ACADEMIC CHEATING AMONG ADOLESCENTS IN RELATION TO SELF CONTROL

Prof. Ashok K. Kalia, *Professor,*

Department of Education, MDU Rohtak

Mr. Vinod Kumar, *Research Scholar,*

Department of Education, MDU Rohtak

Abstract

Academic Cheating is a solemn issue in front of academic world. The present study has tried to explore the academic cheating among adolescents with different levels of self control. 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) and Self Control Scale by Singh & Sengupta (1996) were used to assess academic cheating and self control of adolescents. ANNOVA and t-test was applied to study significant difference in academic cheating among adolescents with different levels of self control. The study revealed that adolescents having very low self control were found to be significantly higher on academic cheating. No significant difference was observed among high self control and very high self control adolescents on academic cheating. However results differ for rest of groups.

Keywords: Academic Cheating, Self Control and Adolescents.

Introduction:

Academic cheating is so pervasive among today's school students that the majority engages in dishonest behaviour in one form or another. Cheating occurs at all levels of public education and not to a particular institution (Hardigan, 2004). In this respect, Callahan (2004) reported that cheating is expanded in schools and universities all over the world. Adolescence period found to be a period of emotional extreme, self centeredness, free from rules and regulation and show impulsive behaviour. There may be many reasons why adolescents

choose to cheat. Kleiner et al. (1999) gives reasons that adolescents can feel an immense pressure from their peers or their parents to perform up to a standard that they feel they cannot reach themselves. Strom (2007) suggested adolescents may turn to cheating to help alleviate some of stress of examination. According to Murdock et al., (2001) adolescents may also have academic and social motivations behind their academic dishonesty. Being afraid of failure, having no ability, and wanting to take risks could be other reasons for academic cheating. Cheating in academic context covers verity 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).

Self-control can be considered both as an individual trait factor and as a situational factor which may fluctuate across different tasks, as the difficulty level of tasks change in terms of suppressing one's urges and as the temporal sequence of tasks require consecutive use of self-control. Michel (1981) has pointed out that when the delay is self imposed it is known as self control. Thus 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 presence in the immediate environment (Liebert, Poulous and Marmor, 1979). Researchers have linked self-control to academic dishonesty (Bolin, 2004; Cochran, Wodd, Sellers, & Chamlin, 1998; Grasmick, Tittle, Bursik, & Arneklev, 1993). Gottfredson and Hirschi's (1990) General Theory of Crime, now known as self-control theory, is one of the most popular crime theories (Agnew, 1995; Tibbetts & Gibson, 2002). Theory of crime addresses the interaction of a lack of self-control and perceived opportunity as major causes of all deviant behaviour, including academic dishonesty. Jackson et al. (2002) showed that there is a negative correlation between self-control and academic cheating. Bolin (2004) concluded that there is a positive correlation between weak self-control, cheating opportunities and cheating. Bolin's (2004) research looked at the role of self-control, cheating attitudes, and perceived opportunity to cheat as possible predictors of cheating behaviour. Cochran et al. (1998) reported their findings as strong support for the direct and interactive effect of self-control on academic dishonesty. A review of reported above suggested that there a numerous studies conducted related with self

control and cheating behaviour in the western culture, but there is a dearth of studies in Indian setup. It is therefore appropriate to investigate academic cheating among adolescents in relation to their self control in Indian setup.

Objectives

O_1: − To study Academic Cheating among adolescents having very low self control, low self control, medium self control, high self control and very high self control.

O_2: −To study Academic Cheating among male adolescents having very low self control, low self control, medium self control, high self control and very high self control.

O_3: − To study Academic Cheating among female adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Hypothesis

H_1: −There is no significant difference in academic cheating among adolescents having very low self control, low self control, medium self control, high self control and very high self control.

H_2: − There is no significant difference in academic cheating among male adolescents having very low self control, low self control, medium self control, high self control and very high self control.

H_3: − There is no significant difference in academic cheating among female adolescents having very low self control, low self control, medium self control, high self control and very high self control.

Method of Study

The study was carried out to investigate academic cheating among adolescents in relation to their self control. 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, Fatheabaad and Yamunanagar district of 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) and Self Control Scale by Singh and Sengupta (1996) were used to assess academic cheating and self control among adolescents.

Data Collection and Scoring:-

Self reported cheating and self control 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 each item honestly. On completion, the questionnaires were collected and scored as per directions given in the manual.

Analysis of data

One way ANNOVA was applied to test the significance of difference among different groups under consideration. In order to compare different groups 't' test was applied.

