

# AN ANALYTICAL STUDY OF ACADEMIC DISHONESTY AMONG STUDENTS IN THE CONTEXT OF PARENTAL, PEER, AND SCHOOL PRESSURE

**Amita Singh,**

Research Scholar, Glocal School of Education, The Glocal University  
Mirzapur Pole, Saharanpur (U.P)

**Prof. (Dr.) Vikesh Kamra**

Research Supervisor, Glocal School of Education, The Glocal University  
Mirzapur Pole, Saharanpur (U.P)

## Abstract

The goal of the current study was to examine academic dishonesty among senior secondary school students in relation to peer, family, and school environment pressure. Academic dishonesty has been handled as the dependent variable in this study, whereas peer pressure (High & Low), parental pressure (High & Low), and school environment (Good & Poor) have been treated as independent variables. Descriptive surveys were used as the study's methodology. 600 seniors in secondary schools were selected using a random sample method. The Academic Dishonesty Scale (2011) by Kalia & Dalal, the Peer Pressure Scale (2010) by Saini & Singh, and the Parental Pressure Scale by Kumari & Maikhuri (2019) were utilized to compile the data for analysis. To analyze the data, a 3-way ANOVA using a 2×2×2 factorial design was used. Peer pressure, parental pressure, and the school environment were found to have a substantial main effect on academic dishonesty among senior secondary school students. It was also shown that there is a substantial interaction between peer pressure, parental pressure, and the school environment and academic dishonesty among seniors in high school.

**Keywords:** *Academic Dishonesty, Peer Pressure, Parental Pressure, School Environment, Sr. Sec. School Students*

## INTRODUCTION

A well-known problem in many nations, including India, is academic dishonesty. Academic dishonesty can occur at the individual or institutional level. Although there is no accepted definition for academic dishonesty, it is typically associated with exam dishonesty, duplicating other students' work, and unsupervised peer collaboration (Arnett et al. 2002). Exam dishonesty is a common issue in educational settings (Berhan & Desalegn, 2014). According to research by Morales (2000), 88% of educators have witnessed their students participating in dishonest academic practices. Fear of failure, peer pressure, parental pressure, high academic accomplishment, low morals, time management issues, lack of professionalism, value issues, school environment, emotional difficulties comprehending challenges (Henning, et. al., 2013) are the various factors that influencing the academic Dishonesty. Dishonesty is mostly influenced by peer & parental pressure. If their colleagues in their peer group choose academic Dishonesty, they are more inclined to do so as well (McCabe, 1999). At this moment in their life, peer influence is at its peak. Our society places a great importance on academic achievement. Those who fall short of expectations are sometimes brutally reprimanded, prompting suspicions about their talents and intelligence. Students are continually pushed to their limits by their parents in today's merciless competitive climate in order to build a bright future & achieve success. "When

parents put pressure on their children to achieve excellent grades, academic dishonesty becomes more common” (Taylor, et.al. 2002). Adolescents may take risks in order to satisfy their parents or to outperform their friends. Academic Dishonesty occurs because students feel that if they cheat, they will get a better grade. The social, emotional, and academic potential of a school that is declared by students, faculty, and community is referred to as the school environment. The school environment can also have a role in the emergence of academic Dishonesty. Academic dishonesty can be reinforced or disapproved by teachers and other employees. Today's schools can be competitive, and kids are under pressure to perform at their best. School & societal norms play a significant role in academic dishonest as well (McCabe, 1999). Academic Dishonesty has been linked to pressure from teachers, parents, schools, and peers, as well as an unfavourable home and school environment, peer influence, and other factors. Peer pressure is negative when someone tries to do something with someone they know is not right. Some parents put a lot of pressure on their children to achieve more in academics. When parents compare their children's performance to that of their siblings, this pressure is amplified. Because of this pressure, the youngster may cheat on class exams or the yearly examination in order to earn a good grade. Dishonesty has been demonstrated to be triggered among students who believe that many of their classmates cheat & get away with it (O'Rourke, et al. 2010).

