



Study of Academic Cheating Among Senior Secondary School Students

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KEYWORDS :

Academic cheating is an illegal change of a grade, the use of helping materials during a test without permission, or representing someone else's work as one's own. Academic cheating is also every other act of dishonesty on behalf of a student, a teacher or professor in an academic environment. It is believed that academic cheating is widespread across all levels of education while it usually begins among students at the age of 10 to 14.

ACADEMIC CHEATING

Academic cheating is defined as an illegal change of a grade, the use of helping materials during a test without permission, or representing someone else's work as one's own. Academic cheating is also every other act of dishonesty on behalf of a student, a teacher or professor in an academic environment. It is believed that academic cheating is wide-spread across all levels of education while it usually begins among students at the age of 10 to 14.

Wealth and global competitiveness of a country stands in the quality of its education system. Academic cheating undermines the quality of education and it's against the education system's major aims - to create responsible and respectful citizens. The normalization of academic dishonest behaviors may have an influence on those who will be the future decision makers of the country. Thus, students' beliefs and practices about academic integrity are likely to influence individual and business ethics values.

We feel that it is of the utmost importance that this area of research is further developed in the near future, not the least since students tend to see cheating as a more or less normal part of their studies, which is illustrated in the quote below:

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. **Miller & Parlett , (1973)** Definitions of cheating also vary as a result of variation in moral development, experiences of studies; influence of significant others, studying strategy and probably also other factors. The result is a wide spectrum of definitions ranging from liberal to conservative. Hence, the need for normative documents is apparent. **Priyanka Meneses (2012)** says academic dishonesty and the internet is a terrific idea! The internet has its positives as well as its negatives and I think this is an important one. I thought your draft was well written and your sources were right on point. I would say keep looking into news or research from the past. It's important to get information about what happened in the 1980s, 1990s and 2000s to address change over time. Were there any newspaper articles? Television segments from shows like 60minutes, 20/20, etc ? If you do find a segment you could post it with your research paper. For Trinity, you could look at the Tripod, emails we've gotten regarding academic dishonesty and the internet, etc. You could also give more of a background about academic dishonesty and the internet and maybe mention academic dishonesty before the internet.

JUSTIFICATION OF THE STUDY

The researcher or investigator is initiated this work with crucial requirement of this segment or effort. Investigator is optimistic that this study will find out some important issues or indicators required the problem.

OBJECTIVES

1. To find out the difference of academic cheating between Moga and Hoshiarpur Districts Senior Secondary school.

2. To find out the difference of academic cheating between rural & urban Senior Secondary school.

3. To find out the difference of academic cheating between male and female of Senior Secondary school.

HYPOTHESES

- There will be no significant difference in academic cheating between Moga and Hoshiarpur of Senior Secondary School.
- There will be no significant difference in academic cheating between rural & urban of Senior Secondary School.
- There will be no significant difference in academic cheating between male & female of Senior Secondary School.

STATEMENT OF THE STUDY

STUDY OF ACADEMIC CHEATING AMONG SENIOR SECONDARY SCHOOL STUDENTS

METHOD OF THE STUDY

A Study of Academic Cheating among Senior Secondary school Students was Descriptive Survey Method.

SAMPLE OF THE STUDY

160 students of senior Secondary Students of Moga and Hoshiarpur Districts were selected to constitute the sample. Sample was collected by random method.

TOOL USED

Academic Cheating Scale by **Kalia K. and Kirandeep (2011)**.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, t- test

HYPOTHESIS – 1

There will be no significant difference in the Academic Cheating between Moga and Hoshiarpur District senior secondary school students.

Table No. 1

Table showing Mean, SD and t-value of Academic Cheating between Moga and Hoshiarpur District senior secondary school students.

Category	N	Mean	S.D	t-value	Level of significance
Moga	80	19.75	13.94	2.468	Significant at 0.05
Hoshiarpur	80	17.87	11.15		

$P < 0.05 = 1.97$, $P < 0.01 = 2.60$ at df 158

Above table shows that obtained t-value (2.468) is greater than the table value at 0.05 level of significance at df. 158. Hence the null hypothesis, "There will be no significant difference in the Academic Cheating between Moga and Hoshiarpur District senior secondary school students" is **rejected**. It may conclude that Moga district senior secondary school students are more academic cheater than Hoshiarpur District senior secondary school students.

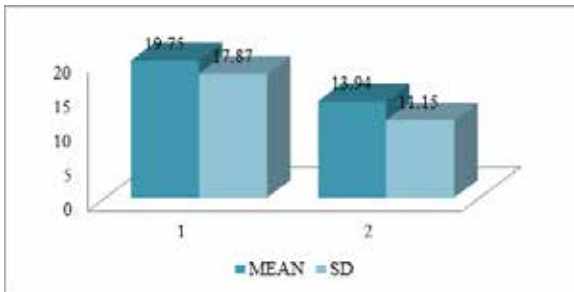


Fig.1: Showing figure Mean, SD and t-value of Academic Cheating between Moga and Hoshiarpur District senior secondary school students.

