



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2023; 9(1): 336-340
www.allresearchjournal.com
Received: 15-11-2022
Accepted: 18-12-2022

Shazia Majeed
Research Scholar,
Department of Education,
Shri Jagdishprasad Jhabarmal
Tibrewala (JJTU) University,
Jhunjhunu, Rajasthan, India

Academic cheating among government and private school students

Shazia Majeed

Abstract

The existing researcher study has been carried out to explore the academic cheating among government and private school students. The study has been carried out in context of descriptive research process. This study has been carried as a pilot study to existing research process. The total sample for this study consists of 100 respondents. Random sampling technique has been used by the researcher to collect data for this researcher process. Both descriptive as well as comparative study has been taken by the researcher to carry this research process. Significant mean variation has been seen between government and private school students on the basis of their academic cheating. It has been found that there seem significant differences between government and private school students on the basis of their level of academic cheating. Government school students were seen with low level of academic cheating as compared to private school students.

Keywords: Government students, private school students, academic cheating

Introduction

The quality of life in the classroom is of great importance to students ^[1] and creating an environment which respects diversity and appreciates individual differences contributes to student resilience and success. To meet the demands of life, it is the learning environment that determines how a student behaves and interacts. Environment plays an important role in overall development of students. It has great influence on the physical, emotional, social, ethical and spiritual development. Academic environment is the atmosphere in which one attempts to learn, which can aid in the learning experience or distract from or diminish it ^[2]. Modern system of education should provide opportunities through environment that will encourage development of psychomotor skills, self-concept and harmonious personality characteristics. In a healthy school environment, students are happy, feel a part of the school, believe teachers treat them fairly and feel personally safe. School environment is the measure of psycho-social climate of schools as perceived by students. It is the cognitive, emotional and social support available to students during their school life in terms of teacher-pupil interaction ^[3]. The school is a powerful institution in the development of behaviour of the child. It is a miniature society in which children live, make interactions and perform functions under the supervision of their teachers. The school as a socializing institution differs from family in numerous ways; it is impersonal; adult and child relationship is short-term; adults offer view-point that are different from those of the parents and assessment of performance is comparative public and recurring. The school society as an environment for child development is influenced by various factors such as type of school, size, population, age, infrastructure and its social culture. School environment is defined as a "relatively enduring quality of the internal environment of an institution in the shape of facilities that are experienced by its members and that influence their behaviour and achievement. It can be described in the terms of the values or a particular set of characteristics of the institution. Good schooling fosters psychological growth that contributes to the quality of life beyond the vocational domain. Stretching his position further, he stated that the goal of formal education should be to equip students with intellectual tools, efficacy, beliefs and intrinsic interest to educate themselves in a variety of pursuits throughout their lifetime. Various research studies explained that school environment has a great influence on both students and teachers. Students and teachers comfort is indicated as one of the most important aspects of

Corresponding Author:
Shazia Majeed
Research Scholar,
Department of Education,
Shri Jagdishprasad Jhabarmal
Tibrewala (JJTU) University,
Jhunjhunu, Rajasthan, India

any school environment. If the students are comfortable, then teaching and learning process becomes much easier. Students have variety of skills and abilities that can be used in numerous ways within classroom and it is the teacher who not only teaches subject matter but teaches social skills also. Students demand provision of choice in schools and this involves students' perception that their teachers provide opportunities for participation in decision making related to academic tasks and school governance and allow students to take part in class discussion. These perceived characteristics predict greater behavioural engagement with school tasks and higher identification. Ariely, D., & Wertenbroch, K. (2002) argued that the lack of decision making opportunities for students help to explain declines in both interest and valuing of school during the transition to middle school. Provision of choice can promote school engagement: giving students' opportunities to practice their decision-making skills, to regulate their behaviour and to experience a sense of personal satisfaction and responsibility as they exert influence upon their learning environment. Recognition of problems and providing remedial measures satisfies the needs of students removing frustration and maladjustment. Psychological methods of motivation and guidance and counselling in academic as well as socio-personal areas help the child in proper adjustment to various fields. Activities provided by the schools release the tension of students making them self-directing and self-disciplined person. Schools are special environments that exist for the purpose of increasing the performance of students. They are built very sensitively housing very special segment of society. It is a place which conserves and promotes values inherited from past but judging its relevance for the present and utility for future Socialization and cognitive developments are the new opportunities that are being provided by the school environment and different schools directly influence the affective and cognitive behaviour of students by providing these opportunities in different measures. The corresponding steps are given as under:

Statement of the research problem: The statement of the research problem is as under:

Academic cheating among government and private school students

Operational definition: The operational definitions of terms and variables are as under:

- 1. Academic Cheating (AC):** Academic cheating (AC) in the proposed study refers refers the set of score obtained by respondents on Academic Cheating Scale (ACS) developed by A. K. Kalia and Kiran Deep (2015).
- 2. Government Secondary School Students (GSSS):** Government Secondary School students in the present study refer those students who are reading in selected Government Higher Secondary Schools (GHSS) and reading in class 11th and 12th.