Dishonesty behaviour in students has been linked to school environment also as it place a significant focus on competitiveness and accomplishment (Anderman & Midgley 2004; Anderman & Koenka 2017). Sarita and Dhaiya (2015) said that parents & teachers may put pressure on their children by comparing them to their siblings. After reviewing the literature the researcher makes it very clear that academic Dishonesty is a burning topic in the educational sphere, creating roadblocks in the way of educational system.

**OBJECTIVES OF THE STUDY**

“To invention out the core effect of (a) peer pressure, (b) parental pressure and (c) school environment on academic Dishonesty among Sr. Sec. school students.

To find out the interaction effect of peer pressure, parental pressure and school environment on academic Dishonesty among Sr. Sec. school students”

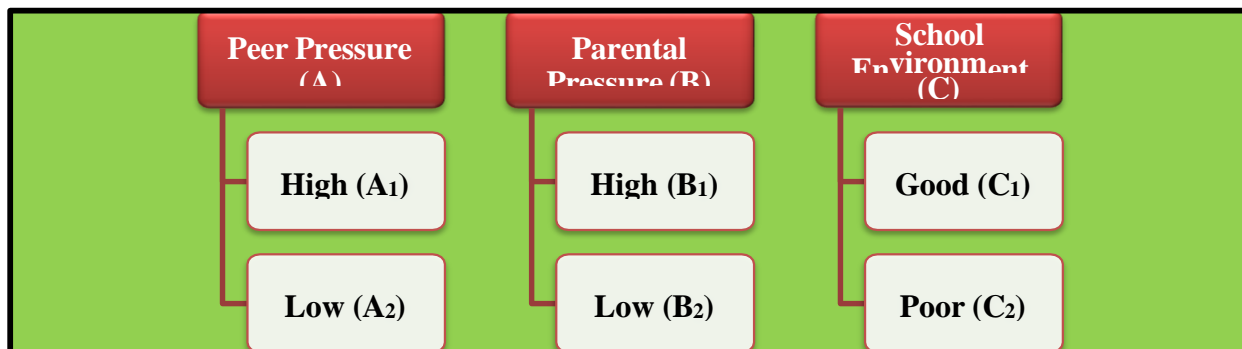
**HYPOTHESES OF THE STUDY**

**H01** “There is no significant effect of (a) peer pressure, (b) parental pressure and (c) school environment on academic Dishonesty among Sr. Sec. school students.

**H02** There is no significant interaction effect of peer pressure, parental pressure and school environment on academic Dishonesty among Sr. Sec. school students”.

**DESIGN AND METHODOLOGY**

The current study was descriptive in nature. The 3-way ANOVA with 2x2x2 factorial design was employed to analyse



the data. All the independent variables i.e. peer pressure (High & Low), parental pressure (High & Low) & school environment (Good & Poor) were varied at the two levels as given below:

**POPULATION AND SAMPLE**

“In the present study, all the 12<sup>th</sup> class students studying in private Sr. Sec. schools, affiliated to CBSE of Lucknow, Kanpur and Sitapur Districts of Uttar Pradesh State constituted the target population. Multi-stage random sampling technique was used to select the sample of 600 Sr. Sec. school students of Lucknow, Kanpur and Sitapur Districts of Uttar Pradesh State”

**TOOL USED**

**Academic Dishonesty Scale** by Kalia and Dalal (2011).

**Peer Pressure Scale** by Singh &Saini (2010).

**Parental Pressure Scale** by Kumari and Maikhuri (2019).

**STATISTICAL TECHNIQUES**

“The data was analysed by using descriptive as well as inferential statistics. The Three-Way Analysis of Variance (ANOVA) with 2×2×2 Factorial Design was computed using SPSS 20 version to study the main effect and interaction effects of the independent variables i.e. type of school, locality and gender on burnout among teachers. Levene’s Test of Homogeneity of Variance was used to test the assumption of homogeneity of variance before applying Three-Way ANOVA. Wherever F-value was found significant, ‘t’-test was employed for further investigation”.

