



## A STUDY OF ACADEMIC CHEATING AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR PEER PRESSURE

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### Abstract

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. 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,2002).

Keywords: Academic Cheating, Examination System, Family Pressure, Peer Pressure

### **Introduction: -**

#### **ACADEMIC CHEATING-**

Parents place an immense pressure on their children to perform better. Parental pressure on students can have a positive and negative effect. Pressure can also add up when parents compare their children to one another. When the pressure builds up and it gets to be too much, they may break. Due to this pressure child may cheat on assignments and tests to achieve a high score on those and their report card. Cracking under pressure and feeling overwhelmed may also contribute to why students choose to cheat (Kleiner & Lord, 1999; Riera & Di Prisco, 2002). Cheating in school is regarded as a violation of prescribed rules or standard conditions for completing school assignments and tests (Kalia, 2005). Cheating means copying from other students during exams, one of the forms of misconduct that has become one of the biggest concerns of educational institutions (Wilkinson, 2009). Cheating is unique in the sense that it can start to seem like normal behavior; students may actually be *more* inclined to cheat in the traditional setting because they have the ability to see their peers doing it, where in distance learning, students may be geographically spread out and not perceive that others are doing it (Grijalva, Nowell, & Kerkvliet, 2006).

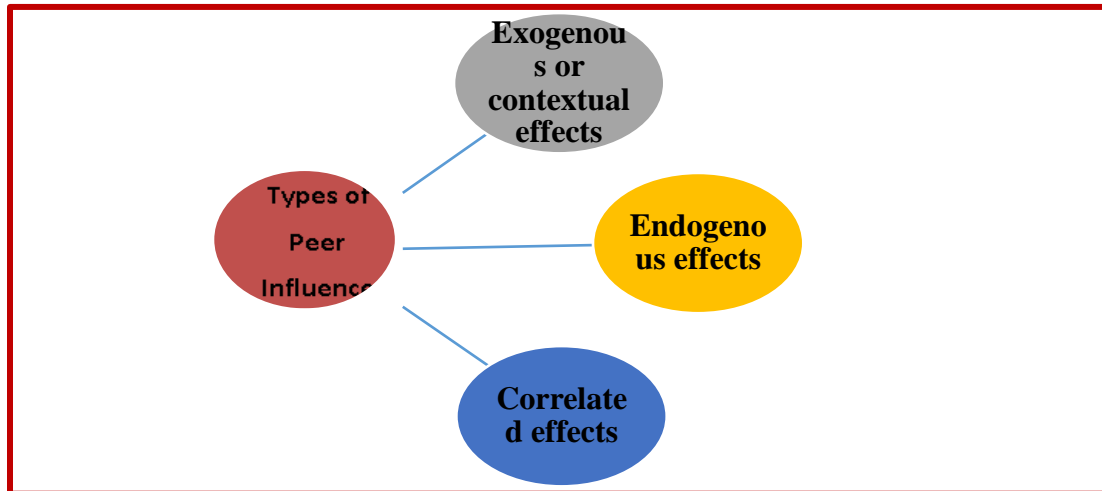
**Motives for Cheating -** Some students cheat to raise their grades. The latest national study from the Center for Academic Integrity shows that "to get good grades" was a primary motive for cheating among high school students (McCabe, 2001). At the high school level, cheating is more likely among students who dislike school and feel their school and teachers are unfair (Calabrese & Cochran, 1990); similar

relationships have been found among college students (Whitley, 1998). Cheating is motivated by several other factors as well, for example, (a) pressure to maintain good grades, (b) need to avoid failure, (c) perceptions of school as unfair, (d) lack of time spent on schoolwork, and (e) non-condemnatory attitudes toward cheating (Bushway & Nash, 1977; Schab, 1991; Whitley, 1998; Whitley & Keith-Spiegel, 2002). Cheating is more likely to occur when students perceive external pressure to perform but fear they cannot succeed. Several studies have shown that cheating is related to fear of failure (Calabrese & Cochran, 1990; Michaels & Miethe, 1989; Schab, 1991) and students' expectations of success (Whitley, 1998). Concerns about performing well may stem from such factors as pressure from parents, heavy school workloads, or inadequate time to study (see Cizek, 1999; Whitley & Keith-Spiegel, 2002).

