



DISHONESTY AMONG SECONDARY SCHOOL STUDENTS IS PREJUDICED BY EMOTIONAL DEVELOPMENT AND HOME LIFE

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ABSTRACT

Educational system effectiveness is hindered by cheating. One-third of primary students cheat, and the rate rises as they progress through high school (Cizek, 1999). Moeck (2002) states that some students feel pressure to earn better scores, while others suffer academically and feel cheating is their only way to succeed. Students may cheat or plagiarize to maintain a high GPA to please parents, be selected for school leadership roles, or impress corporate recruiters due to pressure and competition for grades. Other causes of academic dishonesty include teacher, parent, school, and peer pressure. Various research have examined emotional maturity, home environment, peer pressure, and academic dishonesty. Cheating is unlikely to help students with strong self-efficacy who anticipate to succeed academically, according to Murdock & Anderman (2006). Of high school pupils surveyed nationwide, 74% admitted to significant test cheating and 72% admitted to cheating on written work (McCabe, 2001). Lau and Kwok (2000) found that a cohesive, organized, and successful home environment helps adolescents develop. Past research highlighted Academic Dishonesty, so the researcher thought it fascinating to explore the elements that enhance cheating. Many studies have examined these dependent and independent variables, but none have examined all of them concurrently. So the researcher studied senior secondary school students' academic dishonesty in relation to emotional maturity, home environment, and peer pressure. The suggested study will help educational administrators, planners, and others control academic dishonesty among senior secondary school pupils.

Key word: Emotional Maturity,Home Life,Peer Pressure,Academic Dishonesty,Secondary School Student

INTRODUCTION

The quality of the nation depends upon the education imparted to its citizens. The aim of education is all around development of the individual. Education is considered as an agent of social reforms, reconstruction and the renaissance. It plays a stellar role in the major facts of nation's development. It is an effective tool in improving the choice and quality of lives, enhancing social and economic productivity and initiating the process of empowerment. Success in the field of education is defined on the basic of academic achievement of the child. Academic achievement holds a cardinal place in the field of education and is considered as the outstanding inducement for the progress of individuals. It has become the key factor for personal progress. Parents desire their children to climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, and schools

and in general on educational system itself. In fact, it appears as if the whole system of education revolves round the academic achievement. The most common method of testing academic achievement is examination system. Examinations are used as the main basis for judging a student's ability and also as a means of measuring the academic achievement of the child. Some students fail to get good marks and are blamed by their parents and school for their poor academic performance. Many factors such as lack of facilities in school, poor study habits, lack of teachers in the school, lack of interest, unfavorable Home Environment, low intelligence, academic anxiety, lack of parental education etc. cause poor academic performance. It is estimated that about more than 40% of secondary school students are not get admission into higher secondary schools every year due to their poor performance in the examination. In order to get good marks so that they might get admission in the next standard, students use way of cheating in the examination. Some students are those who cheat in the exams to impress to get good marks to impress their parents and teacher. Academic Dishonesty is not a new phenomenon. In fact, it is a well-known problem in many countries, as well as in the India. Cheating likes to use any means to achieve an unfair and unjust privileges that include: lying, concealing the truth, deceive, deceit and violation of trust (Romney & Steinbart 2003). Now a day it has become a serious problem at schools and colleges. It can take many forms, including sharing another's work, purchase a term paper or test in advance, paying another to do the work for you, plagiarism etc. Various other factors including desire to get good marks are responsible for increasing problem of cheating. Increasing pressure by parents and teachers on the child, Home Environment, Peer Pressure, maturity level, school environment, academic anxiety, learning style etc. are responsible for it. Robert (2002) said that there are many reasons that students justify for cheating: lack of time, poverty, uncaring instructors, laziness, Peer Pressure, poor role model, fear of failure, and technology etc. Petress (2003) noted of other forms of academic dishonesty such as copying test responses from a classmate; taking exams for other people; failure to cite other peoples work; taking exam home and purchasing research papers and one assumes it is his/her work. Also actions such as breaking the office or teachers file to access the test or answer key; sabotaging peers ongoing work or gaining illegal access to school computer to change official grades are all forms of academic dishonesty. Ruto, Kipkoech and Rambaei (2011) also conducted a survey to assess the students cheating behaviour. The result of the study revealed that students who not attend lectures, lack of preparedness for examinations, peer influence, pressure from workplaces, and lack of confidence are among the factors become a catalyst for the students to cheat. Some students feel pressure to get better grades and some students struggle academically and feel that cheating is their only path to any kind of success. With tremendous pressure and competition for grades, some (students) will cheat or plagiarize to maintain a high GPA, which can please parents, result in selection to school leadership roles, and impress corporate recruiters (Moeck, v2002). Students are more likely to cheat if they do not feel a sense of valuing and belonging in school (Finn & Frone, 2004). Anderman & Murdock (2007) defined that when tasks are seen as valuable in their own right, cheating occurs less frequently than when they are completed for other reasons.