Purpose of the study: The purpose of the study enumerated as under:

- To study the dominance of academic cheating in the academic behaviour of secondary school students.

- To explore the significance of difference between government and private school students in consonance to their academic cheating.

Hypothesis of the study: The hypothesis of the study is as under:

1. There will be no significant differences government and private school students on their level of academic cheating.

Research limitations of the study: The researcher limitations of the study are as under:

- The study is confined to Shopian district only.
- Due to storage of time and other constraints, the study has been limited 100 respondents only.

Research methodology: The research method has been used by the researcher to carry this study. The entire procedure of the study is given as under: the researcher selected the 100 male respondents only selected from different higher secondary schools.

- **Data collection:** The researcher selected the 100 male students studying in class 11th and 12th only.
- **Sampling technique:** The researcher collected the required data with the help of random sampling technique.
- **Tools used:** In the present study the researcher after securitising number of research tools found suitable to use the Academic Cheating Scale developed by A.K. Kalia and Kiran Deep (2015) for data collection.

Statistical tools used: The collected data has been analysed with the help of below mentioned techniques:

- **Descriptive analysis:** In descriptive analyse the researcher has employed the frequency distribution, percentage, mean mode median etc.
- **Inferential analysis:** The data collected through self-standardised questionnaire in consonance to objectives of the study.

Analysis and interpretation of the data: The analysis and interpretation of the data is given in two captions:

SET-I: Descriptive Analysis: In this section, the researcher has analysed the data with the help of percentage, mean and frequency distribution.

Table 1: Showing the level of cheating of the respondents on the basis of type of marketing

Level	Government		Private	
	Frequency	Percentage	Frequency	Percentage
HC	22	44.00	10	20.00
Mc	30	60.00	20	40.00
LC	05	10.00	20	40.00
Total	50	100	50	100

Index

- LC = Low Cheating.
- MC = Moderate Cheating.
- HC = High Cheating.

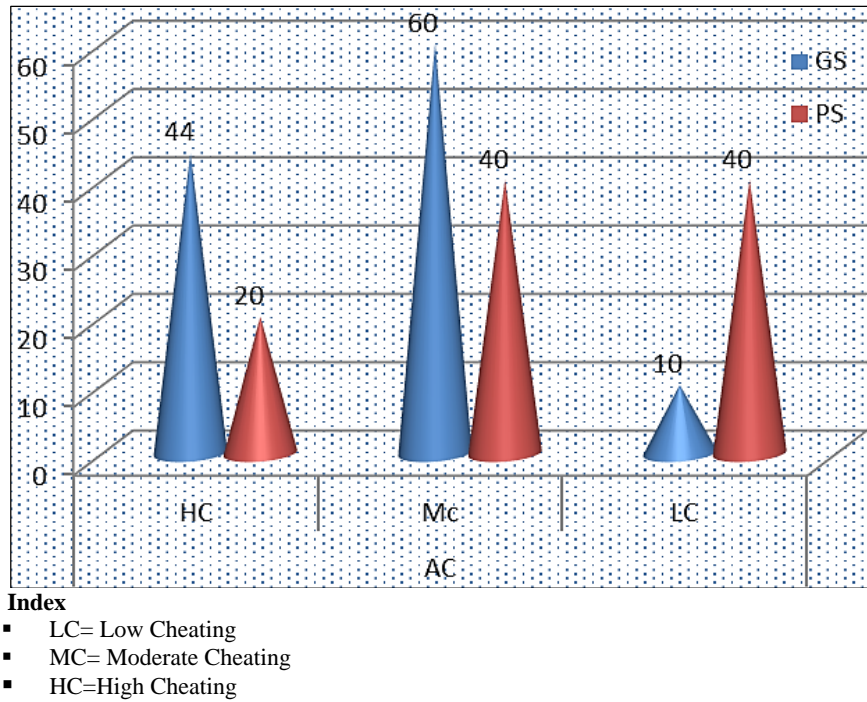


Fig 1: Showing the graphical representation in consonance of level of cheating of the respondents on the basis of type of marketing

