



A STUDY OF ACADEMIC CHEATING AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR HOME ENVIRONMENT

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Abstract

The present study was undertaken to study the academic cheating among secondary school students in relation to their home environment. Academic cheating was treated as dependent variable whereas home environment was treated as an independent variable. Descriptive survey method was used for the present study. Random sampling technique was used to select the sample for the present study. The sample comprised of 200 secondary school students of private schools affiliated to Central Board of School Education (CBSE) & BSEH. Academic cheating scale by Kalia and Kirandeep (2001) and Home Environment inventory is developed by the Researcher with the consultation of Supervisor were used. Mean, SD, 't' test and Coefficient of correlation (r) were used to analyses the data. The findings of the study revealed that the academic cheating of male and female secondary school students did not differ significantly. Significant difference was found in the academic cheating of rural and urban secondary school students. It was also found that the home environment of male and female secondary school students did not differ significantly. Significant difference was found in the home environment of rural and urban secondary school students. It was found that there exists significant relationship between home environment and academic cheating of secondary school students.

Keywords- Academic Cheating, Examination, Home environment

Introduciton: -

Cheating is unique in the sense that it can start to seem like normal behavior; students may actually be *more* inclined to cheat in the traditional setting because they have the ability to see their peers doing it, where in distance learning, students may be geographically spread out and not perceive that others are doing it (Grijalva, Nowell, & Kerkvliet, 2006). Cheating can be considered as one of the most important issues in schools, because it is a major obstacle to infer the competence of the students. Sometimes any student who is not eligible for academic courses can pass the course by cheating and improper ways. However, identifying cheating, in particular, is important because it shows the extent of this phenomenon and its growing status (McCabe et al, 2001). It is seen by many as a means to a profitable end, a way to obtain the highest grades in order to gain admission to the best universities Symaco and Marcelo (2003) indicated that some forms of academic dishonesty have increased; test cheating and unauthorized collaboration in assignment had risen significantly over the years. It should be kept in mind that cheating tendency or academic dishonesty is not limited to face to face classrooms but can also be seen in online or web-based classes. If a child has more personal face to face relationship with his or her teacher, then he or she would feel more connected to the class. When there is lack of interaction between student and faculty in web-based classes, it is often perceived that cheating will be more abundant in these classes. Researchers like



Rowe (2004) and Wang (2008) have suggested that academic dishonesty in online classes is partly due to the absence of face to face interaction.

HOME ENVIRONMENT

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child's life. The home is the oldest human group and the basic one, while the particular form of home structure may and does vary from society to society. Among the various social groups, home occupies the first and most important place for the development of the individual. A home is a place where pupils live with their parents or guardian and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. Tizard & Hughes (1984) found home as a powerful learning environment for a child with their presentation of concept such as: the encouragement of incidental learning as a natural reaction to their environment, individualized attention from adults and the close relationship between parent and child as an important factor in learning experiences. On the other hand, the family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). Home is the system of relationship existing between parents and the children. It is the best place and the chief agency in the education of the young one. It is the first school of the child. It is the person's primary environment from the time he is born until the day he dies; hence its effect on the individual is also most significant and enduring. The major responsibility for the children's growth remains within the parents who are the ideal teacher of their child and the informal education given by home is most effective and natural.

OPERATIONAL DEFINITIONS OF THE TERMS USED-

Academic Cheating: Academic cheating is defined as fraud, deceit or dishonesty in an examination or in an assignment or in class by using or attempting to use methods which are prohibited and inappropriate.

Home Environment: Home environment refers to the quality and quantity of the cognitive, emotional and social-support that has been available to the child within the home.

VARIABLES USED

Independent Variable: Home Environment

Dependent Variable: Academic Cheating

OBJECTIVES OF THE STUDY -

The study aims to achieve the following objective:

1. To study the Academic Cheating of Senior Secondary School Students with High Home Environment and Low Home Environment.
2. To study the Academic Cheating of Male Senior Secondary School Students with High Home Environment and Low Home Environment.
3. To study the Academic Cheating of Female Senior Secondary School Students with High Home Environment and Low Home Environment.
4. To study the Academic Cheating of Rural Senior Secondary School Students with High Home Environment and Low Home Environment.



5. To study the Academic Cheating of Urban Senior Secondary School Students with High Home Environment and Low Home Environment.
6. To study the relationship between Academic Cheating and Home Environment of Senior Secondary School Students.