Table No.1 (a)

Means, SDs, & SEMs of Very low self control, Low self control, Medium self control, High self control and Very High self control Adolescents on Academic Cheating

Sr. No.	Self Control	Academic Cheating			
		Groups	Mean	SD	SEM
I	Very low self control adolescents	Group-1 (No.42)	70.36	27.16	4.19
II	Low self control adolescents	Group-2 (No.39)	64.43	26.87	4.3
III	Medium self control adolescents	Group-3 (No.52)	62.06	28.91	4.01
IV	High self control adolescents	Group-4 (No.114)	43.8	25.24	2.36
V	Very High self control adolescents	Group-5 (No.53)	38.06	22.92	3.15

Table No. 1 (b)
Variance in the Academic Cheating among Adolescents having Very low self control, Low self control, Medium self control, High self control and Very High self control

Source of	SS	df	MS	F

Variation				
Between Groups	43363.9	4	10840.98	16.02
Within Groups	199656.64	295	676.8	**Sig. at 0.01**
Total	243020.55	299		

From the table no. 1 (b) results of ANOVA indicate that F-ratio for the different groups came out to be 16.02 which is statistically significant at 0.01 level of significance. It indicates that different groups are significantly different from each other. Different groups were compared using 't' test. Table no. 1(c) depicts 't' ratio among different groups.

Table No. 1(c)

't' Ratios of Very low self control, Low self control, Medium self control, High self control and Very High self control Adolescents on Academic Cheating

Sr. No		Group-1		Group-2		Group-3		Group-4		Group-5	
		't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.
1.	**Group-1**	----------		0.98	N.S	1.42	N.S	5.71	.01	6.28	.01
2.	**Group-2**	-----------------------------				0.93	N.S	4.33	.01	5.07	.01
3.	**Group-3**	--						4.12	.01	4.72	.01
4.	**Group-4**	---								1.41	N.S
5.	**Group-5**	---									

From the table no. 1 (a) the Mean scores of different groups depicts that Group-1 i.e. Very low self control adolescents (70.36 ± 27.16) is highest among all other groups on academic cheating, the 't' ratio being 0.98, 1.42 which is statistically insignificant. Hence no significant difference was observed among adolescents having very low self control in comparison to adolescents having low self control and medium self control. However 't' ratio being 5.71 and 6.28 is statistically significant at 0.01 level of significance. It indicates that adolescents having very low self control were found significantly higher on academic cheating in comparison to high self control and very high self control adolescents.

The mean score of Group-2 i.e. Low self control adolescents (64.43 ± 26.87) is highest among Medium self control adolescents (62.06 ± 28.91), High self control adolescents (43.8 ± 25.24) and Very high self control adolescents (38.06 ± 22.92) on academic cheating, the 't' ratio being 0.93 found to be insignificant. Hence no significant difference was observed among low self control adolescents and medium self control

adolescents. However 't' ratio being 4.33 and 5.07 is statistically significant at 0.01 level of significance. It indicates that low self control adolescents were found to be significantly higher in comparison with the high self control and very high self control adolescents on academic cheating.

The mean scores of Group-3 i.e. Medium self control adolescents (62.06 ± 28.91), is highest in comparison with High self control adolescents (43.8 ± 25.24) and Very high self control adolescents (38.06 ± 22.92), the 't' ratio being 4.12 and 4.72 indicates that medium self control adolescents were found to be significantly higher in comparison with adolescents having high self control and very high self control on academic cheating.

The mean score of Group-4 i.e. High self control adolescents (43.8 ± 25.24) is higher than that of Very high self control adolescents (38.06 ± 22.92), 't' ratio being 1.41 found to be insignificant. It indicates that no significant difference was found among high self control adolescents and very high self control adolescents on academic cheating.

Hence that hypothesis that there is no significant difference in academic cheating among adolescents having very low self control, low self control, medium self control, high self control and very high self control is partially rejected.

Table No. 2 (a)
Means, SDs, & SEMs of Male Very low self control, Male Low self control, Male Medium self control, Male High self control and Male Very High self control Adolescents on Academic Cheating

Sr. No.	Self Control	Academic Cheating			
		Groups	Mean	SD	SEM
I	Male Very low self control adolescents	Group-1 (No.21)	75.67	27.58	6.02
II	Male Low self control adolescents	Group-2 (No.20)	59.7	25.18	5.63
III	Male Medium self control adolescents	Group-3 (No.23)	69.26	33.53	6.99
IV	Male High self control adolescents	Group-4 (No.58)	43.36	25.59	3.36
V	Male Very High self control adolescents	Group-5 (No.28)	34.39	21.71	4.1

Table No. 2 (b)

Variance in the Academic Cheating of Male Adolescents having Very low self control, Low self control, Medium self control, High self control and Very High self control

Source of Variation	SS	Df	MS	F
Between Groups	32789.18	4	8197.29	11.65
Within Groups	102067.38	145	703.91	**Sig. at 0.01**
Total	134856.56	149		

From the table no. 2 (b) results of ANOVA indicate that F-ratio for the different groups came out to be 11.65 which is statistically significant at 0.01 level of significance. It indicates that different groups are significantly different from each other. Different groups were compared using 't' test. Table no. 2(c) depicts 't' ratio among different groups.