**Means Used for Academic Cheating** - Most of the students know that cheating is unethical, but they still practice it during the studying period in college or universities (Bernardi et al., 2004). Students find many ways which can help them to cheat. Many students use their own bodies or clothing as a source for cheating. They can write notes on top of their hands or on their palms. Another way is for them to wear long sleeves and write on their arms, pull their sleeves up to read what is written, and then they can wash it off after the exam. Writing on legs under their pant legs is also common. Wearing shirts that open in the front or sweatshirts that un-zip can also serve as a way. They can write on a piece of paper and tape it to the inside, write on tape and tape it to the inside, or they can simply write with a pen or marker on the inside (Bramucci, 2003). Cheating in the academic can be occurred in many forms which can range from copying another student's paper to stealing an exam paper to forging an official university transcript (Pincus and Schmelkin, 2003). Students who are more or less likely to engage in academic dishonesty may also be consistent between the online and traditional settings. Male students and younger students are more likely to cheat or plagiarize in both settings (Lanier, 2006).

**PEER PRESSURE** - Peer groups are among the most influential social forces affecting behavior of a child. Peer group influence begins at an early age and it increases through the teenage years. At the stage of senior secondary school level, the feeling of belonging and social acceptance is very strong among the students. This is why that peer influence plays a huge part in steering the experiences and interest of senior secondary students. In this stage, peers are arguably even more important than parents, teachers, and others. Hanushek et al. (2003) and others have pointed out that if innovations to behaviour form an important avenue through which peers affect outcomes, the inability to capture such behaviour might lead to a serious underestimation of peer influences. Castrogiovanni (2002) defined peer group as a small group of similarly aged, fairly close friends, sharing the same activities. He also stated that at no other stage of development is one's sense of identity so unstable. Lashbrook (2000) found that 40 percent of the sample cited peer influence when asked why they thought the Columbine High School shooting happened. Black (2002) stated that peer groups provide a forum where teens construct and reconstruct their identities. Self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers (Burns and Darling, 2002). Peer Pressure starts becoming a real influence in a child's life as he grows older. When kids are small their minds are not developed enough to understand such things, but as they grow older more and more Peer Pressure situations start arising. The people around them are bound to influence him. Owing to this vulnerable age, he tends to imitate his friends. However, the effect of the influences of the masses is greater during teen years. The parameters of good and bad replace by 'what's in' and 'what's out'. His behaviour is most influenced by the behaviour of others like friends in whose company he spends his leisure time. And getting influenced by our peer groups is perfectly normal.

However, the way one is getting influenced by a peer group must be taken into account as that can lead to various consequences. Many a time it happens that he is forced to lead a certain kind of lifestyle as his friends live. Sometime he may not like partying on every weekend or holidays, may hate drinking or smoking, may not like night outs with friends, but does all that he had never wished to do. There are many children who experience great pressure from their peer group that forces them to take to drinking.



**Types of Peer Influence**

### **Techniques of Resisting Peer Pressure -**

It might be hard for a child to resist Peer Pressure and stay as an individual. Following are some techniques that can help one to manage Peer Pressure in a better way:

- ❖ Observe people and the groups with whom you socialize. Observe what they do and the consequences of their actions. When someone tries to argue *everyone's doing it*, you can prove otherwise. Make positive choices about with whom you spend time with, instead of joining a group just because it is there.
- ❖ Avoid situations that present problems - parties where no adults will be present, being alone with a boyfriend or girlfriend who might pressure you to become sexually involved, situations where you will have to *prove yourself* to be accepted as part of the group.
- ❖ Evaluate the risk. Are you being asked to do something that is trivial, like wearing a piece of clothing you wouldn't normally choose, or are you being asked to do something that might have permanent health or legal consequences like using drugs or drinking and driving?
- ❖ Communicate: Say "No" forcefully and with eye contact. If you do not believe yourself, no one else will either. You do not need to apologize for your individuality. Find an ally, someone who feels the same way you do, who will support your decision to say no.
- ❖ Anticipate what your friends will say or do and decide before hand how you will react. If you know that when you go to the mall your friends will shoplift, decide how you will handle the situation before you go or make an excuse to stay home.
- ❖ If you are in a situation where there is conflict, walk away. No one can make you do something you do not want to. If you find your self anticipating conflict too often, seriously think about finding a new friend or set of friends. Start off gradually, spending less and less time with the people who are pressuring you.