**DATA ANALYSIS AND INTERPRETATION**

The current investigation was examined the main & interaction effects of peer pressure, parental pressure and school environment on academic Dishonesty among Sr. Sec. school students. The independent variables peer pressure, parental pressure and school environment were coded as A, B, C respectively & were varied into two ways as: High (A1) & low (A2); High (B1) & Low (B2); Good (C1) & Poor (C2). The summary of ANOVA (2×2×2) has also been showed in Table-1.

**Table-1**

**Summary of ANOVA (2x2x2 Factorial Design) for Academic Dishonesty among Sr. Sec. School Students in the context of Peer Pressure [A], Parental Pressure [B] and School Environment [C]**

Sources of Variance	Df	Sum of Squares (SS)	Mean Sum of Squares (MSS)	F-ratios
<b>Main Effect Phase</b>				
Peer Pressure (A)	1	7597.115	7597.115	12.876**
Parental Pressure (B)	1	4861.591	4861.591	8.240**
School Environment (C)	1	5275.765	5275.765	8.942**
<b>Double Interaction Phase</b>				
Interaction (A x B)	1	32463.604	32463.604	55.022**
Interaction (B x C)	1	26799.495	26799.495	45.422**
Interaction (A x C)	1	16150.262	16150.262	27.373**
<b>Triple Interaction Phase</b>				
Interaction (A x B x C)	1	19552.873	19552.873	33.140**
Between Cells	7	472464.037	.....	
Within Cells	437	172282.471	590.008	
Total	444			

\*\* Significant at 0.01 level    \* Significant at 0.05 level    NS= Not Significant

✚ Main effect of peer pressure (A), parental pressure (B) and school environment (C) on academic Dishonesty among Sr. Sec. school students.

**Peer Pressure (A)**

“It is evident from the Table-1 that F-ratio (12.876) for the main effect of peer pressure on academic Dishonesty among Sr. Sec. school students is found significant at 0.01 level. It leads to the conclusion that peer pressure has a significant effect on academic Dishonesty among Sr. Sec. school students. Thus, the null hypothesis **H<sub>01</sub> (a)** is rejected. 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”.

Parental Pressure (B)

“It is evident from the Table-1 that F-ratio (8.240) for the main effect of parental pressure on academic Dishonesty among Sr. Sec. school students is found significant at 0.01 level leading to the conclusion that parental pressure has a significant effect on academic Dishonesty among Sr. Sec. school students. Thus, the null hypothesis **H<sub>01</sub> (b)** is rejected. So, it can be concluded that those students who got more pressure from their parents exhibit higher academic Dishonesty than those students who got low parental pressure”.

School Environment (C)

It is evident from the Table-1 that F-ratio (8.942) for the main effect of school environment on academic Dishonesty among Sr. Sec. school students is significant at 0.01 level. It leads to the inferences that school environment has a significant impact on academic Dishonesty among Sr. Sec. students. Thus, the null hypothesis **H<sub>01</sub> (c)** is rejected. So, it can be concluded that those students who have poor school environment exhibit more academic Dishonesty than those students who have good school environment.

✚ Interaction effect of Peer Pressure, Parental Pressure and School Environment on Academic Dishonesty among Sr. Sec. School Students

**Peer Pressure x Parental Pressure x School Environment (A x B x C)**

“The Table-1 further revealed that the F- ratio (33.140) for the interaction among Peer Pressure, Parental Pressure and School Environment with respect to academic Dishonesty among Sr. Sec. school students is found significant at 0.01 level which leads to the inference that between Peer Pressure, Parental Pressure and School Environment interact with each other. Therefore, the null hypothesis **H<sub>02</sub>** is rejected. Further, t- test was employed to find out the difference in mean scores of academic achievement of Sr. Sec. school students for different groups. The results also presented in the Table-2”