Table No. 2 (c)
't' Ratios of Male Very low self control, Male Low self control, Male Medium self control, Male High self control and Male Very high self control Adolescents on Academic Cheating

Sr. No		Group-1		Group-2		Group-3		Group-4		Group-5	
		't' Ratio	Level of Sig.	't' Ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.
1.	Group-1	-------------		1.93	N.S	0.68	N.S	4.85	0.01	5.86	0.01
2.	Group-2	------------------------				-1.04	N.S	2.47	0.05	3.72	0.01
3.	Group-3	--						3.74	0.01	4.48	0.01
4.	Group-4	--								1.6	N.S
5.	Group-5	--									

From table no. 2 (a) the Mean scores of different groups depicts that Group-1 i.e. Male Very low self control adolescents (75.67 ± 27.58) is highest among all other groups on academic cheating, the 't' ratio being 1.93 and 0.68 is statistically insignificant for male adolescents having low self control and medium self control. It indicates that no significant difference was observed among male very low self control adolescents in comparison with male adolescents having low self control and medium self control. However the 't' ratio being 4.85 and 5.86 is statistically significant at 0.01 level of significance. It indicates that male adolescents having very low self control were found significantly higher on academic cheating in comparison to male adolescents having high self control and very high self control.

The mean score of Group-2 i.e. Male Low self control adolescents (59.7 ± 25.18) is highest among Male High self control adolescents (43.36 ± 25.59) and Male Very high self control adolescents (34.39 ± 21.71), t ratio being 2.47 and 3.72 is statistically significant at 0.05 and 0.01 level of significance. It indicates that Male low self control adolescents were found to be significantly higher in comparison with the Male high self control and Male very high self control adolescents on academic cheating. However mean score Male Low self control adolescents (59.7 ± 25.18) is lower than Male Medium self control adolescents (69.26 ± 33.53), the 't' ratio being -1.04 found to be insignificant, indicates that no significant difference was observed among Male low self control adolescents and Male medium self control adolescents.

The mean scores of Group-3 i.e. Male Medium self control adolescents (69.26 ± 33.53) is highest in comparison with Male High self control adolescents (43.36 ± 25.59) and Male Very high self control adolescents (34.39 ± 21.71), the 't' ratio being 3.74 and 4.48 is statistically significant at 0.01 level of significance, indicates that Male medium self control adolescents were found to be significantly higher on academic cheating in comparison with the Male high self control adolescents and Male very high self control adolescents.

The mean score of Group-4 i.e. Male High self control adolescents (43.36 ± 25.59) is higher than that of Male Very high self control adolescents (34.39 ± 21.71), 't' ratio being 1.6 is statistically insignificant. It indicates that no significant difference was observed among male adolescents having high self control in comparison with the male very high self control adolescents on academic cheating.

Hence that hypothesis that there is no significant difference in academic cheating among Male adolescents having very low self control, low self control, medium self control, high self control and very high self control is partially accepted.

Table No. 3(a)

Means, SDs, & SEMs of Female Very low self control, Female Low self control, Female Medium self control, Female High self control and Female Very high self control Adolescents on Academic Cheating

Sr. No.	Self Control	Academic Cheating			
		Groups	Mean	SD	SEM
I	Female Very low self control adolescents	Group-1 (No.21)	65.05	26.31	5.74
II	Female Low self	Group-2	69.42	28.36	6.5

	control adolescents	(No.19)			
III	Female Medium self control adolescents	Group-3 (No.29)	56.34	23.73	4.4
IV	Female High self control adolescents	Group-4 (No.56)	44.26	25.09	3.35
V	Female Very High self control adolescents	Group-5 (No.25)	42.16	23.99	4.79

Table No. 3 (b)

Variance in the Academic Cheating of Female adolescents having Very low self control, Low self control, Medium self control, High self control and Very High self control

Source of Variation	*SS*	*df*	*MS*	*F*
Between Groups	15639.49	4	3909.87	6.13
Within Groups	92524.48	145	638.1	**Sig. at 0.01**
Total	108163.97	149		

From the table no. 3 (b) results of ANOVA indicate that F-ratio for the different groups came out to be 6.13 which is statistically significant at 0.01 level of significance. It indicates that different groups are significantly different from each other. Different groups were compared using 't' test. Table no. 3(c) depicts 't' ratio among different groups.