HYPOTHESES OF THE STUDY

1. There is no significant difference in Academic Cheating of Senior Secondary School Students with High Home Environment and Low Home Environment.
2. There exists no significant difference in the Academic Cheating of Male Senior Secondary School Students with High and Low Home Environment.
3. There exists no significant difference in the Academic Cheating of Female Senior Secondary School Students with High and Low Home Environment.
4. There exists no significant difference in the Academic Cheating of Rural Senior Secondary School Students with High and Low Home Environment.
5. There exists no significant difference in the Academic Cheating of Urban Senior Secondary School Students with High and Low Home Environment.
6. There is no significant relationship between Academic Cheating and Home Environment of Senior Secondary School Students.

METHOD

Descriptive survey method was used in the present study.

AMPLE

The sample for this study consisted of 200 secondary school students affiliated to C.B.S.E. & BESH, Bhiwani selected on the basis of random sampling method.

TOOLS USED

1. Academic Cheating Scale by Kalia and Kirandeep (2011).
2. Home Environment inventory is developed by the Researcher.

STATISTICAL TECHNIQUES USED

Mean, S.D, 't' test and coefficient of correlation (r) were used to analyses the data.

DATA ANALYSIS-

1. 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 1.

Table 4.1

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

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	180	52.4	19.53	13.3**	Significant
Low Home Environment	180	82.6	23.57		

** Significant at .01 level

* Significant at .05 level

Table Value = 2.59

Table Value = 1.97

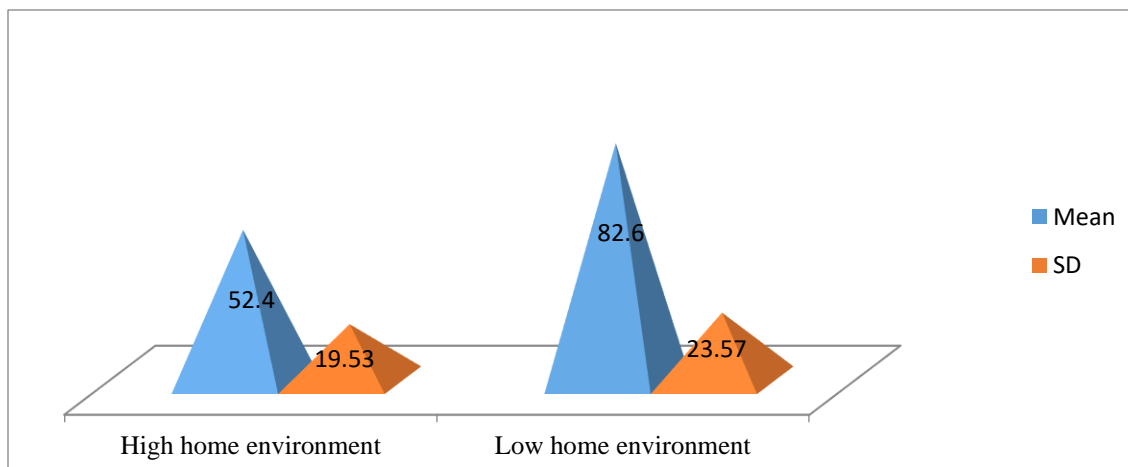


Fig. 1: Home Environment wise Mean Academic Cheating scores and SDs of Senior Secondary School Students

From the Table 1 and Fig. 1, 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. 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 authoritarian 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.

2. 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 2:

Table 2
Descriptive statistics related to the Academic Cheating of Male Senior Secondary School Students with High Home Environment and Low Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	76	50.78	18.06	9.59**	Significant
Low Home Environment	76	79.95	19.5		