**Table-2**

**t-values for Mean Scores of Academic Dishonesty of Sr. Sec. School Students for Different Groups of Peer Pressure, Parental Pressure & School Environment**

Sr. No.	Groups	N		Means		SDs		t-values
1	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>1</sub> B <sub>1</sub> C <sub>2</sub>	50	41	63.66	58.65	14.59	15.56	1.57 (NS)
2	A <sub>2</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	29	76	56.68	51.89	22.23	22.36	0.985 (NS)
3	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub> C <sub>2</sub>	50	35	63.66	65.77	14.59	27.32	0.417 (NS)
4	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>1</sub> B <sub>2</sub> C <sub>2</sub>	41	35	58.65	65.77	15.56	27.32	1.36 (NS)
5	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	89	88	69.89	124.88	29.67	28.27	12.61**
6	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	35	76	65.77	51.89	27.32	22.36	2.62*
7	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	50	76	63.66	51.89	14.59	22.36	1.08 (NS)
8	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>1</sub> B <sub>2</sub> C <sub>1</sub>	41	89	58.65	69.89	15.56	29.67	2.83 **
9	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	37	29	99.51	56.68	44.63	22.23	5.09**
10	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	50	37	63.66	99.51	14.59	44.63	0.617 (NS)
11	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	41	88	58.65	124.88	15.56	28.27	17.11**
12	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	35	29	65.77	56.68	27.32	22.23	1.47 (NS)
13	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	41	76	58.65	51.89	15.56	22.36	1.92 (NS)
14	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub> C <sub>2</sub>	89	35	69.89	65.77	29.67	27.32	0.737 (NS)

15	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	50	88	63.66	124.88	14.59	28.27	16.77**
16	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	89	29	69.89	56.68	29.67	22.32	2.54*
17	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	41	37	58.65	99.51	15.56	44.63	5.29**
18	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	89	76	69.89	51.89	29.67	22.36	4.43**
19	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	35	37	65.77	99.51	27.32	44.63	3.89**
20	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	50	29	63.66	56.68	14.59	22.23	1.51 (NS)
21	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	89	37	69.89	99.51	29.67	44.63	3.71**
22	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	35	88	65.77	124.88	27.32	28.27	10.73**
23	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	37	88	99.51	124.88	44.63	28.27	3.19**
24	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	41	29	58.65	56.68	15.56	22.23	0.411 (NS)
25	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	37	76	99.51	51.89	44.63	22.36	6.13**
26	A <sub>2</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>	88	29	124.88	56.68	28.27	22.23	13.35**
27	A <sub>2</sub> B <sub>1</sub> C <sub>2</sub> vs A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>	88	76	124.88	51.89	28.27	22.36	18.43**
28	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub> vs A <sub>1</sub> B <sub>2</sub> C <sub>1</sub>	50	89	63.66	69.89	14.59	29.67	1.66 (NS)

\*\* Significant at 0.01 level

\* Significant at 0.05 level NS = Not Significant

A<sub>1</sub> = High Peer Pressure A<sub>2</sub> = Low Peer Pressure

B<sub>1</sub> = High Parental Pressure B<sub>2</sub> = Low Parental Pressure

C<sub>1</sub> = Good School Environment C<sub>2</sub> = Poor School Environment

It is evident from table-2 that the t-values (1.57, 0.985, 0.417, 1.36, 1.08, 0.617, 1.47, 1.92, 0.737, 1.51, 0.411 and 1.66) for the groups A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>1</sub>B<sub>1</sub>C<sub>2</sub>; A<sub>2</sub>B<sub>2</sub>C<sub>1</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>1</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>2</sub> vs A<sub>1</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>2</sub>B<sub>1</sub>C<sub>1</sub>; A<sub>1</sub>B<sub>2</sub>C<sub>2</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>1</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>2</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>2</sub>C<sub>1</sub> vs A<sub>1</sub>B<sub>2</sub>C<sub>2</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>1</sub>; A<sub>1</sub>B<sub>1</sub>C<sub>2</sub> vs A<sub>2</sub>B<sub>2</sub>C<sub>1</sub> and A<sub>1</sub>B<sub>1</sub>C<sub>1</sub> vs A<sub>1</sub>B<sub>2</sub>C<sub>1</sub> are not found significant at 0.05 level.