RATIONALE OF THE STUDY

Cheating is a burning issue in educational field mounting hindrances in the path of efficacy of educational system. It has been reported that one-third of elementary students are engaged in cheating and the rate dramatically increases when they entry into the higher classes and in high school reaches its peak (Cizek, 1999). According to Moeck (2002), "Some students feel pressure to get better grades and some students struggle academically and feel that cheating is their only path to any kind of success. With tremendous pressure and competition for grades, some (students) will cheat or plagiarize to maintain a high GPA, which can please parents, result in selection to school leadership roles, and impress corporate recruiters." Some other reasons identified for the rise of Academic Dishonesty include pressure from teachers, parents, and school, peers etc. Various studies have been conducted taking variables Emotional Maturity, Home Environment, peer-pressure and Academic Dishonesty. Murdock & Anderman (2006) concluded that when students have high self-efficacy beliefs and expect to succeed at an academic task, cheating is probably neither a necessary nor

useful strategy. A national survey of high school students shows that 74% of students admit to serious cheating on tests, and 72% cheated on written assignments (McCabe, 2001). Lau and Kwok (2000) concluded that a cohesive, orderly and achieving family environment is conducive to more positive development among adolescents. Past researches highlighted the problem of Academic Dishonesty, so the researcher, found it interesting to explore the factors which are responsible for increase in the tendency of cheating. Many researches have been conducted regarding these dependent and independent variables but no research has been conducted that involves all these variables simultaneously. So the researcher decided to study the Academic Dishonesty among Senior Secondary School Students in relation to their Emotional Maturity, Home Environment and Peer Pressure. The proposed study will provide a guideline to educational administrators and planners and all others to control Academic Dishonesty among senior secondary school students.

STATEMENT OF THE PROBLEM

THE ROLE OF STUDENTS' EMOTIONAL MATURITY, HOME LIFE, AND PEER PRESSURE IN ACADEMIC DISHONESTY IN SENIORS IN SECONDARY SCHOOL

OPERATIONAL DEFINITIONS OF THE TERMS USED

Academic Dishonesty The definition given by Finn and Frone (2004) has been adopted as an operational definition of the term cheating which states, "Cheating represents the extent to which students engaged in academic dishonesty during the past years." (Cited by Kalia, 2006) In the present study Academic Dishonesty of students refers to the scores obtained by him in Academic Dishonesty scale.

Emotional Maturity "Emotional Maturity is the refined and developed ability to understand and use one's emotions in personally controlled ways." In the present study Emotional Maturity scale of students refers to the scores obtained by him in Emotional Maturity scale.

Home Life "It refers to the psycho-Social Climate of home as perceived by the students in Home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness". In the present study Home Environment of students refersto the scores obtained by him in Home Environment inventory.

Peer Pressure "Peer Pressure is the force that someone feels to behave or dress a certain way. It may be present at school, home or within the general community. Peer Pressure refers to the influenced exerted by a Peer group in encouraging a person to change his or her attitudes, values or behaviour in order to group norms". In the present study Peer Pressure of students refers to the scores obtained by him in Peer Pressure scale.

OBJECTIVES OF THE STUDY

The study aims to achieve the following objective :

To study the Academic Dishonesty of extremely stable and extremely unstable senior secondary school students.

To study the Academic Dishonesty of senior secondary school students with high Home Environment and lowHome Environment.

To study the Academic Dishonesty of senior secondary school students with high Peer Pressure and low PeerPressure.

To study the Academic Dishonesty of extremely stable and extremely unstable male senior secondary school students.