The results presented in the above table reveals that among all respondents 44.00% (F=22.00) were seen having high cheating toward their academics. 30.00% (F=60.00) were seen with moderate level of cheating. In consonance to same, it has been observed that 10.00% were seen with low level of academic cheating. In the same table it has been seen that 20.00% (F=10.00) respondents prefer high level of cheating and 40.00% (F=20) were seen with moderate level of cheating. Only 20.00% (F=20) respondents were seen with low level of life cheating. Therefore, the examination of the above table designates that the maximum percentage in the field of deferment goes in favour of government school students.

SET-II: Inferential Analysis: In this set the researcher has analysed and interpreted the data on the basis of inferential analysis.

Table 1: Showing the mean significant difference between government and private school respondents with regard to their level of academic cheating. (N=50 each)

Level	Government		Private		't' value
	Mean	SD	Mean	SD	
AP	65.12	9.27	50.10	9.26	4.90***

Index

- AP= Academic Cheating

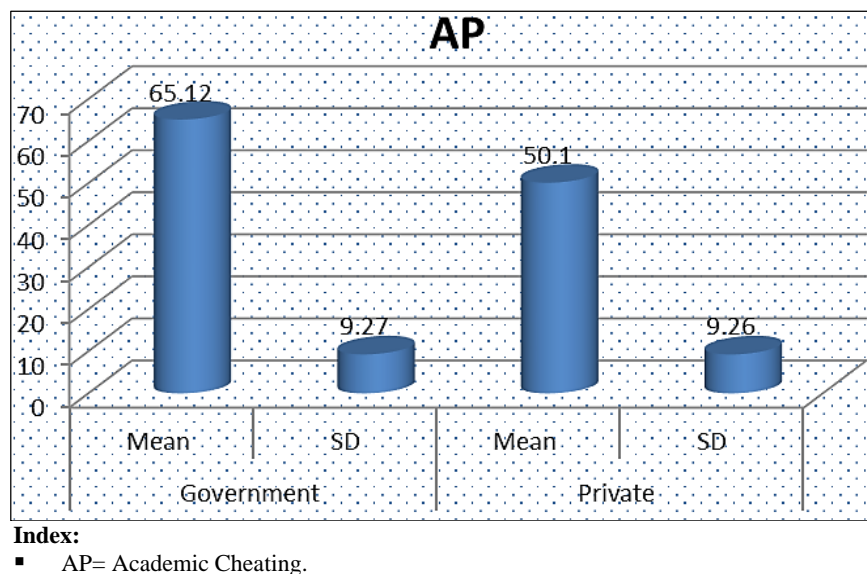


Fig 2: Showing the graphical representation of the data on the basis mean significant difference between respondents choice with regard to their level of cheating

Looking towards the above given table (Please found table 2 and Fig 2) gives the detailed examination of the defendants on the basis of their academic cheating. The comparative

analysis has been described on the foundation of the independent 't' test. The attained results specify the mean value of the government schools students (M=65.12) is

higher the mean value of private school students ($M=50.10$). Consequently, the 't' value came out to be 4.90, which is higher than table value at 0.05 level of confidence. Thus, on the basis of same statistical breakdown it can be said there seems no significant difference and the students of the hypothesis is given as under:

Hypothesis: "There will be no significant differences between government and private school students on the basis of their academic cheating". 'Stands..... Rejected.

Conclusion

Significant mean variation has been seen between government and private school students on the basis of their academic cheating. It has been found that there seem significant differences between government and private school students on the basis of their level of academic cheating. Government school students were seen with low level of academic cheating as compared to private school students.

Computing in interest: The researcher declare that there is no any conflict of interest.