- ❖ Know yourself. Know what moods might make you more susceptible to negative peer influence. Know what activities make you feel good about yourself. Know why you are doing whatever you do every day. Be aware of your actions. Make active choices rather than floating along with the crowd.
- ❖ Get involved in positive activities such as sports, volunteering, peer tutoring, or youth clubs. Look for people who share your interests outside of your immediate school friends. Having several different groups of people who accept you give you choices and social outlets rather than making you dependent on one group of friends.

### **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 Cheating include pressure from teachers, parents, and school, peers etc. Past researches highlighted the problem of Academic Cheating, 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 Cheating 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 Cheating among senior secondary school students.

### **STATEMENT OF THE PROBLEM**

**“A Study of Academic Cheating Among Senior Secondary School Students in Relation to their Peer Pressure”**

### **OBJECTIVES OF THE STUDY -**

The study aims to achieve the following objectives:

1. To study the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.
2. To study the Academic Cheating of High Peer Pressure and Low Peer Pressure Male Senior Secondary School Students.
3. To study the Academic Cheating of High Peer Pressure and Low Peer Pressure Female Senior Secondary School Students.
4. To study the Academic Cheating of High Peer Pressure and Low Peer Pressure Rural Senior Secondary School Students.
5. To study the Academic Cheating of High Peer Pressure and Low Peer Pressure Urban Senior Secondary School Students.

6. To study the relationship between Academic Cheating and Peer Pressure of Senior Secondary School Students.

**HYPOTHESES OF THE STUDY -**

1. There is no significant difference in Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.
2. There is no significant difference in Academic Cheating of High Peer Pressure and Low Peer Pressure Male Senior Secondary School Students.
3. There is no significant difference in Academic Cheating of High Peer Pressure and Low Peer Pressure Female Senior Secondary School Students.
4. There is no significant difference in Academic Cheating of High Peer Pressure and Low Peer Pressure Rural Senior Secondary School Students.
5. There is no significant difference in Academic Cheating of High Peer Pressure and Low Peer Pressure Urban Senior Secondary School Students.
6. There is no significant relationship between Academic Cheating and Peer Pressure of Senior Secondary School Students.

**H<sub>1</sub> To Study the Academic Cheating of Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

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

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 1:

**Table 1**

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

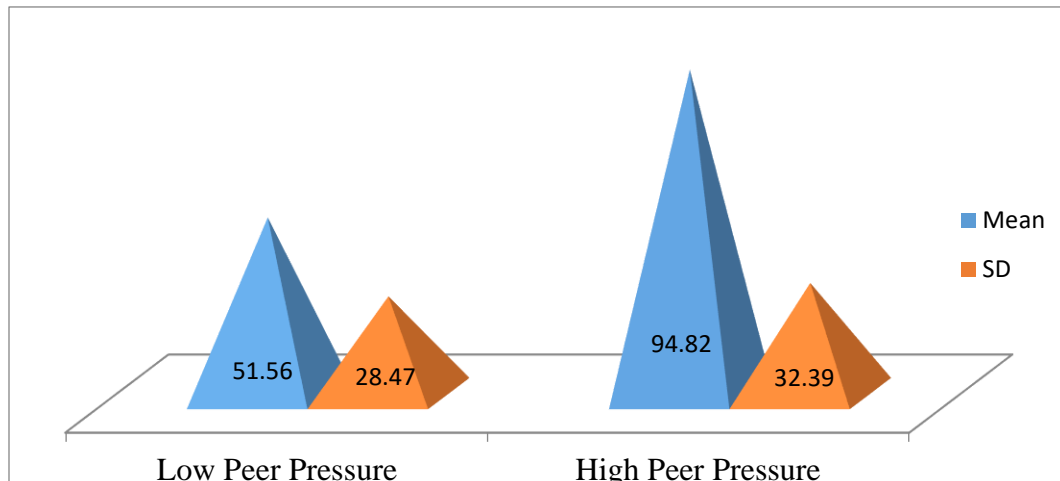
Group (Peer Pressure)	N	Mean	SD	't' value	Level of Significance
Low Peer Pressure	192	51.56	28.47	13.4**	Significant
High Peer Pressure	171	94.82	32.39		