To study the Academic Dishonesty of extremely stable and extremely unstable female senior secondary school students.

To study the Academic Dishonesty of extremely stable and extremely unstable rural senior secondary school students.

To study the Academic Dishonesty of extremely stable and extremely unstable urban senior secondary school students.

To study the Academic Dishonesty of male senior secondary school students with high Home Environment and low Home Environment.

To study the Academic Dishonesty of female senior secondary school students with high Home Environment and low Home Environment.

To study the Academic Dishonesty of rural senior secondary school students with high Home Environment and low Home Environment.

To study the relationship between Academic Dishonesty and Emotional Maturity of senior secondary school students.

To study the relationship between Academic Dishonesty and Home Environment of senior secondary school students. 18. To study the relationship between Academic Dishonesty and Peer Pressure of senior secondary school students.

HYPOTHESES OF THE STUDY

There is no significant difference in Academic Dishonesty of extremely stable and extremely unstable senior secondary school students.

There is no significant difference in Academic Dishonesty of senior secondary school students with high Home Environment and low Home Environment.

There is no significant difference in Academic Dishonesty of senior secondary school students with high Peer Pressure and low Peer Pressure.

There is no significant difference in Academic Dishonesty of extremely stable and extremely unstable male senior secondary school students.

There is no significant difference in Academic Dishonesty of extremely stable and extremely unstable female senior secondary school students.

There is no significant difference in Academic Dishonesty of extremely stable and extremely unstable rural senior secondary school students.

There is no significant difference in Academic Dishonesty of extremely stable and extremely unstable urban senior secondary school students.

There exists no significant difference in the Academic Dishonesty of male senior secondary school students with high and low Home Environment.

There exists no significant difference in the Academic Dishonesty of female senior secondary school students with high and low Home Environment.

There exists no significant difference in the Academic Dishonesty of rural senior secondary school students with high and low Home Environment.

There exists no significant difference in the Academic Dishonesty of urban senior secondary school students with high and low Home Environment.

There is no significant difference in Academic Dishonesty of high Peer Pressure and low Peer Pressure male senior secondary school students.

There is no significant difference in Academic Dishonesty of high Peer Pressure and low Peer Pressure female senior secondary school students.

There is no significant difference in Academic Dishonesty of high Peer Pressure and low Peer Pressure rural senior secondary school students.

There is no significant difference in Academic Dishonesty of high Peer Pressure and low Peer Pressure urban senior secondary school students.

There is no significant relationship between Academic Dishonesty and Emotional Maturity of senior secondary school students.

There is no significant relationship between Academic Dishonesty and Home Environment of senior secondary school students.

There is no significant relationship between Academic Dishonesty and Peer Pressure of senior secondary school students.

DELIMITATIONS OF THE STUDY

Keeping in view the limitations of available time and resources, the present investigator worked out on the following delimitations to define the scope of the problem under investigation.

The study is confined to the schools situated in the territory of 03 districts of Uttar Pradesh only.

The study is confined to students studying in 11th class of Uttar Pradesh State.

The study is confined to the senior secondary schools affiliated to Board of School Education Uttar Pradesh only.

The study is delimited to 600 students only.

The study is delimited in respect of the variables also. The study is delimited to one dependent variable i.e. Academic Dishonesty and three independent variables i.e. Emotional Maturity, Home Environment and Peer Pressure.

METHODOLOGY

Descriptive research can be either quantitative or qualitative. A descriptive survey describes and interprets what is. It is concerned with the conditions or relationship that exist, opinions that are held, process that are going on, effects that are evident, or trends that are developing. Descriptive research focus on knowing and describing things related to the present situations. According to Landman (1988), "Descriptive research is thus a type of research that is primarily concerned with the nature or conditions and degree in detail of the present situations." Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). For the present study, **descriptive survey method** was employed because it is considered as one of the important method in education and it describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization.

POPULATION

A population is any group of individuals that have one or more characteristics in common that are of the interest to the investigator. It may be all the individuals of a particular type or a restricted part of that group (Best, 1977). Thus a population refers to any collection of specified group of human beings or of non-human entities such as objects,

educational institutions, time units, geographical areas or salaries etc. All senior secondary school students, studying in 11th class in various schools located at 3 districts of Uttar Pradesh constituted the target population for the present study.