HYPOTHESIS-2

There will be no significant difference in the Academic Cheating between Rural and Urban senior secondary school students.

Table No. 2

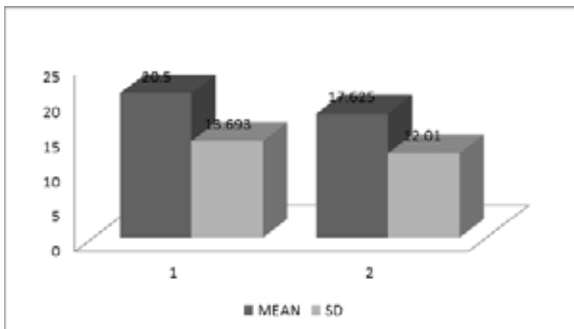
Table showing Mean, SD and t-value of Academic Cheating between Rural and Urban senior secondary school students.

Category	N	Mean	S.D	t-value	Level of significance
Urban	80	20.5	13.693	1.412	Insignificant
Rural	80	17.625	12.010		

$P < 0.05 = 1.97$, $P < 0.01 = 2.60$ at df 158

Above table shows that obtained t-value (1.412) is less than the table value at both level of significance i.e. 0.05 and 0.01 at df. 158. Hence the null hypothesis, "There will be no significant difference in the Academic Cheating between Rural and Urban senior secondary school students" is **accepted**. It may conclude that Rural and Urban senior secondary school students are similar in academic cheating.

Fig.2: Showing figure Mean, SD and t-value of Academic Cheating between Rural and Urban senior secondary school students.



HYPOTHESIS-3

There will be no significant difference in the Academic Cheating between male and female senior secondary school students.

Table No. 3

Table showing Mean, SD and t-value of Academic Cheating between Male and female senior secondary school students.

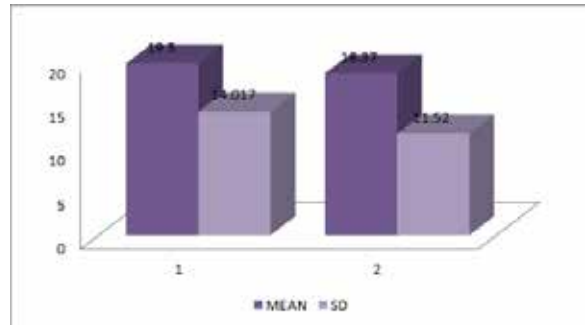
Category	N	Mean	S.D	t-value	Level of significance
Male	80	19.5	14.017	0.9331	Insignificant
Female	80	18.37	11.52		

$P < 0.05 = 1.97$, $P < 0.01 = 2.60$ at df 158

Above table shows that obtained t-value (0.9331) is less than the table value at both level of significance i.e. 0.05 and 0.01 at df. 158. Hence the null hypothesis, "There will be no significant difference in the Academic Cheating between Male and Female senior secondary

school students" is **accepted**. It may conclude that Male and Female senior secondary school students are similar in academic cheating.

Fig.3: Showing figure Mean, SD and t-value of Academic Cheating between Male and female senior secondary school students.



Moga district senior secondary school students are more academic cheater than Hoshiarpur District senior secondary school students.

Rural and Urban senior secondary school students are similar in academic cheating.

Male and Female senior secondary school students are similar in academic cheating.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Academic staff can do longer presuppose that student know and behave according to unwritten moral rules or an inner codes of honor. One, obvious way of reducing cheating in universities is then to spell out what rules and codes the students are subjected to. Such a document ought, however, to be carefully thought out and produced in co-operation with the students, in order to establish it as a "code of honor", otherwise it will only fill the purpose of a list potentially successful cheating behavior.

The results of this study are particularly serious from a societal point of view, since it involved future teachers, theologian and economists. What kind of teachers does the society of today want? It is possible for a teacher who does not regard cheating as wrong to teach pupils high ethical and moral standards.

The results of this study for this institution indicate some important challenges for faculty and administration if a college wishes to create a community of integrity. Community college faculty and students at this institution feel strongly that cheating is Wrong. Student responses support faculty beliefs that cheating erodes the educational process. Having multiple definitions for academic dishonesty sends an inconsistent message to students. Subtle variations and nuances make it extremely challenging for students to differentiate between what constitutes dishonest behavior among several courses each semester. Efforts must be made to provide students with examples of what constitutes dishonest behavior and what consequences cheating will have on their future careers. Faculty do not appear to report incidents through the established process consistently and often prefer to deal with inadvertent or first offenses one-on-one due to frustration with perceived lack of support from administration and a lack of clarity of exactly what types of incidents are appropriate to report. The implications of inconsistency in reporting and lack of understanding of the administrative process mean that many actual cases could be going unreported and the rates of dishonesty are significantly higher than what is reported. With these implications for creating more integrity at a community college campus with an established honor code, the next section provides recommendations for institutions considering establishing an honor code.

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