Table-2 represents that t-value (12.61) for students having high peer pressure with low parental pressure and good school environment (A<sub>1</sub>B<sub>2</sub>C<sub>1</sub>) and students having low peer pressure with high parental pressure and poor school environment (A<sub>2</sub>B<sub>1</sub>C<sub>2</sub>) is significant at 0.01 level. It can be observed from mean academic Dishonesty scores that pupils who are subjected to high peer pressure with low parental pressure and good school environment (69.89) done more academic Dishonesty than students having low peer pressure with high parental pressure and poor school environment (124.88). The t-value (2.62) for pupils having high peer pressure with low parental pressure and poor school environment (A<sub>1</sub>B<sub>2</sub>C<sub>2</sub>) and students having low peer pressure with low parental pressure and poor school environment (A<sub>2</sub>B<sub>2</sub>C<sub>2</sub>) is significant at 0.05 level. It can be concluded with the help of average scores that pupils having strong peer pressure with low parental pressure & poor school environment (65.77) involve in more academic Dishonesty as compared to students having low peer pressure with low parental pressure and poor school environment (51.89). The Table-2 exhibits that t-value (2.83) for students having high peer pressure with high parental pressure and poor school environment (A<sub>1</sub>B<sub>1</sub>C<sub>2</sub>) and students having high peer pressure with low parental pressure and good school environment (A<sub>1</sub>B<sub>2</sub>C<sub>1</sub>) is significant at 0.01 level. With the help of average scores, we observed that pupils having strong peer pressure with high parental pressure and poor school environment (58.65) done less academic Dishonesty than students having high peer pressure with low parental pressure and good school environment (69.89).

The t-value (5.09) for students having low peer pressure with high parental pressure and good school environment (A<sub>2</sub>B<sub>1</sub>C<sub>1</sub>) and students having low peer pressure with low parental pressure and good school environment (A<sub>2</sub>B<sub>2</sub>C<sub>1</sub>) is significant at 0.01 level. With the help of average scores it is evident that pupils having low peer pressure with high parental pressure and good school environment (99.51) exhibit more academic Dishonesty as compared to students having low peer pressure with low parental pressure and good school environment (56.68). The t-value (17.11) for pupils having high peer pressure with high parental pressure and poor school environment (A<sub>1</sub>B<sub>1</sub>C<sub>2</sub>) and students having low peer pressure with high parental pressure and poor school environment (A<sub>2</sub>B<sub>1</sub>C<sub>2</sub>) is significant at 0.01 level. It is

clear from average scores that pupils having high peer pressure with high parental pressure and poor school environment (58.65) involve in less Dishonesty activities than students having low peer pressure with high parental pressure and poor school environment (124.88).

Further, it is interpreted that the t-value (16.77) for pupils having high peer pressure with high parental pressure and good school environment ( $A_1B_1C_1$ ) and students having low peer pressure with high parental pressure and poor school environment ( $A_2B_1C_2$ ) is significant at 0.01 level. It can be observed from average scores that pupils having high peer pressure with high parental pressure and good school environment (63.66) done less academic Dishonesty than students having low peer pressure with high parental pressure and poor school environment (124.88). Table-2 further reveal that t-value (2.54) for pupils having high peer pressure with low parental pressure and good school environment ( $A_1B_2C_1$ ) and students having low peer pressure with low parental pressure and good school environment ( $A_2B_2C_1$ ) is significant at 0.05 level. It can be concluded with the help of mean scores that pupils having high peer pressure with low parental pressure and good school environment (69.89) done more academic Dishonesty than students having low peer pressure with low parental pressure and good school environment (56.68).