\*\* Significant at .01 level

\* Significant at .05 level

Table Value = 2.59

Table Value = 1.97



**Fig. 1. Peer Pressure wise Mean Academic Cheating scores and SDs of Senior Secondary School Students**

From the Table 1 and Fig. 2, it can be observed that the t-value of 13.4 was found significant at 0.01 levels with 361 degrees of freedom, which indicates that the Academic Cheating 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 Cheating of senior secondary school students with low and high Peer Pressure, is **rejected**. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of senior secondary school students with low Peer Pressure i.e. **51.56** has been found lesser than that of senior secondary school students with high Peer Pressure i.e. **94.82**. Sometime a child try to dominate over the peer group and would like to achieve their target at any cost to outshine the other member of the group by opting any path of success. So, they prefer cheating to maintain their supremacy within the group. 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.

**H<sub>2</sub> To Study the Academic Cheating of Male Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of male senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

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

To test the null hypothesis, 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 obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 2:

**Table 2**

**Descriptive Statistics Related to the Academic Cheating of Male Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**



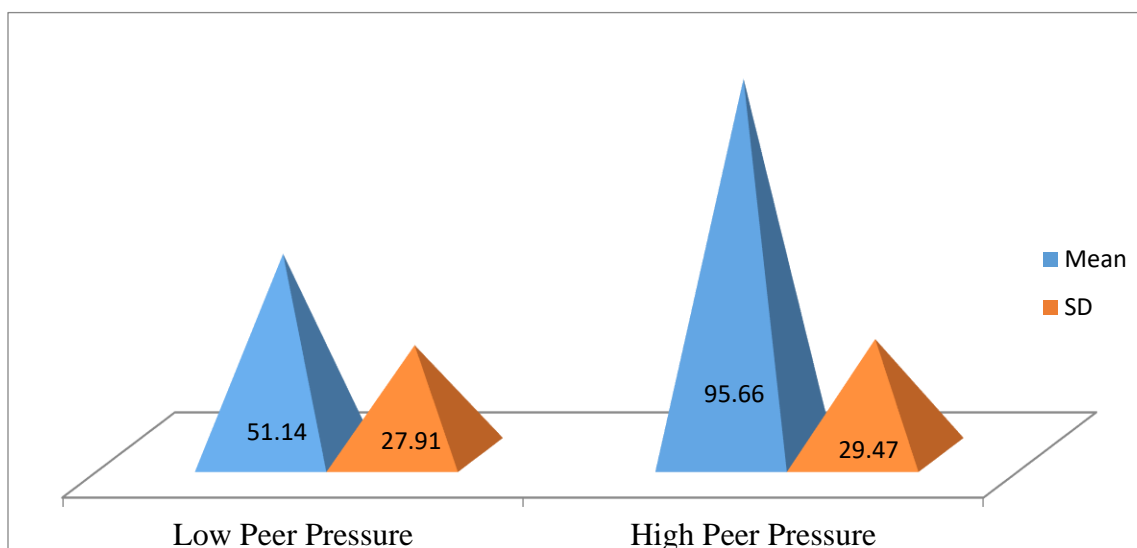
Group (Peer Pressure)	N	Mean	SD	't' value	Level of Significance
Low Peer Pressure	98	51.14	27.91	10.35**	Significant
High Peer Pressure	82	95.66	29.47		

\*\* Significant at .01 level

\*Significant at .05 level

Table Value = 2.60

Table Value = 1.97



**Fig. 2: Peer Pressure wise Mean Academic Cheating scores and SDs of Male Senior Secondary School Students**

From the Table 2 and Fig. 2, it can be observed that the t-value of 10.35 was found significant at 0.01 levels with 178 degrees of freedom, which indicates that the Academic Cheating 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 Cheating of male senior secondary school students with low and high Peer Pressure, is **rejected**. Thus, we can say that Academic Cheating of male senior secondary school students is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of male senior secondary school students with low Peer Pressure i.e. **51.14** has been found lesser than that of male senior secondary school students with high Peer Pressure i.e. **95.66**. 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 Cheating.

