table 4.10:

<table>
<thead>
<tr>
<th>Group (Home Environment)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Home Environment</td>
<td>84</td>
<td>51.40</td>
<td>18.26</td>
<td>9.8**</td>
<td>Significant</td>
</tr>
<tr>
<td>Low Home Environment</td>
<td>84</td>
<td>82.76</td>
<td>24.02</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level

Table Value = 2.60  Table Value = 1.97
From the Table 4.10 and Fig. 4.10, it can be observed that the t-value of 9.8 was found significant at 0.01 levels with 166 degrees of freedom, which indicates that the Academic Cheating of rural senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of rural senior secondary school students with high and low Home Environment, is rejected. Thus, we can say that Academic Cheating of rural senior secondary school students is affected by Home Environment. In terms of Mean, it can be seen that mean Academic Cheating score of rural senior secondary school students with high Home Environment i.e. 51.40 has been found lesser than that of rural senior secondary school students with low Home Environment i.e. 82.76. This difference in the mean scores can be due to the reason that the students with high Home Environment get a warm and supportive environment which affects the moral and ethical values of the child and result in diminishing the bad habits like Academic Cheating.

For the purpose of studying the difference between Academic Cheating of urban senior secondary school students with high Home Environment and low Home Environment, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of urban senior secondary school students with high Home Environment and low Home Environment.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of urban senior secondary school students obtained from Academic Cheating scale was calculated with respect to Home Environment. The results are presented in Table 4.11:

Table 4.11
Descriptive statistics related to the Academic Cheating of Urban Senior Secondary School Students with High Home Environment and Low Home Environment

<table>
<thead>
<tr>
<th>Group (Home Environment)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Home Environment</td>
<td>78</td>
<td>51.96</td>
<td>19.69</td>
<td>8.9**</td>
<td>Significant</td>
</tr>
<tr>
<td>Low Home Environment</td>
<td>78</td>
<td>82.49</td>
<td>23.14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level  NS-Not significant

Table Value = 2.61  Table Value = 1.98

Fig. 4.11: Home Environment wise Mean Academic Cheating scores and SDs of Urban Senior Secondary School Students
From the Table 4.11 and Fig. 4.11, it can be observed that the t-value of 8.9 was found significant at 0.01 levels with 154 degrees of freedom, which indicates that the Academic Cheating of urban senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of urban senior secondary school students with high and low Home Environment, is **rejected**. Thus, we can say that Academic Cheating is affected by Home Environment. In terms of Mean, it can be seen that mean Academic Cheating score of urban senior secondary school students with high Home Environment i.e. **51.96** has been found lesser than that of urban senior secondary school students with low Home Environment i.e. **82.49**. When a child receives excess love and freedom and due to which they develop a sense of over confidence and fake sense of knowledge. They spend a lot of time in enjoying outing which results in non-completion of home work and a tendency of cheating during their examination developed to meet their academic needs. All know that life in the urban areas is full of stress. Those parents who provide high Home Environment help the child pass through this transitory phase. Due to this help and support in the family child develop positive habits and do not get involve in Academic Cheating. Lau and Kwok (2000) also concluded that a cohesive, orderly and achieving family environment is conductive to more positive development among adolescents.

12. **To Study the Academic Cheating of Male Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of male senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of male senior secondary school students with high Peer Pressure and low Peer Pressure.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of male senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4.12:
Table 4.12
Descriptive Statistics Related to the Academic Cheating of Male Senior Secondary School Students with High Peer Pressure and Low Peer Pressure

<table>
<thead>
<tr>
<th>Group</th>
<th>(Peer Pressure)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Pressure</td>
<td>98</td>
<td>51.14</td>
<td>27.91</td>
<td></td>
<td>10.35**</td>
<td>Significant</td>
</tr>
<tr>
<td>High Peer Pressure</td>
<td>82</td>
<td>95.66</td>
<td>29.47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level

Table Value = 2.60         Table Value = 1.97

Fig. 4.12: Peer Pressure wise Mean Academic Cheating scores and SDs of Male Senior Secondary School Students

From the Table 4.12 and Fig. 4.12, it can be observed that the t-value of 10.35 was found significant at 0.01 levels with 178 degrees of freedom, which indicates that the Academic Cheating of male senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of male senior secondary school students with low and high Peer Pressure, is rejected. Thus, we can say that Academic Cheating of male senior secondary school students is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of male senior secondary school students with low Peer
Pressure i.e. **51.14** has been found lesser than that of male senior secondary school students with high Peer Pressure i.e. **95.66**. This reason may be that high peer-pressure among male children can lead them to a loss of individuality and living in bad company can force to get under the pressure or influence of bad habits like Academic Cheating.

