

**ACADEMIC CHEATING AMONG ADOLESCENTS IN RELATION TO
SELF CONTROL, IMPULSIVENESS AND SOCIO-ECONOMIC
STATUS**

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Abstract

The present study examines the relationship of academic cheating among adolescents with their self-control, impulsiveness and socio-economic status. A representative sample of 300 (150 male and 150 female) adolescents from urban and rural schools of five districts in Haryana was randomly selected. Academic Cheating Scale by Kalia & Kirandeep (2011), Self Control Scale by Singh & Sengupta (1996), Impulsiveness Scale by Rai and Sharma (1988) and Socio Economic Status Scale by Kalia and Sahu (2012) were used to assess academic cheating, self control, impulsiveness and socio-economic status of adolescents. Pearson's product moment correlation was used to study relationship between academic cheating and independent variables. The study revealed that there exist significant inverse correlation between academic cheating and self control. However there exist significant positive correlation between academic cheating and rest of the independent variables i.e. impulsiveness and socio-economic status.

Keywords: *Academic Cheating, Self Control, Impulsiveness, Socio-economic Status and Adolescents.*

Introduction

Academic Cheating is a widespread problem in the field of education. Bushweller (1999) studied about growing concern of academic dishonesty among students for better grades. It occurs in elementary school, middle school, high school, college and even in master's level

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programs. Researches indicate that cheating occurs among elementary school children (Kanfer & Duerfeldt, 1968; Cizek, 1999), in middle and high school by adolescents (Evans & Craig, 1990; Anderman, Griessinger & Westerfield, 1998; Mudock, Hole & Weber, 2001; McCabe, 2001) and as later on college (Newstead, Franklyn, Stokes & Armstead, 1996; McCabe & Trevini, 1997). Researches also indicate that not only students but educators also involved in cheating in order to booster their students' scores in high stake assessment system (Kane & Staiger, 2002). Review of literature on academic cheating surfaced a wide range of fraudulent actions e.g. lying or forging documents, buying papers, plagiarism, purposely not following the rules, altering results, furnishing false information regarding assignments, making up sources, creating interference in class during instruction, capitalizing on the weakness of persons, procedures or processes to gain advantage. (Arent, 1991; Moore, 1998; Packer, 1990; Pratt and Mclaghlin, 1989; Maslach, 2004; Cizek, 2003), Active cheating to improve one's own grade and Passive cheating to assist others in improving their grades, (Kalia, 2005) and Cheating in Examination, Plagiarism, Lying about Academic Assignments, Interference during instructions, Damaging intellectual property (Kalia and Kirandeep, 2011). While figures on the prevalence of cheating among students vary from study to study, there is a general agreement that the practice is fairly common both in secondary as well as post-secondary education. Consequently, the problem of academic cheating has been discussed and studied in many educational and psychological papers (e.g. Evans & Craig, 1990; Ludeman, 1988; Schab, 1991). Most of the studies published in recent decades looked at cheating in higher education, whereas relatively few studies have examined this phenomenon in secondary education, which is the focus of the present study.

Self control, impulsiveness, and socio- economic status are proved to be separately linked with various types of unethical behaviour. In the words of Liebert et al (1979), Self-control refers to behaviour in which a person monitors his or her own action in the absence of or in the contradiction to the pressure in the immediate environment. Nicole et al (2008) concluded that adolescents who lacked self-control were more likely to have weak social bonds, delinquent friends, definitions favorable to deviance, and to experience strain. Mead