**H<sub>3</sub> To Study the Academic Cheating of Female Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of female senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

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

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of female senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 3:

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

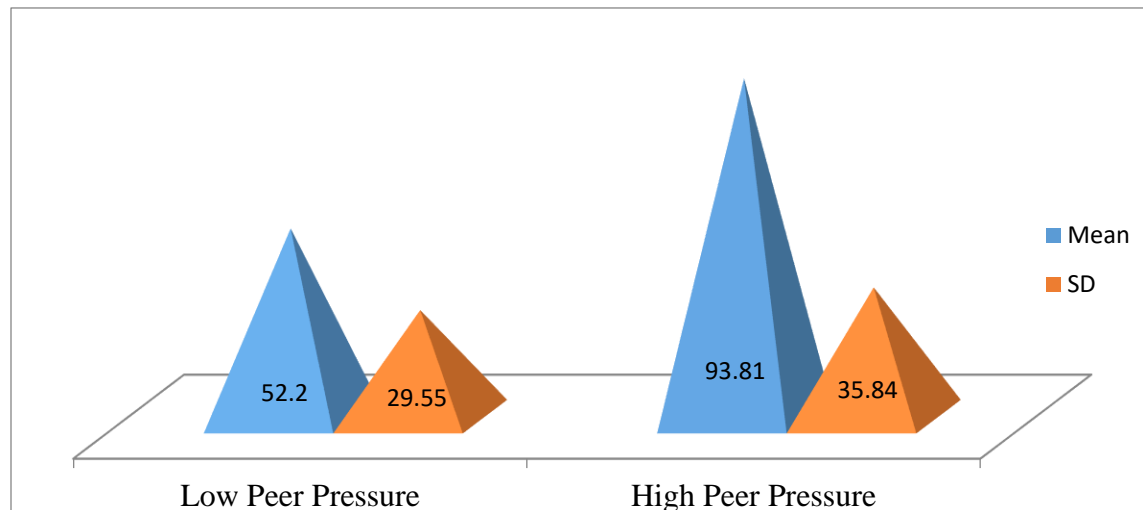
Group (Peer Pressure)	N	Mean	SD	't' value	Level of Significance
Low Peer Pressure	94	52.2	29.55	8.56**	Significant
High Peer Pressure	89	93.81	35.84		

\*\* Significant at .01 level

\* Significant at .05 level

Table Value = 2.60

Table Value = 1.97



**Fig. 3: Peer Pressure wise Mean Academic Cheating scores and SDs of Female Senior Secondary School Students**

From the Table 3 and Fig. 3, it can be observed that the t-value of 8.56 was found significant at 0.01 levels with 181 degrees of freedom, which indicates that the Academic Cheating 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 Cheating of female senior secondary school students with low and high Peer Pressure, is **rejected**. Thus, we can say that Academic Cheating of female senior secondary school students is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of female senior secondary school students with low Peer Pressure i.e. **52.2** has been found lesser than that of female senior secondary school students with high Peer Pressure i.e. **93.81**. 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 Cheating.

**H<sub>4</sub> To Study the Academic Cheating of Rural Senior Secondary School Students with High Peer Pressure and Low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of rural senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

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



To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of rural senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 4:

**Table 4**

**Descriptive Statistics Related to the Academic Cheating of Rural Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**

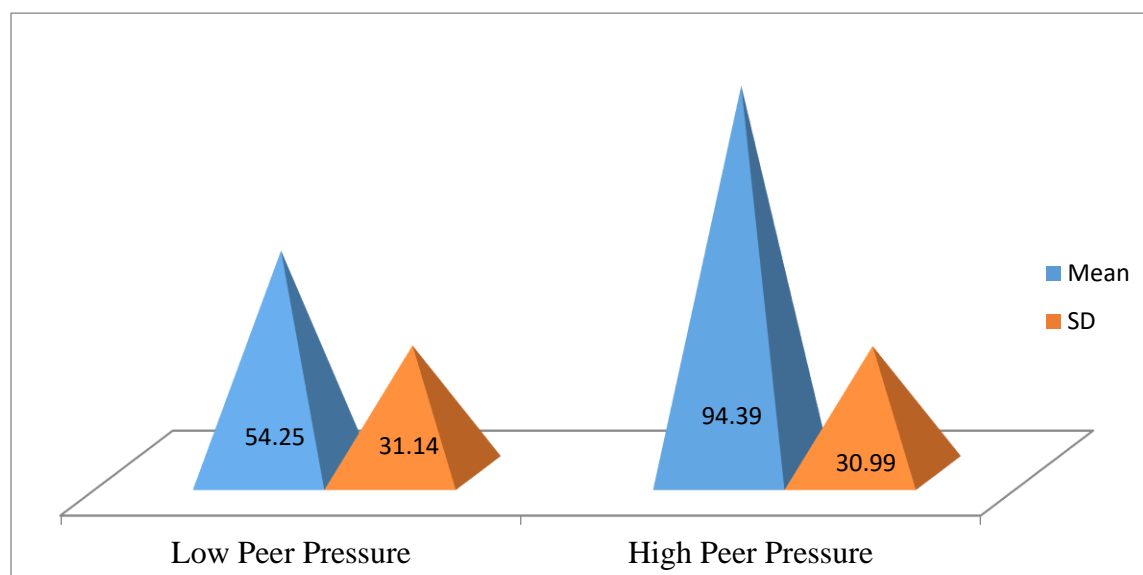
Group (Peer Pressure)	N	Mean	SD	't' value	Level of Significance
Low Peer Pressure	102	54.25	31.14	8.92**	Significant
High Peer Pressure	88	94.39	30.99		