**13. To Study the Academic Cheating of Female Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of female senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of female senior secondary school students with high Peer Pressure and low Peer Pressure.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of female senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4.13:

**Table 4.13**

**Descriptive Statistics Related to the Academic Cheating of Female Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**

<table>
<thead>
<tr>
<th>Group (Peer Pressure)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Pressure</td>
<td>94</td>
<td>52.2</td>
<td>29.55</td>
<td>8.56**</td>
<td>Significant</td>
</tr>
<tr>
<td>High Peer Pressure</td>
<td>89</td>
<td>93.81</td>
<td>35.84</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level**

Table Value = 2.60

**Significant at .05 level**

Table Value = 1.97

* Significant at .05 level
From the Table 4.13 and Fig. 4.13, it can be observed that the t-value of 8.56 was found significant at 0.01 levels with 181 degrees of freedom, which indicates that the Academic Cheating of female senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of female senior secondary school students with low and high Peer Pressure, is rejected. Thus, we can say that Academic Cheating of female senior secondary school students is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of female senior secondary school students with low Peer Pressure i.e. 52.2 has been found lesser than that of female senior secondary school students with high Peer Pressure i.e. 93.81. It is generally seen that female have more tendency to compare themselves with siblings or other peers. Due to this reason female students can feel high pressure to get better and this high Peer Pressure she may get involved in Academic Cheating.
14. To Study the Academic Cheating of Rural Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.

For the purpose of studying the difference between Academic Cheating of rural senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of rural senior secondary school students with high Peer Pressure and low Peer Pressure.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of rural senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4.14:

**Table 4.14**
Descriptive Statistics Related to the Academic Cheating of Rural Senior Secondary School Students with High Peer Pressure and Low Peer Pressure

<table>
<thead>
<tr>
<th>Group Pressure)</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Pressure</td>
<td>102</td>
<td>54.25</td>
<td>31.14</td>
<td>8.92**</td>
<td>Significant</td>
</tr>
<tr>
<td>High Peer Pressure</td>
<td>88</td>
<td>94.39</td>
<td>30.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level  * Significant at .05 level
Table Value = 2.60  Table Value = 1.97

**Fig. 4.14:** Peer Pressure wise Mean Academic Cheating scores and SDs of Rural Senior Secondary School Students
From the Table 4.1 and Fig. 4.14, it can be observed that the t-value of 8.92 was found significant at 0.01 levels with 188 degrees of freedom, which indicates that the Academic Cheating of rural senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of rural senior secondary school students with low and high Peer Pressure, is rejected. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of rural senior secondary school students with low Peer Pressure i.e. 54.25 has been found lesser than that of rural senior secondary school students with high Peer Pressure i.e. 94.39. Generally it is seen that rural child possess lower level of self-control and can enforce the strategies agreed upon among their peers as they do not want to be left out of the group.

15. **To study the Academic Cheating of urban senior secondary school students with high Peer Pressure and low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of urban senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

There is no significant difference in Academic Cheating of urban senior secondary school students with high Peer Pressure and low Peer Pressure.

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of urban senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4.15:

**Table 4.15**

**Descriptive statistics related to the Academic Cheating of Urban Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**

<table>
<thead>
<tr>
<th>Group Pressure</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Peer Pressure</td>
<td>90</td>
<td>48.79</td>
<td>25.38</td>
<td>10.32**</td>
<td>Significant</td>
</tr>
<tr>
<td>High Peer Pressure</td>
<td>83</td>
<td>95.25</td>
<td>34.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level**  
**Significant at .05 level**

Table Value = 2.61  
Table Value = 1.98
From the Table 4.15 and Fig. 4.15, it can be observed that the t-value of 10.32 was found significant at 0.01 levels with 171 degrees of freedom, which indicates that the Academic Cheating of urban senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of urban senior secondary school students with low and high Peer Pressure, is rejected. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of urban senior secondary school students with low Peer Pressure i.e. 48.79 has been found lesser than that of urban senior secondary school students with high Peer Pressure i.e. 95.25. This can be due to the reason that parents in the urban areas put more pressure on their child to score more marks in the examination than their peer group; and under this high Peer Pressure the child commits the biggest mistakes of their lives by adopting the way of cheating to score high.