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et al., (2009) focused on the effects of self-control on cheating and lying behavior of especially high school and college year students and found that either low trait self-control or self-control depleted for short term is related with cheating and lying. Rai et al. (1988) define impulsiveness as a personality trait which includes quick behaviour, risk-taking activities, lack of emotional control, non-planning; liveliness and hyperactivity. Whitley's (1998) meta-analysis of cheating among college students reported that a small positive correlation exist between cheating and impulsivity. Kalia and Kirandeep (2011) found significant positive relationship between academic cheating and neuroticism. Passow et al. (2006) in his survey on engineering students explored that socioeconomic status as an independent variable was found having negative correlation with frequency of cheating in exams as well as frequency of cheating in homework. Kalia and Kirandeep (2011) found positive and significant relationship between academic cheating and socioeconomic status. Adolescence period is a period of emotional extreme, self centeredness, free from rules and regulations and show impulsive behavior. A very few studies have been conducted exploring the relationship of academic cheating with self control, impulsiveness and socioeconomic status specially in Indian setup. The present study is aimed to find out the relationship of academic cheating among adolescents with their self-control, impulsiveness and socioeconomic status.

Objectives

- O_1 : – To find relationship between Academic Cheating and Self Control of adolescents.
- O_2 : – To find out the relationship between Academic Cheating and Impulsiveness of adolescents.
- O_3 : – To determine the relationship between Academic Cheating and Socio-economic Status of adolescents.

Hypotheses

- H_1 : –There is no significant relationship between Academic Cheating and Self Control of adolescents.

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H_2 : – Academic Cheating and Impulsiveness of adolescents is not significantly related to each other.

H_3 : – There is no significant relationship between Academic Cheating and Socio-economic Status of adolescents.

Method of Study

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

Sample

The sample comprised of 300 adolescents studying in different secondary schools of five districts i.e. Rohtak, Sonipat, Gurgaon, Fatehabad and Yamunanagar district selected randomly from Haryana State. A random sample of 150 adolescents (75 male and 75 female) from rural schools and 150 adolescents (75 male and 75 female) from urban schools formed the sample of the study.

Tools used:-

A self reported academic cheating Scale by Kalia and Kirandeep (2011), Self Control Scale by Singh and Sengupta (1996), Impulsiveness Scale by Rai and Sharma (1988) and Socio Economic Status Scale by Kalia and Sahu (2011) were used to assess academic cheating, self control, impulsiveness and socio-economic status of adolescents.

Data Collection and Scoring:-

Self reported cheating, self control, impulsiveness and socio-economic status questionnaires were administered to adolescents in their classroom settings. Before administering the test, the objectives of the study were explained to them. They were requested to respond to each item honestly. On completion, the questionnaires were collected and scored as per directions given in the manual.

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Analysis of data

Pearson's product movement correlation was applied to find out the relationship between Academic Cheating and independent variables i.e. Self Control, Impulsiveness and Socio-economic Status.

Table No. 1

Pearson's Coefficient of Correlation between Academic Cheating and Self Control

Sr. No.	Dimensions of Academic Cheating	Self Control	Sig.(2.tailed)
I	Cheating in Examination	-0.406**	0.00
II	Plagiarism	-0.263**	0.00
III	Lying about academic Assignments	-0.334**	0.00
IV	Interference during Instructions	-0.359**	0.00
V	Damaging Intellectual Property	-0.242**	0.00
IV	Global Academic Cheating	-0.401**	0.00

**Correlation is significant at the 0.01 level of significance (2-tailed)

Table no.1 depicts that obtained 'r' value between Global academic cheating and self control is -0.401 which shows inverse correlation, which is significant at 0.01 level. The negative correlation between academic cheating and self control indicates that academic cheating increases with the decrease in the level of self control, i.e. lower the level of self control higher will be the academic cheating and vice versa.

Correlation between different dimensions of academic cheating and self control is inverse, which is found to be significant at 0.01 level. Thus, the hypothesis that, "there is no significant relationship between Academic Cheating and Self Control of adolescents", stands rejected.