** Significant at .01 level

* Significant at .05 level

Table Value = 2.60

Table Value = 1.97

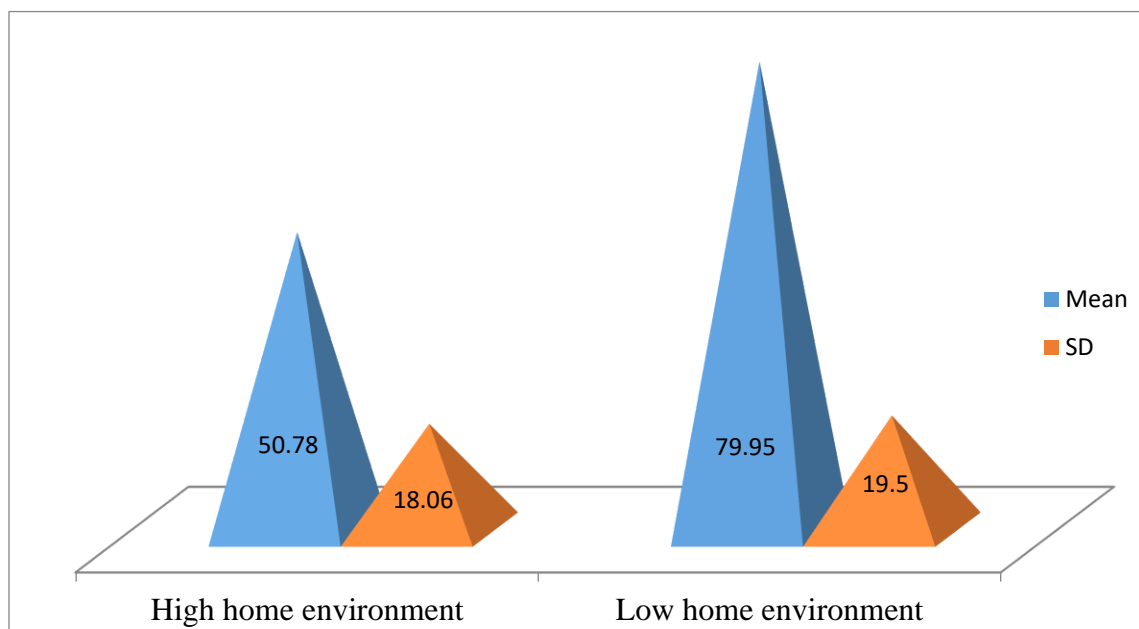


Fig. 2: Home Environment wise Mean Academic Cheating scores and SDs of Male Senior Secondary School Students

From the Table 2 and Fig. 2, 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.

3. To Study the Academic Cheating of Female Senior Secondary School Students with High Home Environment and 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 3:

Table 3
Descriptive Statistics Related to the Academic Cheating of Female Senior Secondary School Students with High Home Environment and Low Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	86	51.29	27.29	9.83**	Significant
Low Home Environment	86	85.92	18.23		

** Significant at .01 level

* Significant at .05 level

Table Value = 2.61

Table Value = 1.98

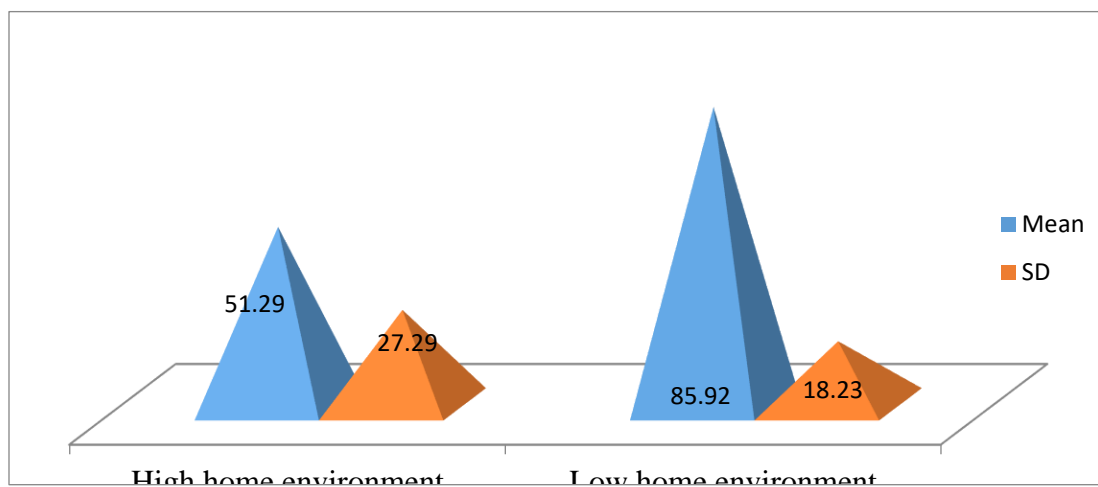


Fig. 3: Home Environment wise Mean Academic Cheating scores and SDs of Female Senior Secondary School Students

From the Table 3 and Fig. 3, 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.

4. 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:

Table 4
Descriptive statistics related to the Academic Cheating of Rural Senior Secondary School Students with High Home Environment and Low Home Environment

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	84	51.40	18.26	9.8**	Significant
Low Home Environment	84	82.76	24.02		