SAMPLE

Sample is a small proportion of population selected for gathering data and performing its analysis. To do this, the researcher wants the sample or the individuals that are actually involved in the research, to be representative of the larger population. The sample of the study consisted of 600 senior secondary school students, studying in 11th class in various schools of four districts of Uttar Pradesh. In the present study stratified random sampling technique has been used to select the sample. Out of 600 senior secondary school students .Out of them, 280 were male and 320 were female. On the basis of locality out of 600 senior secondary school students 310 were belonged to rural area and 290 were belonged to urban area.

TOOLS USED IN THE STUDY

The investigator has used the following tools for his study:

Academic Dishonesty Scale by Kalia and Kirandeep (2011).

Emotional Maturity Scale by Singh and Bhargava (1990).

Home Environment inventory is developed by the Researcher with the consultation of Supervisor.

Peer-pressure Scale by Singh and Saini (2010).

FINDINGS AND DISCUSSION OF THE STUDY

On the basis of the analysis and interpretations of the data in the previous chapter the following findings have been drawn out:

It was found that the Academic Dishonesty of extremely stable and extremely unstable senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of extremely stable and extremely unstable senior secondary school students, was **rejected**. It was concluded that that Academic Dishonesty is affected by Emotional Maturity. In terms of Mean, mean Academic Dishonesty score of extremely stable senior secondary school students were found lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable senior secondary school students are aware about the fact that it is the age of competition and merely having marks without knowledge are of no use.

Academic Dishonesty 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 Dishonesty of senior secondary school students with high and low Home Environment, was **rejected**. It was concluded that Academic Dishonesty is affected by Home Environment. In terms of Mean, it was found that mean Academic Cheating score of senior secondary school students with high Home Environment is lesser than that of senior secondary school students with low Home Environment. 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 Dishonesty.

It was found that the Academic Dishonesty of senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Dishonesty is affected by Peer Pressure. In terms of Mean, mean Academic Dishonesty score of senior secondary school students with low Peer Pressure were found lesser than that of senior secondary school students with high Peer Pressure. The present result is in consonance with the result of Anderman & Murdock (2007) who also stated that peer influence plays a major role among adolescents in choosing academic dishonesty over academic integrity.

Academic Dishonesty of extremely stable and extremely unstable male senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of extremely stable and extremely unstable male senior secondary school students, was **rejected**. It was concluded that Academic Cheating among male senior secondary school students is affected by Emotional Maturity. In terms of Mean, it was seen that mean Academic Dishonesty score of extremely stable male senior secondary school students is lesser than that of extremely unstable male senior secondary school students. This can be due to the reason that extremely stable male senior secondary school students are well adjusted and are able to concentrate in their studies and do not get involve in Academic Dishonesty.

It was found that the Academic Dishonesty of extremely stable and extremely unstable female senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of extremely stable and extremely unstable female senior secondary school students, was **rejected**. It was concluded that Academic Dishonesty among female senior secondary school students is affected by Emotional Maturity. In terms of Mean, mean Academic Dishonesty score of extremely stable female senior secondary school students was found lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable female senior secondary school students are capable to concentrate and focus their minds on studies rather than involving in unfair means to get good marks.

Academic Dishonesty of extremely stable and extremely unstable rural senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of extremely stable and extremely unstable rural senior secondary school students, was **rejected**. It was concluded that Academic Cheating among rural senior secondary school students is affected by Emotional Maturity. In terms of Mean, it was seen that mean Academic Dishonesty score of extremely stable rural senior secondary school students is lesser than that of extremely unstable senior secondary school students. This difference in the mean scores can be due to the reason that extremely stable rural senior secondary school students are able to maintain standards of honesty and integrity than extremely unstable rural senior secondary school students.

It was found that Academic Dishonesty of extremely stable and extremely unstable urban senior secondary school students differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of extremely stable and extremely unstable urban senior secondary school students, was **rejected**. It was concluded that Academic Dishonesty of extremely stable and extremely unstable urban senior secondary school students is affected by Emotional Maturity.

it was found that mean Academic Dishonesty score of extremely stable urban senior secondary school students is lesser than that of extremely unstable urban senior secondary school students. This difference in the mean scores can be due to the reason that senior secondary school students who live in the urban area are familiar with the fact that in the present age of competition merely having more marks is not sufficient and thus they focus on learning than cheating.