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Fig. 1

Representation of Correlation between Academic Cheating and Self Control

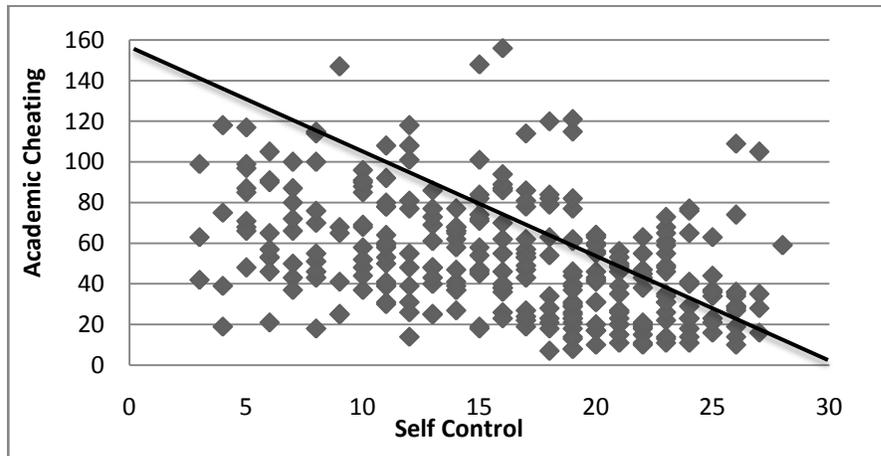


Table No. 2

Pearson Coefficient of Correlation between Academic Cheating and Impulsiveness

Sr. No.	Dimensions of Academic Cheating	Impulsiveness	Sig.(2.tailed)
I	Cheating in Examination	0.289**	0.00
II	Plagiarism	0.227**	0.00
III	Lying about academic Assignments	0.313**	0.00
IV	Interference during Instructions	0.287**	0.00
V	Damaging Intellectual Property	0.183**	0.001
IV	Global Academic Cheating	0.33**	0.00

**Correlation is significant at the 0.01 level of significance (2-tailed)

The obtained value of 'r' between academic cheating and Impulsiveness is 0.33 which is positive and significant at 0.01 level. The positive correlation between academic cheating and Impulsiveness indicates that academic cheating increases with the increases in the level of Impulsiveness, i.e. Higher the level of Impulsiveness higher will be the academic cheating and vice versa.

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Correlation between different dimensions of academic cheating and Impulsiveness indicates positive correlation, which is found to be significant at 0.01 level. Thus, the hypothesis, “Academic Cheating and Impulsiveness of adolescents is not significantly related to each other”, stands rejected.

Fig. 2

Representation of Correlation between Academic Cheating and Impulsiveness

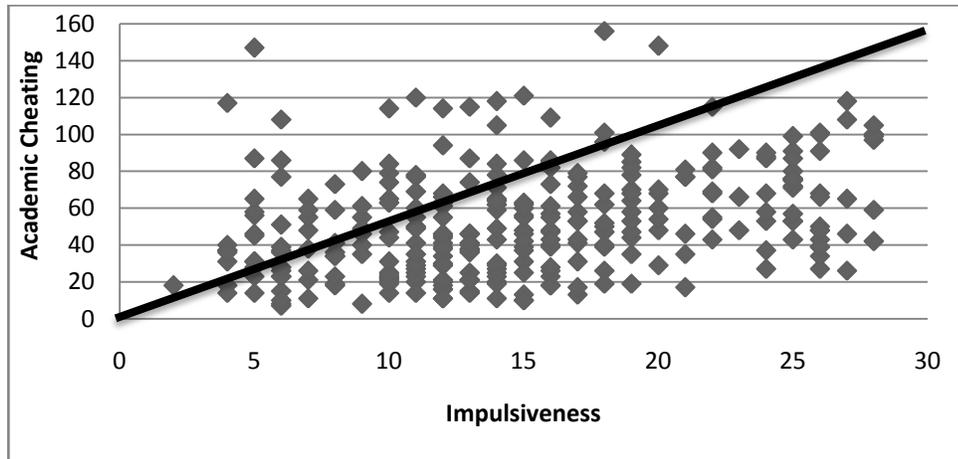


Table No. 3

Pearson Coefficient of Correlation between Academic Cheating and Socio-Economic Status