\*\* Significant at .01 level

\* Significant at .05 level

Table Value = 2.60

Table Value = 1.97



**Fig. 4: Peer Pressure wise Mean Academic Cheating scores and SDs of Rural Senior Secondary School Students**

From the Table 4 and Fig. 4, it can be observed that the t-value of 8.92 was found significant at 0.01 levels with 188 degrees of freedom, which indicates that the Academic Cheating 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 Cheating of rural senior secondary school students with low and high Peer Pressure, is **rejected**. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of rural senior secondary school students with low Peer Pressure i.e. **54.25** has been found lesser than that of rural senior secondary school students with high Peer Pressure i.e. **94.39**. 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.

**H<sub>5</sub> To study the Academic Cheating of urban senior secondary school students with high Peer Pressure and low Peer Pressure.**

For the purpose of studying the difference between Academic Cheating of urban senior secondary school students with high Peer Pressure and low Peer Pressure, the following null hypothesis was formulated:

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

To test the null hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores of urban senior secondary school students obtained from Academic Cheating scale was calculated with respect to Peer Pressure. The results are presented in Table 5:

**Table 5**

**Descriptive statistics related to the Academic Cheating of Urban Senior Secondary School Students with High Peer Pressure and Low Peer Pressure**

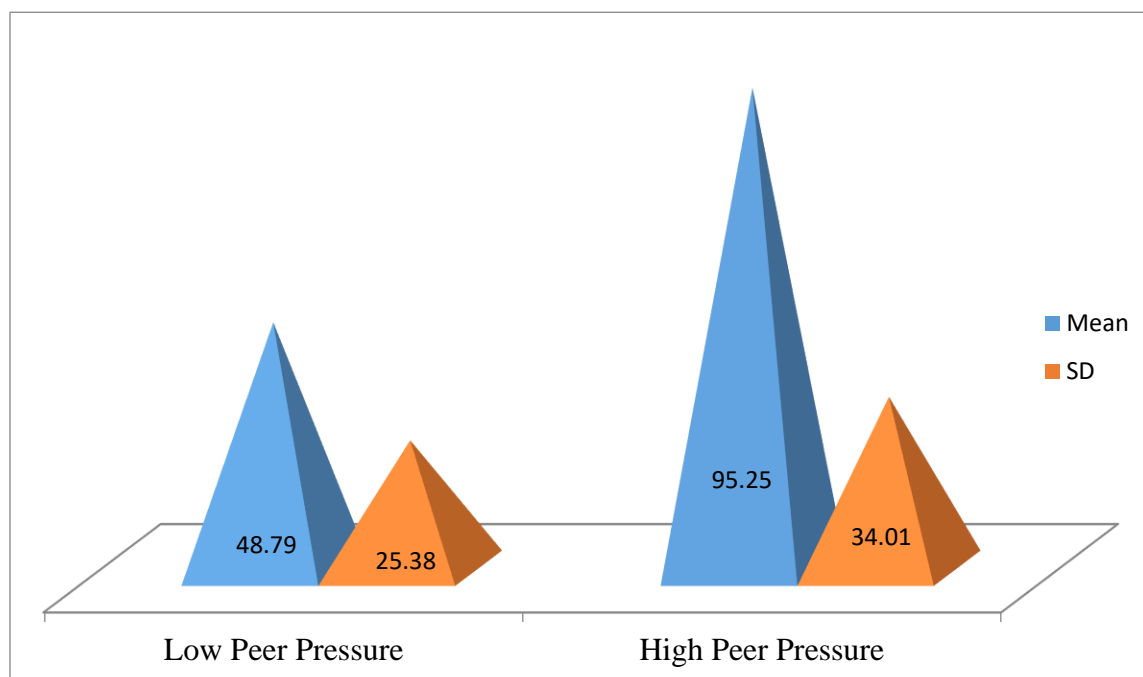
Group (Peer Pressure)	N	Mean	SD	't' value	Level of Significance
Low Peer Pressure	90	48.79	25.38	10.32**	Significant
High Peer Pressure	83	95.25	34.01		

