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**TO STUDY THE ACADEMIC CHEATING OF EXTREMELY STABLE AND  
EXTREMELY UNSTABLE SENIOR SECONDARY SCHOOL STUDENTS**

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**ABSTRACT**

The family supports the person and helps him develop the skills he needs to play his part in society. The child's home environment shapes their behavior, personality, attitude, degree of aspiration, ability, and sense of self-worth, whether they are aware of it or not. Home environment and mental health have an impact on emotional maturity as well, therefore these two aspects are crucial in determining an individual's level of emotional development. In addition to altering our country's economy, the modern era of globalization and liberalization has also sparked a significant revolution in society and culture. Adolescence, which is regarded as an age of storm and strife, is bound to have more pressures that affect a person's emotional maturity because of the ongoing changes in society that have altered not only people's thinking but also their perceptions of themselves, their lifestyles, and even the dimensions of anxiety. Since even young children now face various types of pressures. The way a person behaves at home, at school, and in society is significantly influenced by their emotional maturity. Previous research has demonstrated a positive and significant correlation between student intellect and emotional maturity, suggesting that the more brilliant a person is, the more emotionally mature he is. Conflicting circumstances both inside and outside the family disrupt mental health, weaken teenagers mentally, and complicate social and familial interactions in today's rapidly changing society.

**KEY WORDS:** Academic Cheating, Extremely Stable and Extremely Unstable, Senior Secondary School Students

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## **INTRODUCTION**

The complex psycho physiological experience of a person's mental state as it interacts with biochemical (internal) and environmental (external) factors is referred to as emotion. Emotion in people is primarily characterized by "physiological arousal, expressive behaviors, and conscious experience." Mood, temperament, personality, disposition, and motivation are all related to emotion. Emotions give the emotional component to motivation, whether it be positive or negative, whereas motivations lead and stimulate conduct. Between the emotion and its outcomes, namely behaviors and emotional manifestations, is a similar separation. People frequently act in specific ways, such as sobbing, arguing, or running away, as a direct result of their emotional condition. If a person may experience an emotion without engaging in a matching behavior, we may conclude that the behavior is not necessary for the emotion to exist.

The surroundings of a child must include the parent. Adults must therefore have a good opinion of them and act as role models for their children in order to nurture caring, responsible, and strong youngsters. Another crucial aspect of a child's growth is self-awareness. Self-awareness refers to how much we are aware of ourselves, our self-perceptions, and our ideas of our capacities. A child's capacity to thrive in school and with peers increases as their sense of self grows. This is why it's so critical for parents to be able to give their children wings. Children must develop self-assurance in their skills and a sense of independence if they are to achieve. Parents have plenty of chances to strike a balance between roots and wings during the important period between birth and maturity. In order to give their children experiences that improve their perception of self, parents might set an example. In order to enhance the quality of their lives and establish family ties, parents can do this through developing their own and their children's sense of self-worth.

## **SELF-ESTEEM**

A person's self-esteem is a collection of attitudes and convictions that they carry with them into the world. This includes expectations for success or failure, how much effort should be made, whether failure at a task will "hurt," or whether success will lead to increased capability as a result of various experiences. In terms of psychology, self-esteem offers a

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mental framework that equips the individual to react in accordance with expectations of success, acceptance, and personal strength.

A person's sense of self-esteem is how they feel about themselves, and it includes any assessments or feelings they have of themselves. In actuality, a person's attitudes and feelings toward himself are reflected in how he thinks of himself. Self-esteem is the value that a person places on himself and the caliber of how he sees himself.

The original normal definition describes self-esteem as a ratio that can be calculated by dividing an individual's successes in personally significant areas of life by their failures in those areas, or their "success / pretensions." Making self-worth a condition of success has problems because it implies inherent instability because failure can happen at any time. Morris Rosenberg and social learning theorists defined self-esteem as a steady sense of one's own value or deservingness in the middle of the 1960s. Self-esteem is "the experience of being competent to cope with the basic challenges of life and being worthy of happiness," according to Nathaniel Branden in 1969. According to Branden, self-esteem is the result of adding self-confidence (a sense of one's own potential) and respect for oneself (a feeling of personal worth). It exists as a result of the implicit assessments that each person makes of their capacity to handle life's challenges, or their capacity to comprehend and solve problems, as well as their capacity to respect and defend their own interests and needs. A balanced definition that appears to be able to address the limitations of defining self-esteem primarily in terms of competence or worth alone is provided by this two-factor approach, as it has also been referred to by some.



