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## ATTITUDE TOWARDS CHEATING AMONG STUDENTS OF PROFESSIONAL AND NON PROFESSIONAL COURSES



\* Rahul B. Barve

\* Research student Dept of Psychology, Dr. B.A.M.U.A 'bad

### ABSTRACT

*A study was done to compare the attitude towards cheating of the professional and nonprofessional course students. In this study the sample consisted of 20 professional and 20 nonprofessional course students, studying in DEI and University. For the measurement of Attitude towards Cheating, Attitude towards cheating scale by Sharma was administered on the sample. .*

### Introduction:-

These days' students are often involved in cheating and mass copying. The worst part of their problem is that they are not even told by their parents and teachers that cheating in examinations is a wrong behavior and they should not indulge in cheating. Therefore students often develop positive attitude towards cheating instead of having negative attitude towards cheating. Their elders often encourage cheating behavior. The elder students also present wrong models in front of young and junior students. Sometimes parents even reinforce and encourage cheating behavior of their children. So the concept of cheating is often formed in wrong manner, and so their attitude towards cheating is not negative. They do not develop hatred towards cheating behavior nor do they feel ashamed of it and often develop positive attitude towards cheating. Some children on the other hand, are taught strong moral values.

Negative attitude towards cheating shows a feeling of guilt for cheating or copying in classroom or examination room, a behavior that is not permitted by the examination authorities. Positive attitude towards cheating means absence of any feeling of guilt and or shame in the student's mind. In extreme case, they have a feeling of pride in thinking themselves to be smart, being able to cheat. Such students would easily indulge in cheating behavior whenever they get opportunity. There is no doubt that some students cheat more than others. Ferrell, Brown & Daniel (1995) said that students who engage in cheating behavior share common characteristics, the evidence suggests that some factors might be particularly helpful in predicting or explaining cheating behavior by students.

1. Gender:-Cheating tends to be more common among male than among female students (Calabrese & Cochran, 1990; Buckley et al., 1998; Straw, 2002).

2. Age and maturity:- Young (Straw, 2002) and immature (Haines et al., 1986) students tend to cheat more often than older and more mature students.3. Academic ability:-Some studies (for example Straw, 2002) have shown that cheating is more common among students with lower grades than among those with higher grades. 4. Student social life:- Cheating is more common amongst students who party a lot and have very active social lives (Straw, 2002), students involved in several outside activities (Straw, 2002) and students who are members of campus fraternities and sororities (McCabe & Bowers, 1996).5. Student personality factors:-Students tend to cheat more often if they lack confidence, feel under pressure from and seek the approval of parents and peers (Raffetto, 1985), if they have an aggressive (Type A) behaviour type (Buckley et al., 1998), if they lack commitment to their studies (Haines et al., 1986), if they have a neutralizing (rationalizing) attitude (Daniel et al., 1994).

### PROBLEM

To study the attitude towards cheating of the students of professional courses and non professional courses.

### HYPOTHESIS

Students of professional courses having positive attitude towards cheating in comparison to students of non professional courses.

### SAMPLE

The sample was randomly selected from post graduate professional courses and non professional courses being studied in Dr. Babasaheb Ambedkar Marathwada University Aurangabad. The sample consisted of 20 students of professional courses and 20 students of non professional courses.

### TOOL:-

Attitude Towards Cheating Scale (ATC):- ATC scale constructed by Sharma (2005) was used.

This scale is based on Likert's five point rating scale. In this scale 35 items are included, which are either positive or negative responses are to be obtained on five point scale. The scale was administered on a sample of 200 college students (100 boys and 100 girls). Students with high knowledge value were found to have more negative attitude towards cheating in comparison to group of students with low knowledge value. The difference in mean attitude score was significant at .01 level ( $t = 2.59$ ). This shows the high construct validity of the scale.

**RESULT AND INTERPRETATION:-**The result as

Type of courses	Mean	N	df	S.D.	SED	t	Level of significance
Professional Course	101.05	20	38	9.23	2.83	16.59**	0.01 level
Non professional Courses	54.1	20		8.64			

given in Table shows the difference between the attitude towards cheating scores of professional and non professional courses' students. The value of  $t$  (16.59\*\*) was found to be statistically highly significant at .01 level. It indicates that Non Professional Courses students have more favorable attitude towards cheating in comparison to Professional Courses students.

**Discussion**

The result of present study shows that there is a significant difference between the attitude towards cheating scores of professional and non professional courses' students. Students of Professional courses obtained higher score as compared to students of non professional courses. Professional courses students have more positive attitude toward cheating than non professional courses students. A study by Grimes (2004) examined perceptions and attitudes toward dishonesty in academic and business contexts. Data were collected from undergraduate students studying business and economics in eight transitional economies of Eastern Europe and Central Asia and from students in the United States. The results indicate that academic cheating is a common activity in all of the countries surveyed. Even though most students reported fear of the punishment on being caught, substantial numbers of students indicated that academic cheating is socially acceptable and not ethically wrong. When asked to rate their perceived degree of dishonesty with respect to behavior in an academic setting relative to analogous behavior in a business setting, students in

both the United States and the transitional economies viewed dishonesty in a business context more severely than dishonesty in an academic context. The evidence also suggests that American students apply a relatively higher standard of honesty toward behavior in both the academic and business settings. One another study done by Natasha Coleman and Tom Mahaffey (2004) on Business Student Ethics:

Selected Predictors of Attitudes toward Cheating. His research addresses the frequently reported finding that business education reduces the ethical sensitivity of students. This research proposed a dependent measure based on students' attitudes toward academic dishonesty and the use of two independent variables, locus of control and personality type. It was found that both locus of control and personality type significantly influence students' attitudes towards academic dishonesty. Students who studied business however, were no more tolerant of academic dishonesty than students in other programs. Loci of control and personality type were significantly correlated. Some previous studies have shown that professional courses students have higher level of aspiration than non professional courses students, it may be a cause that professional courses students do not accept that cheating is ethically wrong for the fulfillment of their desires and aspirations. A study conducted by Potter, Wendy; Bantrum, Dee A. and Creed, Peter A (2004), in which the effect of professional and non professional education on level of aspiration was investigated. In this study a performance test was administered and the expected score for the next trial was noted down. Number of students from non professional courses was 48 and the number of students from professional courses was 59. Self Anchoring scale was used to measure the level of aspiration. The results showed that 48% students from professional background and 29% students from non professional courses aspired to go abroad. 89% students from professional background and 70% students from non professional background were job oriented.

**CONCLUSION**

On the basis of result the researcher concluded that the students of professional courses' have more positive attitude towards cheating whereas non professional courses' students have negative attitude towards cheating.

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