The present result revealed that Academic Dishonesty 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 Dishonesty of male senior secondary school students with high and low Home Environment, was **rejected**. It was concluded that Academic Dishonesty of male senior secondary school students is affected by Home Environment. Mean Academic Dishonesty score of male senior secondary school students with high Home Environment were found lesser than that of male senior secondary school students with low Home Environment. 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.

The present result make it clear that Academic Dishonesty 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 Dishonesty of female senior secondary school students with high and low Home Environment, was **rejected**. It was concluded that Academic Dishonesty of female senior secondary school students is affected by Home Environment. In terms of Mean, it was found that mean Academic Cheating score of female senior secondary school students with high Home Environment is lesser than that of female senior secondary school students with low Home Environment. 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 Dishonesty.

The present result revealed that the Academic Dishonesty 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 Dishonesty of rural senior secondary school students with high and low Home Environment, was **rejected**. It was concluded that Academic Dishonesty of rural senior secondary school students is affected by Home Environment. Mean Academic Dishonesty score of rural senior secondary school students with high Home Environment was found lesser than that of rural senior secondary school students with low Home Environment. 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 Dishonesty.

Academic Dishonesty 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 Dishonesty of urban senior secondary school students with high and low Home Environment, was **rejected**. It was concluded that Academic Dishonesty of urban senior secondary school students is affected by Home Environment. Mean Academic Dishonesty score of urban senior secondary school students with high Home Environment was found lesser than that of urban senior secondary school students

with low Home Environment. 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 Dishonesty. Lau and Kwok (2000) also concluded that a cohesive, orderly and achieving family environment is conducive to more positive development among adolescents.

It was found that the Academic Dishonesty of male senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of male senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Dishonesty of male senior secondary school students is affected by Peer Pressure. In terms of Mean, it was seen that mean Academic Dishonesty score of male senior secondary school students with low Peer Pressure is lesser than that of male senior secondary school students with high Peer Pressure. This reason may be that high peer-pressure among male children can lead them to a loss of individuality and living in bad company can force to get under the pressure or influence of bad habits like Academic Dishonesty.

The result showed that the Academic Dishonesty of female senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of female senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Dishonesty of female senior secondary school students is affected by Peer Pressure. Mean Academic Dishonesty score of female senior secondary school students with low Peer Pressure was found lesser than that of female senior secondary school students with high Peer Pressure. It is generally seen that female have more tendency to compare themselves with siblings or other peers. Due to this reason female students can feel high pressure to get better and this high Peer Pressure she may get involved in Academic Dishonesty.

It was found that the Academic Dishonesty of rural senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of rural senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Dishonesty of rural senior secondary school students is affected by Peer Pressure. In terms of Mean, it was found that mean Academic Dishonesty score of rural senior secondary school students with low Peer Pressure is lesser than that of rural senior secondary school students with high Peer Pressure. Generally it is seen that rural child possess lower level of self-control and can enforce the strategies agreed upon among their peers as they do not want to be left out of the group.

The present result revealed that the Academic Dishonesty of urban senior secondary school students with low and high Peer Pressure differ significantly. So, the null hypothesis i.e. there exists no significant difference in the Academic Dishonesty of urban senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Dishonesty of urban senior secondary school students is affected by Peer Pressure. Mean Academic Dishonesty score of urban senior secondary school students with low Peer Pressure were found lesser than that of urban senior secondary school students with high Peer Pressure. This can be due to the reason that parents in the urban areas put more pressure on their child to score more marks in the examination than their

peer group; and under this high Peer Pressure the child commits the biggest mistakes of their lives by adopting the way of cheating to score high.

Significant relationship was found between Academic Dishonesty and Emotional Maturity of senior secondary school students. So the null hypothesis "There exists no significant relationship between Academic Dishonesty and Emotional Maturity of senior secondary school students" was rejected. The magnitude of 'r' indicates positive correlation which means that increase in Emotional Maturity scores leads to increase in Academic Dishonesty scores and vice versa. But in the present study, more Emotional Maturity score means more unstable and less Emotional Maturity score means more stable. Thus, it was concluded that with the increase in Emotional Maturity of senior secondary school students there will be decrease in their Academic Dishonesty and vice-versa. The reason behind this may be that Emotional Maturity helps students to be emotionally balanced and optimistic which results in less involvement in anti-social activities like Academic

Cheating.