Sr. No.	Dimensions of Academic Cheating	Socio-Economic Status	Sig.(2.tailed)
I	Cheating in Examination	0.161**	0.005
II	Plagiarism	0.119*	0.04
III	Lying about academic Assignments	0.08	N.S
IV	Interference during Instructions	0.022	N.S
V	Damaging Intellectual Property	0.073	N.S
IV	Global Academic Cheating	0.124*	0.031

*Correlation is significant at the 0.05 level of significance (2-tailed)

**Correlation is significant at the 0.01 level of significance (2-tailed)

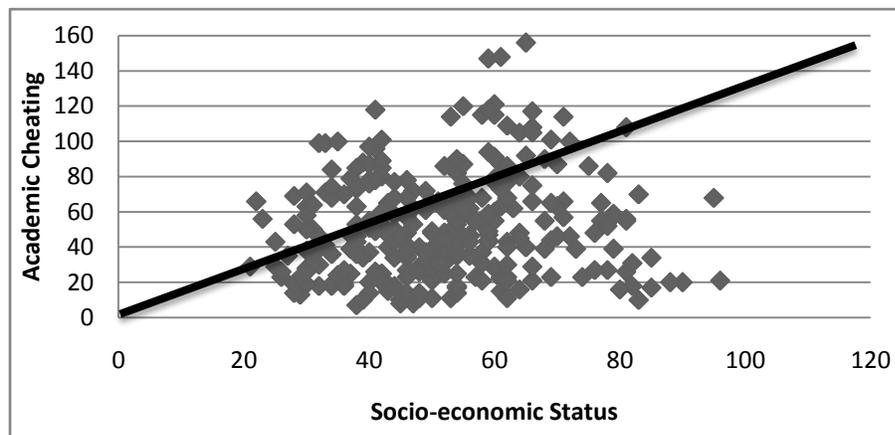
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The table no.3 depicts the relationship between Academic Cheating and Socio-economic Status, which is positive and significant at 0.05 level. The positive and significant correlation between Academic Cheating and Socio-economic Status indicates that academic cheating increases with increase in Socio-economic Status, i.e. Higher the Socio-Economic Status higher will be the academic cheating.

The obtained value of 'r' between Cheating in examination and Socio-economic status (0.161) and Plagiarism and Socio-economic status (0.119) is positive and significant at 0.01 and 0.05 level. However correlation between rest of dimensions of academic cheating (Lying about academic Assignments, Interference during Instructions and Damaging Intellectual Property) and Socio-economic Status are not significant. Thus, the hypothesis that, "there is no significant relationship between Academic Cheating and Socio-economic Status of adolescents", stands rejected.

Fig. 3
Representation of Correlation between Academic Cheating and Socio-economic Status



SUMMARY AND CONCLUSIONS

- 1) There exist significant inverse correlation between Academic Cheating and Self Control indicating that academic cheating increases with the decrease in the level of self control i.e. lower the level of self control higher will be the academic cheating and vice versa. Similar results are observed for correlation between different dimensions of academic cheating and self control.

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- 2) There exist significant positive correlation between Academic Cheating and Impulsiveness indicating that academic cheating increases with the increase in the level of impulsiveness, i.e. higher the level of impulsiveness higher will be the academic cheating and vice versa. Results are similar for correlation between different dimensions of academic cheating and impulsiveness.
- 3) There exist significant positive correlation between Academic Cheating and Socio-economic Status indicating that high socioeconomic status adolescents are higher on academic cheating. Similar results are obtained for correlation of two dimensions of academic cheating (Cheating in Examination & Plagiarism) with self control. However correlation between rest of dimensions of academic cheating (Lying about academic Assignments, Interference during Instructions and Damaging Intellectual Property) and Socio-economic Status found to be insignificant.

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