CHAPTER - 5
FINDINGS, DISCUSSION OF RESULTS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter, the findings have been delineated and discussed in present chapter. These findings can be generalized to the extent of representativeness of the sample and methodology employed in the study. In the present chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of some investigators. In such cases, attempts have been made to fathom plausible reasons for these disagreements. Keeping the major findings in view, the educational implications of the study have been worked out. But these findings and implications do not fit in all corners of the study, so the suggestions have been given for further research. The present chapter therefore is devoted major findings, discussion of results of this study and for indicating their implications and suggestions for further studies or research.

5.2 FINDINGS AND DISCUSSION OF THE FINDINGS

On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:

1. It was found that the Academic Cheating of extremely stable and extremely unstable senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of extremely stable and extremely unstable senior secondary school students, was rejected. It was concluded that that Academic Cheating is affected by Emotional Maturity. In terms of Mean, mean Academic Cheating score of extremely stable senior secondary school students were found lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can
be due to the reason that extremely stable senior secondary school students are aware about the fact that it is the age of competition and merely having marks without knowledge are of no use.

2. Academic Cheating of senior secondary school students with high and low Home Environment differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Cheating of senior secondary school students with high and low Home Environment, was rejected. It was concluded that Academic Cheating is affected by Home Environment. In terms of Mean, it was found that mean Academic Cheating score of senior secondary school students with high Home Environment is lesser than that of senior secondary school students with low Home Environment. This difference in the mean scores can be due to the reason that Home Environment has the greatest influence on the perpetuation of the individual behaviour and senior secondary school students with high Home Environment get social support in the home which results in social maturity and less involvement in Academic Cheating.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.3 EDUCATIONAL IMPLICATIONS

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

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

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

Peers play a large role in the social and emotional development of children. Peer Pressure is when a child does something which he does not want to do as a result of being pressured by friends. It affects people of all ages and backgrounds. In the present study it was found that the Academic Cheating of senior secondary school students with high and low Peer Pressure differs significantly. It was concluded that Academic Cheating of all male or female, rural or urban is affected by Peer Pressure. In the present study, mean Academic Cheating score of senior secondary school students with low Peer Pressure were found lesser than that of senior secondary school students with high Peer Pressure. Increased pressure to perform better than peers can cause a hindrance in the independence of the
child and he may use unfair means to get good grades. So, parents should try to avoid comparing the performance of their ward with the performance of their siblings. They should try to spend more time with their ward discussing the importance of getting knowledge rather than merely having more marks.

The result of this study can also help counsellors to know about the role of emotional, maturity, Home Environment and peer-pressure in Academic Cheating. With this knowledge, counselors can better identify causes of Academic Cheating and can tailor or counseling interventions to address the most common problems. One important way for preventive Academic Cheating certainly is to reduce the burden on child by decreasing their exposure to stress. Faculty and administrators should agree on the strategy to apply in their institutions that will be adhered to in order to fight the problem of academic dishonesty. Code of academic ethics should be indorsed by the school with the regulations which the students are expected to comply and disciplinary processes that are applied when the policy is violated.

5.4 SUGGESTIONS FOR FURTHER STUDY

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

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

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

3. Similar study can be conducted by taking students from different groups i.e. normal and exceptional senior secondary school students with different level of learning.
4. Further researches may be undertaken with a large sample covering more districts of Haryana, so as to make generalization about Academic Cheating among senior secondary school students in relation to their Emotional Maturity, Home Environment and Peer Pressure.

5. The present investigation is confined only to the students studying in Haryana Board of School Education only. Similar study can be conducted by taking students from other boards e.g. Central Board of School Education (CBSE).

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

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

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

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

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

5.5 **SUM UP**

This Chapter is the final phase of research study, which includes main findings, conclusions, educational implications of the finding and suggestions for further research. The investigator has assessed great value for present investigations in terms of educational implication of the findings of the present study. This chapter included all outcomes of the research which may have great value for educational researcher, administrators and planners and every persons who want to contribute something goods for development of school students.