The t-value (5.29) for students having high peer pressure with high parental pressure and poor school environment ( $A_1B_1C_2$ ) and students having low peer pressure with high parental pressure and good school environment ( $A_2B_1C_1$ ) is significant at 0.01 level. It can be seen from mean academic Dishonesty scores that pupils having high peer pressure with high parental pressure and poor school environment (58.65) involve less in academic Dishonesty as compare to students having low peer pressure with high parental pressure and good school environment (99.51). The t-value (4.43) for students having high peer pressure with low parental pressure and good school environment ( $A_1B_2C_1$ ) and students having low peer pressure with low parental pressure and poor school environment ( $A_2B_2C_2$ ) is significant at 0.01 level. While comparing mean academic Dishonesty scores, it can be observed that pupils having high peer pressure with low parental pressure and good school environment (69.89) done more academic Dishonesty than students having low peer pressure with low parental pressure and poor school environment (51.89). The t-value (3.89) for pupils having high peer pressure with low parental pressure and poor school environment ( $A_1B_2C_2$ ) and students having low peer pressure with high parental pressure and good school environment ( $A_2B_1C_1$ ) is significant at 0.01 level. With the help of mean academic Dishonesty scores, it can be observed that for pupils having high peer pressure with low parental pressure and poor school environment (65.77) exhibits less academic Dishonesty than students having low peer pressure with high parental pressure and good school environment (99.51).

The t-value (3.71) for students having high peer pressure with low parental pressure and good school environment ( $A_1B_2C_1$ ) and students having low peer pressure with high parental pressure and good school environment ( $A_2B_1C_1$ ) is significant at 0.01 level. It can be observed from average scores that pupils having high peer pressure with low parental pressure and good school environment (69.89) done less academic Dishonesty than students having low peer pressure with high parental pressure and good school environment (99.51). The t-value (10.73) for pupils having high peer pressure with low parental pressure and poor school environment ( $A_1B_2C_2$ ) and students having low peer pressure with high parental pressure and poor school environment ( $A_2B_1C_2$ ) is significant at 0.01 level. While comparing mean scores, it can be observed that pupils having high peer pressure with low parental pressure and poor school environment (65.77) done less academic Dishonesty than students having low peer pressure with high parental pressure and poor school environment (124.88).

Table-2 indicated that the t-value (3.19) for students having low peer pressure with high parental pressure and good school environment ( $A_2B_1C_1$ ) and students having low peer pressure with high parental pressure and poor school environment ( $A_2B_1C_2$ ) is significant at 0.01 level. With the help of mean scores, it can be seen that pupils having low peer pressure with high parental pressure and good school environment (99.51) and students having low peer pressure with high parental pressure and poor school environment (124.88). Further, the t- value (6.13) for pupils having low

peer pressure with high parental pressure and good school environment ( $A_2B_1C_1$ ) and students having low peer pressure with low parental pressure and poor school environment ( $A_2B_2C_2$ ) is significant at 0.01 level. In terms of mean academic Dishonesty scores, it can be observed that pupils having low peer pressure with high parental pressure and good school environment (99.51) done more academic Dishonesty than students having low peer pressure with low parental pressure and poor school environment (51.89). The t-value (13.35) for students having low peer pressure with high parental pressure and poor school environment ( $A_2B_1C_2$ ) and students having low peer pressure with low parental pressure and good school environment ( $A_2B_2C_1$ ) is significant at 0.01 level. In terms of mean academic Dishonesty scores, it can be observed that students having low peer pressure with high parental pressure and poor school environment (124.88) engage more in Dishonesty activities as compared to students having low peer pressure with low parental pressure and good school environment (51.68). Lastly, the t-value (18.435) for students having low peer pressure with high parental pressure and poor school environment ( $A_2B_1C_2$ ) and students having low peer pressure with low parental pressure and poor school environment ( $A_2B_2C_2$ ) is significant at 0.01 level. With the help of mean academic Dishonesty scores, it can be seen that pupils having low peer pressure with high parental pressure and poor school environment (124.88) done more academic Dishonesty than students having low peer pressure with low parental pressure and poor school environment (51.89).