It was found that there exists significant but negative relationship between Academic Cheating and Home Environment of senior secondary school students. So the null hypothesis "There exists no significant relationship between Academic Dishonesty and Home Environment of senior secondary school students" was rejected. Thus, it was concluded that with the increase in Home Environment scores of senior secondary school students there will be decrease in their Academic Dishonesty 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 Dishonesty.

4.

It was found that there exists significant relationship between Academic Dishonesty and Peer Pressure of senior secondary school students. So the null hypothesis "There exists no significant relationship between Academic Dishonesty and Peer Pressure of senior secondary school students" was rejected. It was further found that there exists positive correlation which means that increase in Peer Pressure scores leads to increase in Academic Dishonesty scores and vice versa. This can be due to the reason that with tremendous Peer Pressure, some students can cheat to maintain a high score, which can please parents and also impress corporate recruiters.

EDUCATIONAL IMPLICATIONS

In every field of research, the results obtained have certain implications of practical values. In the field of education also, these findings have special implications for parents, students, teachers and other school personnel. The results provide guideline to education planners and enable them to utilize the experience and knowledge of the researcher. The findings of the present study, have the following educational implicates: 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. Emotional Maturity among students plays a very important role in their life, careers as well as in their activities. Mean Academic Dishonesty score of all extremely stable senior secondary school students male, female, rural or urban were found lesser than that of mean Academic Dishonesty score of extremely unstable senior secondary school students. It means more stable child involve less in the Academic Dishonesty. So, more congenial environment should be provided to the extremely unstable students both in the school and in the home to make the child more stable. Since emotional instability was found to have a positive correlation with Academic Dishonesty, both parents and teachers should try to develop emotional stability among students through their day to day interactions with them. They should try to help the students develop the

ability to comprehend and regulate feelings and emotions of the self and others. Home Environment plays an important role in the life of an individual. The present findings also point to the importance of Home Environment in understanding and predicting cheating behaviour among students. The present study revealed that Academic Dishonesty of senior secondary school students with high and low Home Environment differ significantly. Mean Academic Dishonesty score of senior secondary school students with high Home Environment were found lesser than that of senior secondary school students with low Home Environment. It means that low or negative atmosphere of the home can contribute to the rise of Academic Dishonesty. So, the child should provide such an atmosphere at home that the child grows so perfectly who turns out to be a responsible and mature individual who can handle situations with maturity without getting involved in anti-social activities like Academic Dishonesty. Parents at home should understand the kind of changes a child is going through and the kind of pressures he face in his every day activities. They should try to avoid the factors that can cause stress and pressure in the child. Parents should also act as the facilitators for their children in helping them in handling such situations.

Peers play a large role in the social and emotional development of children. Peer Pressure is when a child does something which he does not want to do as a result of being pressured by friends. It affects people of all ages and backgrounds. In the present study it was found that the Academic Dishonesty of senior secondary school students with high and low Peer Pressure differs significantly. It was concluded that Academic Dishonesty of all male or female, rural or urban is affected by Peer Pressure. In the present study, mean Academic Dishonesty score of senior secondary school students with low Peer Pressure were found lesser than that of senior secondary school students with high Peer Pressure. Increased pressure to perform better than peers can cause a hindrance in the independence of the child and he may use unfair means to get good grades. So, parents should try to avoid comparing the performance of their ward with the performance of their siblings. They should try to spend more time with their ward discussing the importance of getting knowledge rather than merely having more marks.

The result of this study can also help counsellors to know about the role of emotional, maturity, Home Environment and peer-pressure in Academic Dishonesty. With this knowledge, counselors can better identify causes of Academic Dishonesty and can tailor or counseling interventions to address the most common problems. One important way for preventive Academic Dishonesty certainly is to reduce the burden on child by decreasing their exposure to stress. Faculty and administrators should agree on the strategy to apply in their institutions that will be adhered to in order to fight the problem of academic dishonesty. Code of academic ethics should be endorsed by the school with the regulations which the students are expected to comply and disciplinary processes that are applied when the policy is violated.

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