Table No. 3 (c)
't' Ratios of Female Very low self control, Female Low self control, Female Medium self control, Female High self control and Female Very High self control Adolescents on Academic Cheating

Sr. No		Group-1		Group-2		Group-3		Group-4		Group-5	
		't' Ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.	't' ratio	Level of Sig.
1.	Group-1	-------------		-0.5	N.S	0.73	N.S	3.19	0.01	3.05	0.01
2.	Group-2	----------------------				0.98	N.S	3.43	0.01	3.45	0.01
3.	Group-3	--------------------------------------						2.18	0.05	2.18	0.05
4.	Group-4	--								0.36	N.S
5.	Group-5	--									

From table no. 3(a) the Mean scores of different groups depicts that Group-1 i.e. Female Very low self control adolescents (65.05 ± 26.31) is highest among all other groups on academic cheating except the group Female low self control adolescents (69.42 ± 28.36)

which is found to be higher. The 't' ratio being -0.5 and 0.73 found to be insignificant, indicates that no significant difference was observed on academic cheating among Female very low self control adolescents in comparison with Female adolescents having low self control and medium self control. However the 't' ratio being 3.19 and 3.05 is statistically significant at 0.01 level of significance for Female high self control and Female very high self control adolescents. It indicates that female adolescents having very low self control were found significantly higher on academic cheating in comparison with Female high self control and Female very high self control adolescents.

The mean score of Group-2 i.e. Female Low self control adolescents (69.42 ± 28.36) is highest among Female Medium self control adolescents (56.34 ± 23.73), Female High self control adolescents (44.26 ± 25.09) and Female Very high self control adolescents (42.16 ± 23.99). The 't' ratio being 0.98 found to be statistically insignificant in comparison with Female Medium self control adolescents, indicates that no significant difference was observed among Female Low self control adolescents and Female Medium self control adolescents. However 't' ratio being 3.43 and 3.45 is statistically significant at 0.01 level of significance, indicates that Female low self control adolescents were found to be significantly higher in comparison with the Female high self control and Female very high self control.

The mean scores of Group-3 i.e. Female Medium self control adolescents (56.34 ± 23.73), is highest in comparison with Female High self control adolescents (44.26 ± 25.09) and Female Very high self control adolescents (42.16 ± 23.99), the 't' ratio being 2.18 and 2.18 is statistically significant at 0.05 level of significance, indicates that Female medium self control adolescents were found to be significantly higher in comparison with the Female high self control adolescents and Female very high self control adolescents on academic cheating.

The mean score of Group-4 i.e. Female High self control adolescents (44.26 ± 25.09) is higher than that of Female Very high self control adolescents (42.16 ± 23.99), 't' ratio being 0.36 indicates that no significant difference was found among Female high self control adolescents and Female very high self control adolescents on academic cheating.

Hence that hypothesis that there is no significant difference in academic cheating among Female adolescents having very low self control, low self control, medium self control, high self control and very high self control is partially accepted.

SUMMARY AND CONCLUSIONS

The study was conducted to compare academic cheating among male, female, urban and rural adolescents having different level of self-control. The analysis of data revealed that

i. Adolescents having very low self control were found to be significantly higher on academic cheating in comparison to rest of the groups. Results were alike for same group comparison in all cases i.e. male and female adolescents.

ii. Adolescents having low self control were found to be significantly higher on academic cheating in comparison to adolescents having high self control and very high self control in all cases i.e. male, female adolescents. However no significant difference was observed among adolescents having low self control and medium self control in all cases i.e. male and female adolescents.

iii. Adolescents having medium self control were found significantly higher on academic cheating in comparison to adolescents having high self control and very high self control. Similar results were observed in case of male and female adolescents on academic cheating.

iv. No significant difference was observed among adolescents having high self control and very high self control. Results were alike for same group comparison in all cases i.e. male and female adolescents.

Bibliography

Bolin, A.U. (2004). Self-control, perceived opportunity, and attitudes as predictors of academic dishonesty. *Journal of Psychology, 138*, 101-114.

Hardigan, P. C. 2004. First and third-year pharmacy students attitudes toward cheating behaviors. *American Journal of Pharmaceutical Education* 68(5): 1–5.

Kalia, A.K & Dalal, K (2011). Manual of Academic Cheating Scale, Agra. *National Psychological Corporation.*

Kleiner, C., & Lord, M. (1999). The cheating game. *U. S. News & World Report,* 127 (20), 54-63.

Murdock, T. B., Hale, N. M., & Weber, M. J. (2001). Predictors of cheating among early adolescents: Academic and social motivations. *Contemporary Educational Psychology*, *26*, 96–115.

Singh A. K. & Sengupta A. (1997). Manual of Self Control Scale, Agra. *National Psychological Corporation*.2