## **RESEARCH METHODOLOGY**

Research is an organized activity that follows a scientific technique. A research design offers a structure for conducting the activity. It makes a connection between the research's initial questions and the data to be gathered and conclusions to be reached. It offers a conceptual framework and a strategy for moving from open-ended inquiries to a set of conclusions. Only the right design can change the facts in the context of the goals and allow the researcher to get results. A research design is the setting up of conditions for data collection and analysis in a way that tries to combine relevance to the study purpose with economy in technique.

The following elements would make up the format of the investigations as a guide for the research design employed in this study: a. method of study b. sample of study c. tools of study d. data collecting e. techniques used for data analysis. This study's current technique is based on descriptive research. Analysis of the links between the dependent variables and their generalization is also stressed. The descriptive technique examines the relationships between variables and is concerned with the current circumstances, situations, events, and practices.

Descriptive research is therefore thought to be the best approach for carrying out this study among senior secondary school pupils. In order to determine the relationship between senior secondary school students' emotional maturity and their self-esteem, home environment, and mental health, a co-relational study design was employed.

## **COLLECTION OF DATA**

Students in senior secondary schools between the ages of 17 and 18 were the subjects of the current study. The investigator herself paid a visit to the impacted schools on various occasions. She met with the teachers and went over the goal and process of data collecting. The investigator got a written authorization that was duly acknowledged by the relevant authorities. Finalized were the dates that suited the school administration. When the investigator approached the authorities on the predetermined dates, they assisted him in finding the classrooms. By exchanging introductions and providing succinct explanations of the study's goal and objectives, rapport was built with the students. The pupils were informed that these exams and their outcomes had no bearing on either their performance on the test or



their personal lives. They were made aware that the information they provided would be kept private and utilized only for research purposes. The instructions provided in the examinations were verbally delivered to the subjects prior to the delivery of the surveys to ensure that the students provided accurate answers.

## **SAMPLE**

Students from senior secondary schools in the Gurgaon district made up the study's sample. A multistage random sample approach was used in the study in order to keep it manageable. The District Education Officer provided a list of senior secondary government and non-government schools in the Gurgaon district, and 8 schools were randomly chosen from that list based on their urban and rural backgrounds. A list of class XI and XII pupils in each school was requested from the relevant staff, and 60 students from each school were selected by lottery out of that list. The researcher initially chose 480 subjects from each of the 8 schools, but because to subject mortality, many children were unable to finish all of the exams and had to be dropped. The investigator was so left with 500 participants. As a result, 400 students in classes XI and XII, aged 17 to 18, participated in the research study.

## **RESULTS AND DISCUSSION**

The following null hypothesis was developed in order to investigate the difference between Academic Cheating of extremely stable and extremely unstable senior secondary school students: There is no significant difference in Academic Cheating of extremely stable and extremely unstable senior secondary school students.

Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the Academic Cheating scale with respect to emotional maturity were calculated to test the null hypothesis. Table 1 presents the findings.



**TABLE 1 : Descriptive statistics related to the academic cheating of extremely stable and extremely unstable senior secondary school students**

| Group (Emotional Maturity) | N   | Mean  | SD    | 't' value | Level of Significance |
|----------------------------|-----|-------|-------|-----------|-----------------------|
| Extremely stable           | 370 | 39.45 | 13.39 | 44.96**   | Significant           |
| Extremely unstable         | 130 | 115   | 19.45 |           |                       |

\*\* Significant at .01 level

\* Significant at .05

level Table Value = 2.59

Table Value = 1.97

It is clear from Table 1, that the t-value of 44.96 was significant at 0.01 levels with 378 degrees of freedom, indicating that there is a substantial difference between the academic dishonesty of extremely stable and extremely unstable senior secondary school pupils. Therefore, it is concluded that there is no discernible difference between extremely stable and extremely unstable senior secondary school students in terms of academic dishonesty. Thus, we can conclude that Emotional Maturity has an impact on Academic Cheating. In terms of Mean, it can be noticed that mean Academic Cheating score of highly stable senior secondary school students i.e.39.45 has been discovered lesser than that of extremely unstable senior secondary school students i.e. 115. The severely unstable pupils are more likely to engage in academic dishonesty because they attempt to meet their goals by using a temporary growth and progress shortcut. The exceptionally stable Sr. Sec. School kids engage in less academic dishonesty because they comprehend and recognize that taking short cuts to develop has never been profitable, whether they are profitable or not. The exceptionally steady senior secondary school pupils may be conscious of the idea that it is the age of competition and that simply having marks without knowledge is useless, which may account for the discrepancy in the mean scores.