References

1. Antony MM, Purdon CL, Huta V, Swinson RP. Dimensions of Perfectionism Across. *The Anxiety Disorders. Behaviour Research and Therapy*. 1998;36(25):1143-1154.
2. Ariely D, Wertenbroch K. Cheating Deadlines and Performance: Self-Control by Recommitment. *Psychological Science*. 2002;13(25):219-224.
3. Assor A, Kaplan H, Roth G. Choice is good, but relevance is excellent: autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British Journal of Educational Psychology*. 2002;72:261-278.
4. Bandura A. *Self-Efficacy in Changing Societies*. New York: Cambridge University Press; c1995.
5. Bandura A. *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman & Co, Publishers; c1997.
6. Bandura A, Wood RE. Effect of Perceived Controllability and Performance. *International Journal of Creative Research Thoughts*. 1989;5(25):25-35.
7. Baumeister R. Esteem threat, self-regulatory breakdown and emotional distress as factors in self-defeating behaviour. *Review of General Psychology*. 1997;1:145-174.
8. Baumeister R, Scher S. Self-defeating behaviour patterns among normal individuals: Review and analysis of common self-destructive tendencies. *Psychological Bulletin*. 1988;104:3-22.
9. Beck BL, Koons SR, Milgrim DL. Correlates and consequences of behavioral cheating: The effects of academic cheating, self-consciousness, self-esteem, and self-handicapping. *Journal of Social Behaviour and Personality*. 2000;15(3):3-13.
10. Beswick G, Rothblum ED, Mann L. Psychological antecedents to student cheating. *Australian Psychologist*. 1988;23:207-217.
11. Bhat AS A Study of Academic Cheating Among Students. *International Journal of Applied Research*. 2010;10(15):12-18.
12. Bowen CW. A quantitative literature review of cooperative learning effects on high school and college chemistry achievement. *Journal of Chemical Education*. 2000;77:116-119.
13. Carden R, Bryant C, Moss R. Locus of control, test anxiety, academic cheating and achievement among college students. *Psychological Reports*. 2004;95:581-582.
14. Collins KMT, Veal RE. Off-campus adult learners' levels of library anxiety as a predictor of attitudes toward the Internet. *Library & Information Science Research*. 2004;26(1):514.
15. Collins KMT, Onwuegbuzie AJ, Jiao QG. Hope as a predictor of graduate level cooperative groups in research methodology courses. *International Journal of Teaching and Learning in Higher Education*. 2009;21(2):148-157.
16. Crooks T. The impact of classroom evaluation practices on students. *Review of Educational Research*. 1988;58:438-481.
17. Cuseo J. Collaborative and cooperative learning in higher education: A proposed taxonomy. *Cooperative Learning and College Teaching*. 1992;2:2-4.
18. Da Ros-Voseles DA, Onwuegbuzie AJ, Collins KMT. Graduate cooperative groups: Role of perfectionism. *Academic Exchange Quarterly*. 2003;7(3):307-311.
19. Day V, Mensink D, Sullivan M. Patterns of academic cheating. *Journal of College Reading and Learning*. 2000;30(15):120-134.
20. Deniz M, Traş Z, Aydoğan D. An investigation of academic cheating, locus of control and emotional intelligence. *Educational Sciences: Theory & Practice*. 2009;9:623-632.
21. Derry SJ, Du Russel LA, O'Donnell AM. Individual and distributed cognitions in interdisciplinary teamwork: A developing case study and emerging theory. *Educational Psychology Review*. 1998;10:25-56.
22. Ellis A, Knaus WJ. *Overcoming cheating*. New York, NY: Institute for Rational Living; c1977.
23. Faheem BS. A Study of Academic Cheating and Academic Cheating Among College Going Students. *International Journal of Analytical Research*. 2012;14(17):11-26.
24. Fee R, Tangney J. Cheating: A means of avoiding shame or guilt? *Journal of Social Behaviour & Personality*. 2009;15(5):167-184.
25. Ferrari JR. Self-handicapping by procrastinators: Protecting self-esteem, social esteem, or both? *Journal of Research in Personality*. 1991;25:245-261.
26. Ferrari JR. Procrastinators and perfect behaviour: An exploratory factor analysis of self-presentation, self-awareness and self-handicapping components. *Journal of Research in Personality*. 1992;26:75-84.
27. Ferrari JR. Dysfunctional cheating and its relationship with self-esteem, interpersonal dependency and self-defeating behaviours. *Personality and Individual Differences*. 1994;17:673-679.
28. Hub B. A Study of Academic Cheating and Academic Cheating Among College Going Students. *International Journal of Creative Research*. 2015;12(17):9-18.
29. Iram AU. A Study of Academic Cheating and Academic Cheating Among College Going Students.

- International Journal of Multidisciplinary.
2008;12(17):9-18.
30. Milgram N, Tenne R. Personality Correlates of Decisional and Task Avoidant Cheating. In European Journal of Personality. 2000;14:141-156.
 31. Panda AB. Standards on Self-Regulation of Complex Decision-Making. Journal of Personality and Social Psychology. 2010;56(12):805-814.