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Academic Cheating Among Students In The Context Of Peer Pressure, Parental Pressure & School Environment: An Analytical Study

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Abstract

The current research was done to investigate the academic cheating among sr. sec. school students in the context of peer pressure, parental pressure & school environment. In this study, peer pressure (High & Low), parental pressure (High & Low) and school environment (Good & Poor) has been treated as independent variables whereas academic cheating has been treated as dependent variable. Method of current study was descriptive survey. 600 Sr. Sec. school students were chosen by random sampling technique. To assemble the data for analysis, Academic Cheating Scale (2011) by Kalia & Dalal, Peer Pressure Scale (2010) by Saini & Singh & Parental Pressure Scale by (2019) Kumari & Maikhuri (2019) were used. The 3-way ANOVA with $2 \times 2 \times 2$ factorial design was employed to analyse the data. A significant main effect of peer pressure, parental pressure & school environment on academic cheating among Sr. Sec. school students was found. Interaction effect of peer pressure, parental pressure & school environment on academic cheating among Sr. Sec. school students was also found to be significant.

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

INTRODUCTION

In many countries, including India, academic cheating is a well-known issue. Academic cheating can take place on an institutional or individual level. Academic cheating has no commonly recognised definition, however, it usually related to exam cheating, copying other students' assignments, unsupervised peer collaboration (Arnett et al. 2002). Exam cheating is a widespread problem in academic institutions (Berhan & Desalegn, 2014). Morales (2000) found that 88 percent of teachers have seen their pupils engage in academically dishonest activities. 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 cheating. Cheating is mostly influenced by peer & parental pressure. If their colleagues in their peer group choose academic cheating, 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 cheating 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 cheating. 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 cheating 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. Cheating 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). Cheating 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 cheating is a burning topic in the educational sphere, creating roadblocks in the way of educational system.

OBJECTIVES OF THE STUDY

1. "To find out the main effect of (a) peer pressure, (b) parental pressure and (c) school environment on academic cheating among Sr. Sec. school students.
2. To find out the interaction effect of peer pressure, parental pressure and school environment on academic cheating among Sr. Sec. school students".

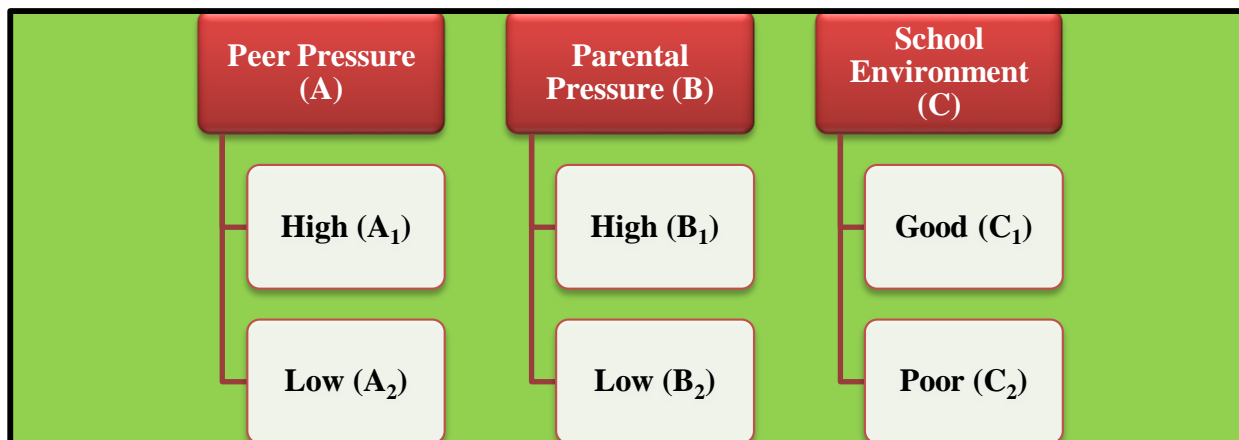
HYPOTHESES OF THE STUDY

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

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

DESIGN AND METHODOLOGY

The current study was descriptive in nature. The 3-way ANOVA with 2×2×2 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 12th class students studying in private Sr. Sec. schools, affiliated to CBSE of Jind, Hisar and Rohtak Districts of Haryana State constituted the target population. Multi-stage random sampling technique was used to select the sample of 600 Sr. Sec. school students of Jind, Hisar and Rohtak Districts of Haryana State”.