### Objective – 1 To Study the Academic Cheating of Senior Secondary School Students with High Home Environment and Low Home Environment.

The following null hypothesis was developed in order to compare academic cheating among senior secondary school pupils from homes with high and low levels of stability:

Students in senior secondary schools with high home environments and low home environments cheat academically at similar rates.

Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from the Academic Cheating scale with respect to Home Environment were calculated to test the null hypothesis. Table 2 provides the findings.

**TABLE 2 : 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    | 300 | 54.6 | 19.55 | 13.5**    | Significant           |
| Low Home Environment     | 200 | 84.8 | 24.59 |           |                       |

\*\* Significant at .01 level  
levelTable Value = 2.59

\* Significant at .05  
Table Value = 1.97

From Table 2, it is clear that there are substantial differences between senior secondary school pupils with high and low home environments in terms of academic cheating (t-value = 13.5, significant at 0.01 levels with 358 degrees of freedom). Therefore, the null hypothesis, according to which there is no discernible difference between senior secondary school pupils with high and low home environments in terms of academic cheating, is rejected. Thus, we might conclude that the home environment has an impact on academic fraud. The mean Academic Cheating score of senior secondary school students with high home environments,



which was found to be 54.6, was found to be lower than that of senior secondary school students with low home environments, which was found to be 84.8. Academic cheating causes a child to portray others as inferior in the field of competition out of social honor for the family, and an authoritarian parenting style also forces a child to participate in academic cheating in order to live up to their parents' high expectations. Given that the home environment has the greatest impact on the persistence of individual behavior and that senior secondary school students with high home environments receive social support at home, which promotes social maturity and lower involvement in academic cheating, the difference in the mean scores may be the result of this factor.

### **Objective-2 To Study the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

The following null hypothesis was developed in order to compare academic cheating among senior secondary school students who experienced high peer pressure and low peer pressure:

Students in senior secondary schools with high peer pressure and low peer pressure cheat academically in similar amounts. The mean, standard deviation, standard error of the mean, t-value, degrees of freedom (df), and significance level of the scores of senior secondary school students derived from Academic Cheating scale with respect to Peer Pressure were calculated to test the null hypothesis. Table 3 presents the findings.

**TABLE -3: Descriptive Statistics Related to the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**

| <b>Group (Peer Pressure)</b> | <b>N</b> | <b>Mean</b> | <b>SD</b> | <b>'t' value</b> | <b>Level of Significance</b> |
|------------------------------|----------|-------------|-----------|------------------|------------------------------|
| Low Peer Pressure            | 350      | 53.58       | 28.49     | 13.6**           | Significant                  |
| High Peer Pressure           | 150      | 96.84       | 34.39     |                  |                              |

\*\* Significant at .01 level

\* Significant at .05

levelTable Value = 2.59

Table Value =

1.97





The t-value of 13.6 was found to be significant at 0.01 levels with 361 degrees of freedom, which shows that academic dishonesty among senior secondary school students with little and high peer pressure differs significantly, as can be shown in Table 3. Therefore, the null hypothesis—that there is no discernible difference between senior secondary school pupils who experience low and high peer pressure—is rejected. Thus, we might conclude that peer pressure has an impact on academic fraud. In terms of Mean, it can be seen that senior secondary school students with little peer pressure had a mean Academic Cheating score of 53.58, which was lower than senior secondary school students with high peer pressure, who had a mean Academic Cheating score of 96.84. Sometimes a child tries to rule their peer group and wants to succeed at any costs to surpass the other group members by choosing any path to achievement. In order to preserve their dominance inside the group, they prefer to cheat. The current finding is consistent with that of Anderman & Murdock (2007), who found that peer pressure significantly influences adolescents' decisions to choose academic dishonesty over academic integrity.

### **Objective-3 To Study the Academic Cheating of Extremely Stable and Extremely Unstable Male Senior Secondary School Students.**

The following null hypothesis was developed in order to compare academic cheating between extremely stable and extremely unstable male senior secondary school students:

Extremely stable and unstable male senior secondary school pupils exhibit the same levels of academic dishonesty. 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 derived from Academic Cheating scale with respect to Emotional Maturity were calculated to test the null hypothesis. Table 4.4 presents the findings.