### CONCLUSION

Academic dishonesty is a hot problem in education and is causing obstacles for the educational system. But, they might break if the strain gets too great for them to endure. Students' decisions to cheat may also be influenced by pressure and feelings of overload (Kleiner, 1999; Riera, 2002). Therefore, it is the duty of both parents and teachers to reduce the pressure placed on kids to perform better. Teachers should also offer alternatives. It has been found that a bad or unfavorable familial environment may contribute to a rise in academic dishonesty. A cheerful, relaxed, cooperative, motivated to learn, and disciplined youngster comes from a healthy and pleasant family environment. A poor family environment, on the other hand, causes the youngster to be mentally agitated, tense, apprehensive, imitable, and uninterested in academics. As a result, the child's environment at home should be such that the youngster develops into a responsible and mature individual who can manage problems maturely without engaging in anti-social behaviours such as academic Dishonesty. Parents should be aware of the changes their children are undergoing and the pressures they confront in their daily activities.

### REFERENCES

- Anderman E. M., Murdock (2007). Achievement Goals and Academic Dishonesty. »*Revue Internationale de psychologie sociale* 1(21), 155-180.
- Anderman, E. M., & Koenka, A. C. (2017). The relation between academic motivation and Dishonesty. *Theory into Practice*, 56(2), 95–102.
- Anderman, E. M., & Midgley, C. (2004). Changes in self-reported academic Dishonesty across the transition from middle school to high school. *Contemporary Educational Psychology*, 29(4), 499–517.
- Anderman, M., Cupp, K., & Lane, D. (2009). Impulsivity and academic Dishonesty. *The Journal of Experimental Education*, 78(1), 135–16. <https://doi.org/10.1080/00220970903224636>
- Arnett, J. L., Arnett, J. J., Feldman, S. S., & Cauffman, E. (2002). It's wrong, but everybody does it: Academic dishonesty among high school and college students. *Contemporary Educational Psychology*, 27(2), 209–228.
- Barzegar K, Khezri H. (2012). Predicting academic Dishonesty among the fifth grade students: The role of self- efficacy and academic self-handicapping, *Journal of life Science and Biomedicine*. 2(1):1-6.
- Berhan, A., & Desalegn, A. A. (2014). *Dishonesty on Examinations and Its Predictors among Undergraduate Students*. Paper presented at Hawassa University College of Medicine and Health Science, Hawassa, Ethiopia. <https://doi.org/10.1186/1472-6920-14-89>
- Blachnio, A., & Weremko, M. (2011). Academic Dishonesty is contagious: The influence of the presence of others on