\*\* Significant at .01 level

\* Significant at .05 level

Table Value = 2.61

Table Value = 1.98



**Fig. 5: Peer Pressure wise Mean Academic Cheating scores and SDs of Urban Senior Secondary School Students**

From the Table 5 and Fig. 5, it can be observed that the t-value of 10.32 was found significant at 0.01 levels with 171 degrees of freedom, which indicates that the Academic Cheating 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 Cheating of urban senior secondary school students with low and high Peer Pressure, is **rejected**. Thus, we can say that Academic Cheating is affected by Peer Pressure. In terms of Mean, it can be seen that mean Academic Cheating score of urban senior secondary school students

with low Peer Pressure i.e. **48.79** has been found lesser than that of urban senior secondary school students with high Peer Pressure i.e. **95.25**. 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.

**H<sub>6</sub> To Study the relationship between Academic Cheating and Peer Pressure of Senior Secondary School Students.**

For the purpose of studying the relationship between Academic Cheating and Peer Pressure of senior secondary school students, the following null hypothesis was formulated:

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

**Table 6**  
**Coefficient of Correlation between Academic Cheating and Peer Pressure of Senior Secondary School Students**

Sr. No.	Variables	N	Coefficients of Correlation	Level of Significance
1.	Academic Cheating	600	0.159**	Significant
2.	Peer Pressure	600		

\*\* Significant at .01 level

\* Significant at .05 level

Table Value = 0.115

Table Value = 0.088

A Perusal of Table 6 indicates that the coefficient of correlation between Academic Cheating and Peer Pressure is 0.159 which is significant at .01 level of significance. So the null hypothesis “There exists no significant relationship between Academic Cheating and Peer Pressure of senior secondary school students” is **rejected**. The magnitude of ‘r’ indicates positive correlation which means that increase in Peer Pressure scores leads to increase in Academic Cheating 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.

**FINDINGS AND DISCUSSION OF THE FINDINGS**

1. It was found that the Academic Cheating 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 Cheating of senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Cheating is affected by Peer Pressure. In terms of Mean, mean Academic Cheating 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.
2. It was found that the Academic Cheating 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 Cheating of male senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Cheating of male senior secondary

- school students is affected by Peer Pressure. In terms of Mean, it was seen that mean Academic Cheating 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 Cheating.
3. The result showed that the Academic Cheating 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 Cheating of female senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Cheating of female senior secondary school students is affected by Peer Pressure. Mean Academic Cheating 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 Cheating.
  4. It was found that the Academic Cheating 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 Cheating of rural senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Cheating of rural senior secondary school students is affected by Peer Pressure. In terms of Mean, it was found that mean Academic Cheating 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.
  5. The present result revealed that the Academic Cheating 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 Cheating of urban senior secondary school students with low and high Peer Pressure, was **rejected**. It was concluded that Academic Cheating of urban senior secondary school students is affected by Peer Pressure. Mean Academic Cheating 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.
  6. It was found that there exists significant relationship between Academic Cheating and Peer Pressure of senior secondary school students. So the null hypothesis “There exists no significant relationship between Academic Cheating 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 Cheating 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.

**Conclusion** - 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 Cheating of senior secondary school students with high and low Peer Pressure differs significantly. It was concluded that Academic Cheating of all male or female, rural or urban is affected by Peer Pressure. In the present study, mean Academic Cheating 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.

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