**TABLE 4 : Descriptive Statistics Related to the Academic Cheating of Extremely Stable and Extremely Unstable Male Senior Secondary School Students**

| <b>Group (Emotional Maturity)</b> | <b>N</b> | <b>Mean</b> | <b>SD</b> | <b>'t' value</b> | <b>Level of Significance</b> |
|-----------------------------------|----------|-------------|-----------|------------------|------------------------------|
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|                    |     |        |       |         |             |
|--------------------|-----|--------|-------|---------|-------------|
| Extremely stable   | 350 | 38.40  | 11.44 | 32.20** | Significant |
| Extremely unstable | 150 | 111.13 | 19.09 |         |             |

\*\* Significant at .01 level

\* Significant at .05

levelTable Value = 2.60

Table Value = 1.97

It is clear from Table 4, that the t-value of 32.20 was significant at 0.01 levels with 199 degrees of freedom, indicating that there is a substantial difference between the academic dishonesty of extremely stable and extremely unstable male senior secondary school pupils. Therefore, it is concluded that there is no discernible difference between the academic dishonesty of extremely stable and extremely unstable male senior secondary school pupils. Thus, we can conclude that Emotional Maturity has an impact on Academic Cheating. According to the mean, it can be seen that highly stable male senior secondary school students had a mean Academic Cheating score of 38.40, which was lower than extremely unstable male senior secondary school students' mean Academic Cheating score of 111.1. Because of the parents' high expectations for their children's academic performance, the kids try to obtain ICT-enabled technology, which leads to student plagiarism. As long as this issue persists, the child loses concentration and academic focus and engages in academic fraud. Academic cheating can occasionally be caused by a lack of study time and resources during the critical period of exam preparation. It is also conceivable for a student, particularly a male student, to believe that he can accomplish more in the eyes of his parents and to attempt things that are out of his league.

## CONCLUSION

Emotionally fragile students may therefore engage in academic cheating. While a stable youngster is aware of both his strengths and weaknesses. He always moves forward using his strengths. He created goals that he could actually reach and continued to work toward. He puts his effort towards achieving his goals. This may be the result of the fact that very stable male senior secondary school students are able to focus on their studies and avoid academic dishonesty.



In terms of their lives and occupations, adolescents between the ages of 17 and 18 have very critical emotional development needs. It makes sense that if the causes of adolescent emotional behavior disturbances were to be accurately identified, the appropriate interventions tested, and then implemented in real-world settings, adolescent individuals would no longer be burdened by erratic behaviors that cause unneeded anxiety and stress at home, in their peer groups, at school, and in society, and they would also be more aware of their responsibilities. The results of the current study, despite the fact that it was only limited to 400 students in one region of Haryana, have significant educational ramifications for parents, teachers, counselors, administrators, etc. The influence and development of emotional maturity are always greatly influenced by parents at home and teachers at school. They might direct a teen's energies in a positive direction. Due to the fact that they were once in a similar situation, parents should be able to relate to the changes and pressures that adolescents are experiencing. As a result, they should act as their children's guides in addressing these situations. They should create this environment at home so that the child develops into an adult who is perfectly responsible, mature, and able to manage events with composure. The home environment is crucial, and the current study found that having more control at home may hinder children's development of independence at this age, when they are most eager to be independent and discover the world. Parents should encourage their children more, be more nurturing and permissive, and allow them more freedom to express their opinions. Without parental interference, options that could aid in the child's healthy growth should be made available. Parents should make an effort to minimize situations where teens could experience stress and dissatisfaction, such as punishment, denial of privileges, rejection, etc. This suggests that a child's healthy growth is actually harmed by parents' conditional affection for their offspring and by punishments like separating them from their loved ones or expecting them to act in a certain way. Parents that treat their children democratically and give them a certain amount of independence can help their children develop emotionally.



The results of this study can also be helpful to counselors, school administrators, or teachers who deal with adolescent issues including violence, despair, or drug use. It is clear that the home environment has a significant impact, but adolescents' self-esteem—a sense of value influenced by accomplishments, skills, appearance, and the opinions of important others—also has an impact on their emotional development. Based on current research, it is clear that the more emotionally mature the adolescents are, the more important the home environment is. Teachers may raise the self-esteem of all students, regardless of talent, by encouraging them to work to the best of their abilities and by showing genuine interest in their success. Parents can help children develop self-esteem by modeling this behavior and encouraging them to participate in extracurricular activities that suit their talents. Similar to this, it has been discovered that emotional maturity and mental health are positively associated. As emotional maturity rises along with mental health, teachers and counselors should place an emphasis on creating an environment where students may maintain excellent mental health. Students should take part in activities that improve their capacity for mature thought. The current study has provided a clear picture of the existing situation to aid in identifying the causes of issues in the lives of adolescents and how these individuals might be assisted.

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