- honesty. A Study Report. *International Journal of Applied Psychology*, 1, 14–19. <https://doi.org/10.5923/j.ijap.20110101.02>
- Bouville, M. (2010). Why is Dishonesty wrong? *Studies in Philosophy and Education*, 29(1), 67–76.
- Burns, A., & Darling, N. (2002). Peer pressure is not peer influence. *The Education Digest*, 68, 4-6.
- Daniel, E. (2009). Dishonesty in the classroom: Beyond policing, the clearing house: A. *Journal of Educational Strategies, Issues and Ideas*, 82(4), 171–176.
- Galloway, K. (2012). Dishonesty in advantaged high schools: Prevalence, justifications, and possibilities for change. *Ethics & Behavior*, 22(5), 378–399.
- Henning, et. al., (2013). Academic dishonesty and ethical reasoning: Pharmacy and medical school students in New Zealand. *PubMed*. DOI: 10.3109/0142159X.2012.737962
- Hutton, P. (2006). Understanding student Dishonesty and what educators can do about it. *College Teaching*, 54(1), 171–176.
- Kalia, A.K & Kirandeep (2011). *Manual of Academic Dishonesty Scale*. Agra, National Psychological Corporation.
- Kezar, A., & Bernstein-Sierra, S. (2016). Commercialization of Higher Education. *Handbook of Academic Integrity*, 325 –346. [https://doi.org/10.1007/978-981-287-098-8\\_59](https://doi.org/10.1007/978-981-287-098-8_59)
- Kleiner, C., & Lord, M. (1999). The Dishonesty game. *Us. News & World Report*. 127(20), 54-63.
- McCabe, D.L. (1999). Academic dishonesty among high school students. *Adolescence*, 34, 681-687.
- McCabe, D.L., Trevino, L.K. & Butterfield, D.K. (2001). Dishonesty in academic Institutions: A decade of research. *Ethics and Behaviour*, 11(3), 219-232.
- McCabe, D. L. (2005). It takes a village: Academic dishonesty. *Liberal Education*, 91(3), 26–31.
- McCabe, D. (2009). Academic dishonesty in nursing schools: An empirical investigation. *Journal of Nursing Education*, 48(11), 614–623.
- McCabe, D., Trevino, L., & Butterfield, K. (2001). Dishonesty in academic institution: A decade of research. *Ethics and Behavior*, 11(3), 219–232.
- Mishra, K.S. (2011). *Manual of School Environment Scale*. Agra, National Psychological Corporation.
- Morales, T. (2000). School Dishonesty as social corrosion. *Christian Science Monitor*, 92(199), 37–49.
- O'Rourke, et.al. (2010). Imitation Is the Sincerest Form of Dishonesty: The Influence of Direct Knowledge and Attitudes on Academic Dishonesty. *ETHICS & BEHAVIOR*, 20(1), 47–64.
- Pavela, G. (1978). Judicial review of academic decision-making after Horowitz. *School Law Journal*, 55, 55- 75.
- Petratis, Flay & Miller (1995). Reviewing theories of adolescent substance use: Organizing pieces in the puzzle. *Psychological Bulletin*, 117(1), 67-86.
- Riera, M., & Di Prisco, J. (2002). Your Dishonesty part: an opportunity to teach kids about integrity. *Our Children: The National PTA magazine*, 28(1),8-9.
- Roberts E. (2002). Strategies for promoting academic integrity in CS Courses, *Annual Frontiers in Education*,3.
- Sarita and Dahiya (2015). Academic Dishonesty among students: pressure of parents and teachers. *International Journal of Applied Research*, 1(10): 793-797.
- Schmelkin, L. P., Gilbert, K., Spencer, K. J., Pincus, H. S., & Silva, R. (2008). A multidimensional scaling of college students' perceptions of academic dishonesty. *The Journal of Higher Education*, 79(5), 587– 607.
- Sierra, J. J., & Hyman, M. R. (2008) Ethical antecedents of Dishonesty intentions: evidence of mediation, *Journal of Academic Ethics*, 6(1), pp. 51-66.
- Singh, S. and Saini (2010). *Manual of Peer Pressure Scale*. Agra, National Psychological Corporation.
- Stephen, F., Patrick, F., & Tricia, B. (2009). *Dishonesty in schools: What we know and what we can do*. John Wiley & Sons Ltd.
- Taylor, L., Pogrebin, M., & Dodge, M. (2002). Advanced placement-advanced pressures: Academic dishonesty



among elite high school students. *Educational Studies*, 33, 403–421.

Uniyal, M. and Shah Beena (1981). A study of family climate on students Achievement. *Journal of Progress of Education*, 9, 3.

West, T., Ravenscroft, S., & Schrader, C. (2004). Dishonesty and moral judgement in the college classroom: A natural experiment. *Journal of Business Ethics*, 54(2), 173–183.

Wilkinson, J. (2009). Staff and student perceptions of plagiarism and Dishonesty. *International Journal of Teaching and Learning in Higher Education*, 20(2), 98-105.

Wowra, S. A. (2007). Moral identities, social anxiety, and academic dishonesty among American college students. *Ethics and Behavior*, 17(3), 303–321.