TOOL USED

- **Academic Cheating 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 cheating 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 Cheating 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
Main Effect Phase				
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**
Double Interaction Phase				
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**
Triple Interaction Phase				
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 cheating 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 cheating 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 cheating among Sr. Sec. school students. Thus, the null hypothesis H_{01} (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 cheating 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 cheating among Sr. Sec. school students. Thus, the null

hypothesis H_{01} (b) is rejected. So, it can be concluded that those students who got more pressure from their parents exhibit higher academic cheating 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 cheating 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 cheating among Sr. Sec. students. Thus, the null hypothesis H_{01} (c) is rejected. So, it can be concluded that those students who have poor school environment exhibit more academic cheating than those students who have good school environment.

Interaction effect of Peer Pressure, Parental Pressure and School Environment on Academic Cheating 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 cheating 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_{02} 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 Cheating 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 ₁ B ₁ C ₁ vs A ₁ B ₁ C ₂	50	41	63.66	58.65	14.59	15.56	1.57 (NS)
2	A ₂ B ₂ C ₁ vs A ₂ B ₂ C ₂	29	76	56.68	51.89	22.23	22.36	0.985 (NS)
3	A ₁ B ₁ C ₁ vs A ₁ B ₂ C ₂	50	35	63.66	65.77	14.59	27.32	0.417 (NS)
4	A ₁ B ₁ C ₂ vs A ₁ B ₂ C ₂	41	35	58.65	65.77	15.56	27.32	1.36 (NS)
5	A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₂	89	88	69.89	124.88	29.67	28.27	12.61**
6	A ₁ B ₂ C ₂ vs A ₂ B ₂ C ₂	35	76	65.77	51.89	27.32	22.36	2.62*
7	A ₁ B ₁ C ₁ vs A ₂ B ₂ C ₂	50	76	63.66	51.89	14.59	22.36	1.08 (NS)
8	A ₁ B ₁ C ₂ vs A ₁ B ₂ C ₁	41	89	58.65	69.89	15.56	29.67	2.83 **
9	A ₂ B ₁ C ₁ vs A ₂ B ₂ C ₁	37	29	99.51	56.68	44.63	22.23	5.09**
10	A ₁ B ₁ C ₁ vs A ₂ B ₁ C ₁	50	37	63.66	99.51	14.59	44.63	0.617 (NS)
11	A ₁ B ₁ C ₂ vs A ₂ B ₁ C ₂	41	88	58.65	124.88	15.56	28.27	17.11**
12	A ₁ B ₂ C ₂ vs A ₂ B ₂ C ₁	35	29	65.77	56.68	27.32	22.23	1.47 (NS)
13	A ₁ B ₁ C ₂ vs A ₂ B ₂ C ₂	41	76	58.65	51.89	15.56	22.36	1.92 (NS)
14	A ₁ B ₂ C ₁ vs A ₁ B ₂ C ₂	89	35	69.89	65.77	29.67	27.32	0.737 (NS)
15	A ₁ B ₁ C ₁ vs A ₂ B ₁ C ₂	50	88	63.66	124.88	14.59	28.27	16.77**
16	A ₁ B ₂ C ₁ vs A ₂ B ₂ C ₁	89	29	69.89	56.68	29.67	22.32	2.54*
17	A ₁ B ₁ C ₂ vs A ₂ B ₁ C ₁	41	37	58.65	99.51	15.56	44.63	5.29**
18	A ₁ B ₂ C ₁ vs A ₂ B ₂ C ₂	89	76	69.89	51.89	29.67	22.36	4.43**
19	A ₁ B ₂ C ₂ vs A ₂ B ₁ C ₁	35	37	65.77	99.51	27.32	44.63	3.89**
20	A ₁ B ₁ C ₁ vs A ₂ B ₂ C ₁	50	29	63.66	56.68	14.59	22.23	1.51 (NS)
21	A ₁ B ₂ C ₁ vs A ₂ B ₁ C ₁	89	37	69.89	99.51	29.67	44.63	3.71**
22	A ₁ B ₂ C ₂ vs A ₂ B ₁ C ₂	35	88	65.77	124.88	27.32	28.27	10.73**
23	A ₂ B ₁ C ₁ vs A ₂ B ₁ C ₂	37	88	99.51	124.88	44.63	28.27	3.19**
24	A ₁ B ₁ C ₂ vs A ₂ B ₂ C ₁	41	29	58.65	56.68	15.56	22.23	0.411 (NS)
25	A ₂ B ₁ C ₁ vs A ₂ B ₂ C ₂	37	76	99.51	51.89	44.63	22.36	6.13**
26	A ₂ B ₁ C ₂ vs A ₂ B ₂ C ₁	88	29	124.88	56.68	28.27	22.23	13.35**