** Significant at .01 level

* Significant at .05 level

Table Value = 2.60

Table Value = 1.97

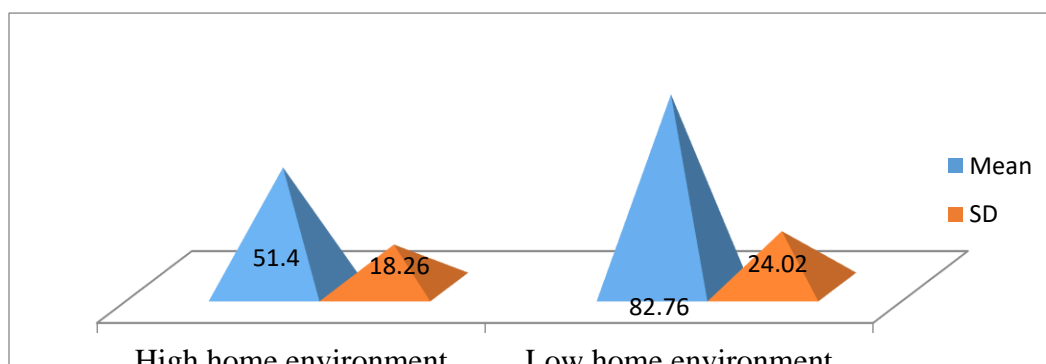




Fig. 4: Home Environment wise Mean Academic Cheating scores and SDs of Rural Senior Secondary School Students

From the Table 4 and Fig. 4, 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.

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

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 5:

Table 5

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

Group (Home Environment)	N	Mean	SD	't' value	Level of Significance
High Home Environment	78	51.96	19.69	8.9**	Significant
Low Home Environment	78	82.49	23.14		

** Significant at .01 level

* Significant at .05 level

NS-Not significant

Table Value = 2.61

Table Value = 1.98

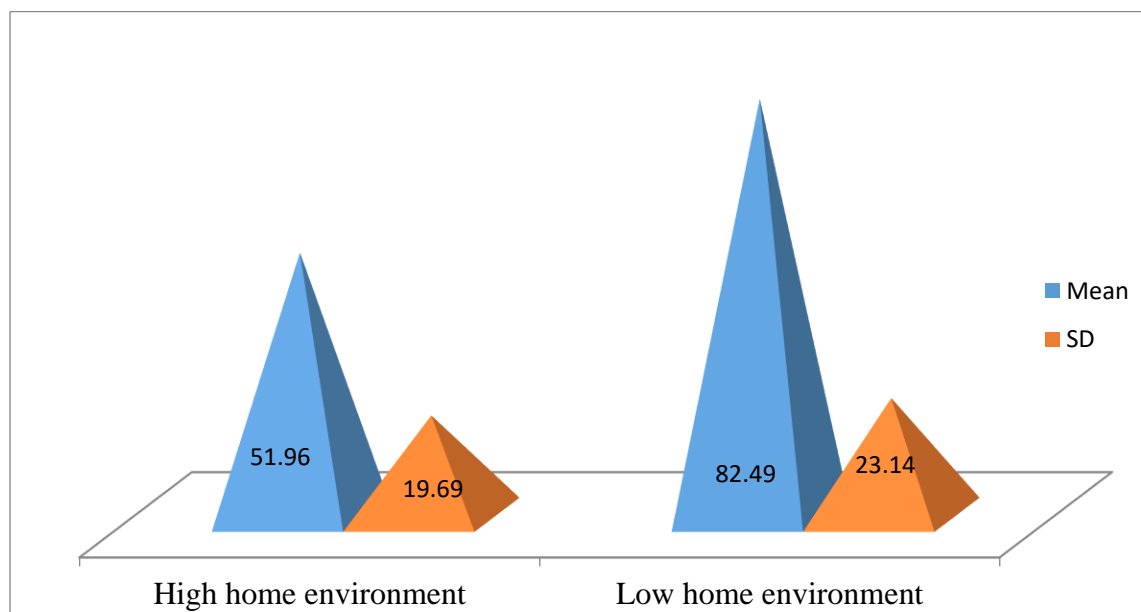


Fig. 5: Home Environment wise Mean Academic Cheating scores and SDs of Urban Senior Secondary School Students

From the Table 5 and Fig. 5, 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 homework 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 conducive to more positive development among adolescents.

6. 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 6



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

Sr. No.	Variables	N	Coefficients of Correlation	Level of Significance
1.	Academic Cheating	600	-0.129*	Significant
2.	Home Environment	600		

** Significant at .01 level

* Significant at .05 level

Table Value = 0.115

Table Value = 0.088

A Perusal of Table 6 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.

Conclusion - The problem of academic cheating is gaining much attention from parents, educators, researchers and policy makers as it is not just an educational problem but also a social issue with huge social costs. Based on the result of the data analysis the researcher concluded that more congenial environment should be provided to the students. If congenial home environment is provided to the student, he can concentrate on study and concentration in study will result in more learning. If learning is there, there will be no need of academic cheating. Parents need to know their role in the education of their children. They should contribute to the education of their children through encouragement, provision of learning facilities etc. No doubt, if such environment is provided at home where parents involve with students in academic effort, it may ultimately reduce negative school behaviors including academic cheating.

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