Fig. 4.15: Peer Pressure wise Mean Academic Cheating scores and SDs of Urban Senior Secondary School Students

<table>
<thead>
<tr>
<th>Low Peer Pressure</th>
<th>High Peer Pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean 48.79</td>
<td>Mean 95.25</td>
</tr>
<tr>
<td>SD 25.38</td>
<td>SD 34.01</td>
</tr>
</tbody>
</table>

For the purpose of studying the relationship between Academic Cheating and Emotional Maturity of senior secondary school students, the following null hypothesis was formulated:

There is no significant relationship between Academic Cheating and Emotional Maturity of senior secondary school students.

Table 4.16

Coefficient of Correlation between Academic Cheating and Emotional Maturity of Senior Secondary School Students

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Coefficients of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Cheating</td>
<td>600</td>
<td>0.35**</td>
<td>Significant</td>
</tr>
<tr>
<td>2.</td>
<td>Emotional Maturity</td>
<td>600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at .01 level    * Significant at .05 level

Table Value = 0.115   Table Value = 0.888

A Perusal of Table 4.16 indicates that the coefficient of correlation between Academic Cheating and Emotional Maturity is 0.35 which is significant at .01 level of significance. So the null hypothesis “There exists no significant relationship between Academic Cheating and Emotional Maturity of senior secondary school students” is rejected. The magnitude of ‘r’ indicates positive correlation which means that increase in Emotional Maturity scores leads to increase in Academic Cheating scores and vice versa. But in the present study, more Emotional Maturity score means more unstable and less Emotional Maturity score means more stable. Thus, we can conclude that with the increase in Emotional Maturity of senior secondary school students there will be decrease in their Academic Cheating and vice-versa. The reason behind this may be that Emotional Maturity helps students to be emotionally balanced and optimistic which results in less involvement in anti-social activities like Academic Cheating.
17. To Study the relationship between Academic Cheating and Home Environment of Senior Secondary School Students.

For the purpose of studying the relationship between Academic Cheating and Home Environment of senior secondary school students, the following null hypothesis was formulated:

There is no significant relationship between Academic Cheating and Home Environment of senior secondary school students.

**Table 4.17**

**Coefficient of Correlation between Academic Cheating and Home Environment of Senior Secondary School Students**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Coefficients of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Cheating</td>
<td>600</td>
<td>-0.129*</td>
<td>Significant</td>
</tr>
<tr>
<td>2.</td>
<td>Home Environment</td>
<td>600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table Value = 0.115**  
**Table Value = 0.088**

A Perusal of Table 4.17 indicates that the coefficient of correlation between Academic Cheating and Home Environment is 0.129 which is significant at 0.05 level of significance. So the null hypothesis “There exists no significant relationship between Academic Cheating and Home Environment of senior secondary school students” is rejected. The magnitude of ‘r’ indicates negative correlation which means that increase in Home Environment scores leads to decrease in Academic Cheating scores and vice versa. Thus, we can conclude that with the increase in Home Environment scores of senior secondary school students there will be decrease in their Academic Cheating and vice-versa. This can be due to the reason that in congenial Home Environment student can concentrate on their study and concentration in study will result in more learning. If learning is there, there will be no need of Academic Cheating.
18. **To Study the relationship between Academic Cheating and Peer Pressure of Senior Secondary School Students.**

For the purpose of studying the relationship between Academic Cheating and Peer Pressure of senior secondary school students, the following null hypothesis was formulated:

There is no significant relationship between Academic Cheating and Peer Pressure of senior secondary school students.

**Table 4.18**

**Coefficient of Correlation between Academic Cheating and Peer Pressure of Senior Secondary School Students**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Variables</th>
<th>N</th>
<th>Coefficients of Correlation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Academic Cheating</td>
<td>600</td>
<td>0.159*</td>
<td>Significant</td>
</tr>
<tr>
<td>2.</td>
<td>Peer Pressure</td>
<td>600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Significant at .01 level**  
**Significant at .05 level**

Table Value = 0.115  
Table Value = 0.088

A Perusal of Table 4.18 indicates that the coefficient of correlation between Academic Cheating and Peer Pressure is 0.159 which is significant at .01 level of significance. So the null hypothesis “There exists no significant relationship between Academic Cheating and Peer Pressure of senior secondary school students” is **rejected**. The magnitude of ‘r’ indicates positive correlation which means that increase in Peer Pressure scores leads to increase in Academic Cheating scores and vice versa. This can be due to the reason that with tremendous Peer Pressure, some students can cheat to maintain a high score, which can please parents and also impress corporate recruiters.