27	A ₂ B ₁ C ₂ vs A ₂ B ₂ C ₂	88	76	124.88	51.89	28.27	22.36	18.43**
28	A ₁ B ₁ C ₁ vs A ₁ B ₂ C ₁	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

A₁ = High Peer Pressure

A₂ = Low Peer Pressure

B₁ = High Parental Pressure

B₂ = Low Parental Pressure

C₁ = Good School Environment

C₂ = Poor School Environment

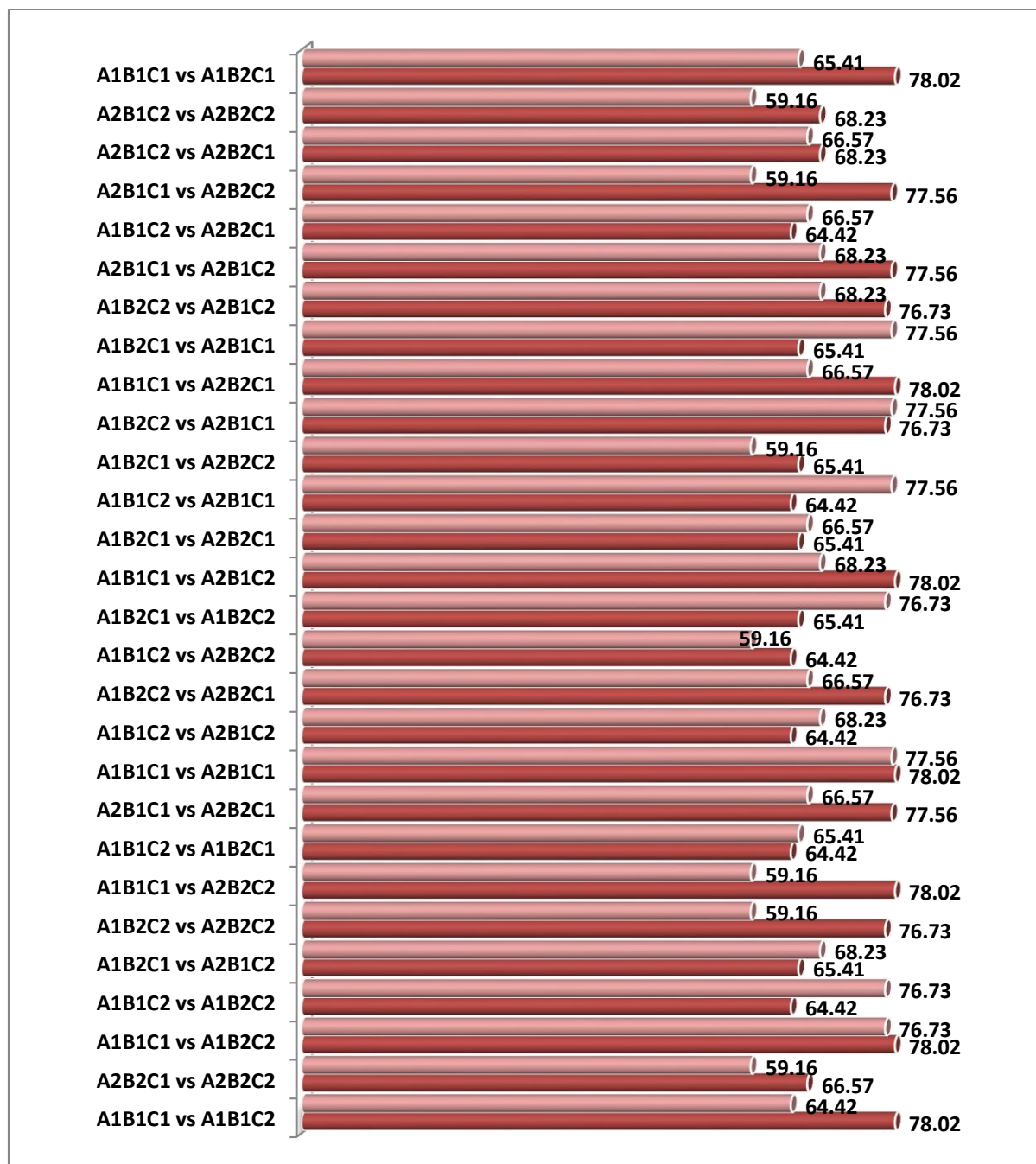


Fig. 1: Mean Scores for Interaction Effect of Peer Pressure, Parental Pressure and School Environment on Academic Cheating among Sr. Sec. School Students

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 A₁B₁C₁ vs A₁B₁C₂ ; A₂B₂C₁ vs A₂B₂C₂ ; A₁B₁C₁ vs A₁B₂C₂ ; A₁B₁C₂ vs A₁B₂C₂ ; A₁B₁C₁ vs A₂B₂C₂ ; A₁B₁C₁ vs A₂B₁C₁ ; A₁B₂C₂ vs A₂B₂C₁ ; A₁B₁C₂ vs A₂B₂C₂ ; A₁B₂C₁ vs A₁B₂C₂ ; A₁B₁C₁ vs A₂B₂C₁ ; A₁B₁C₂ vs A₂B₂C₁ and A₁B₁C₁ vs A₁B₂C₁ 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 ($A_1B_2C_1$) 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 mean academic cheating scores that pupils who are subjected to high peer pressure with low parental pressure and good school environment (69.89) done more academic cheating 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 ($A_1B_2C_2$) and students having low peer pressure with low parental pressure and poor school environment ($A_2B_2C_2$) 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 cheating 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 ($A_1B_1C_2$) and students having high peer pressure with low parental pressure and good school environment ($A_1B_2C_1$) 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 cheating 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 ($A_2B_1C_1$) and students having low peer pressure with low parental pressure and good school environment ($A_2B_2C_1$) 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 cheating 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 ($A_1B_1C_2$) and students having low peer pressure with high parental pressure and poor school environment ($A_2B_1C_2$) is significant at 0.01 level. 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 cheating 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 cheating 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 cheating 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 cheating scores that pupils having high peer pressure with high parental pressure and poor school environment (58.65) involve less in academic cheating 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 cheating scores, it can be observed that pupils having high peer pressure with low parental pressure and good school environment (69.89) done more academic cheating 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 cheating 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 cheating 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 cheating 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 cheating 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

(A₂B₁C₁) and students having low peer pressure with low parental pressure and poor school environment (A₂B₂C₂) is significant at 0.01 level. In terms of mean academic cheating scores, it can be observed that pupils having low peer pressure with high parental pressure and good school environment (99.51) done more academic cheating 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 (A₂B₁C₂) and students having low peer pressure with low parental pressure and good school environment (A₂B₂C₁) is significant at 0.01 level. In terms of mean academic cheating scores, it can be observed that students having low peer pressure with high parental pressure and poor school environment (124.88) engage more in cheating 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 (A₂B₁C₂) and students having low peer pressure with low parental pressure and poor school environment (A₂B₂C₂) is significant at 0.01 level. With the help of mean academic cheating scores, it can be seen that pupils having low peer pressure with high parental pressure and poor school environment (124.88) done more academic cheating than students having low peer pressure with low parental pressure and poor school environment (51.89).

CONCLUSION

Academic cheating is a burning topic in the educational sphere, creating roadblocks in the way of educational system. However, if the pressure builds up to the point that it becomes unbearable, they may snap. Under pressure and feeling overwhelmed may also play a role in pupils' decision to cheat (Kleiner, 1999; Riera, 2002). As a result, it's the responsibility of both teachers & parents to minimize the pressure on children to do better. Alternatives should also be provided by teachers. It has been discovered that a poor or negative family environment might lead to the increase of academic cheating. 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 cheating. Parents should be aware of the changes their children are undergoing and the pressures they confront in their daily activities.

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