



**SERVICE BEFORE SELF**

# **Salwan Public School Gurugram**

**Study Name :**

**IMPACT OF PEER EDUCATORS' SESSIONS FOR ACADEMIC  
DISHONESTY AND ITS DETRI MENTAL EFFECTs**

**Study Type : ACTION**

**Year : 2021**

**Findings of the Study:**

The peer education sessions really helped in understanding the perspective of adolescents in the unpleasant practices of cheating, plagiarizing, fabricating, and other forms of being academically dishonest. Furthermore, the sessions revealed things like peer pressure or fear of getting low grades and disappointment as the reason for being academically dishonest. Thus, the study confirms that academic dishonesty is very common in adolescents and especially during the pandemic because of lack of interest and understanding in online classes.

**Implementation and its Impact :**

Innovative ideas like Open Book Tests, Create your own question papers were brought in assessments. This led to students focusing on their learnings more than scheming for cheating. Competency based teaching learning process was initiated which became backbone of the academic excellence in school.

*Rashmi Talwar*

# # WHAT IS HONESTY?

The idea of truthfulness and genuineness

Eg- honesty is admitting exactly why you couldn't do your homework before the given deadline.

Eg - honesty is a person telling their friend that their cheating on a test was wrong.

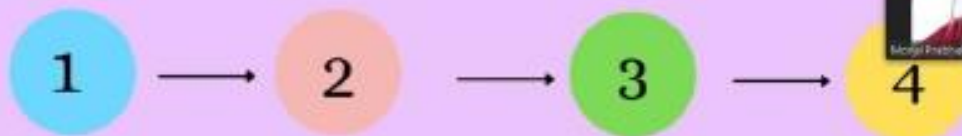


**Integrity/honesty - When you do the right thing even though watching.**  
-Anon

# # HOW RELIABLE THE INTERNET REALLY IS...



# # HOW TO BE ACADEMICALLY HONEST?



**1**  
When in doubt, ask your teacher

**2**  
"If you quote another work directly in your work, credit your source"

**3**  
Paraphrase: If put someone else's idea into your own words, you still need to cite the author

**4**  
Be organized! set realistic goals



121  
101  
Rashmi Talwar

**ABSTRACT:** The study aimed to understand the student's perspective and the reasons for engaging in academic dishonesty, especially during online schooling. The findings revealed that due to peer pressure, fear of getting low grades and disappointment the students became academically dishonest. The study confirms that academic dishonesty is very common in adolescents and especially during the pandemic because of lack of interest and lack of understanding during online classes.

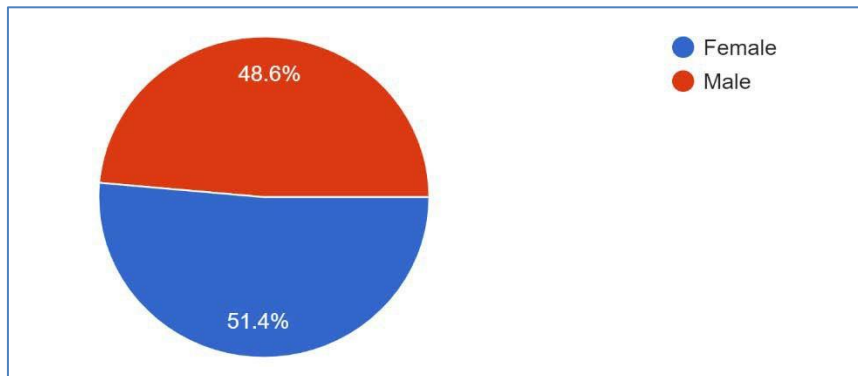
**INTRODUCTION:** The transition to online evaluation of students' outputs has put immense pressure on the teachers. The debate of intellectual honesty changed as face-to-face invigilated assessments were either online invigilated or converted to non-invigilated evaluations suddenly. Academic Dishonesty consists of individual and social factors associated with majorly four key areas: individual attributes including procrastination and time-management, peer influences, self and external expectations and lack of invigilation. Hence, it was a challenge for teachers how to appropriately give marks to the outputs of the students.

**PROCEDURE:** The data was gathered using a questionnaire. The questionnaire survey method was used to study the perspectives of students about academic dishonesty. The respondent had to read the questions and mark the answers digitally. The participants were assigned a pre-test and a post-test during the peer education sessions in order to judge their constant efforts in making ethical judgments between the pressure to cheat and their own moral beliefs in accordance with their social norms. To harbour the privacy of the respondents the identity has not been disclosed in our surveys and interview..

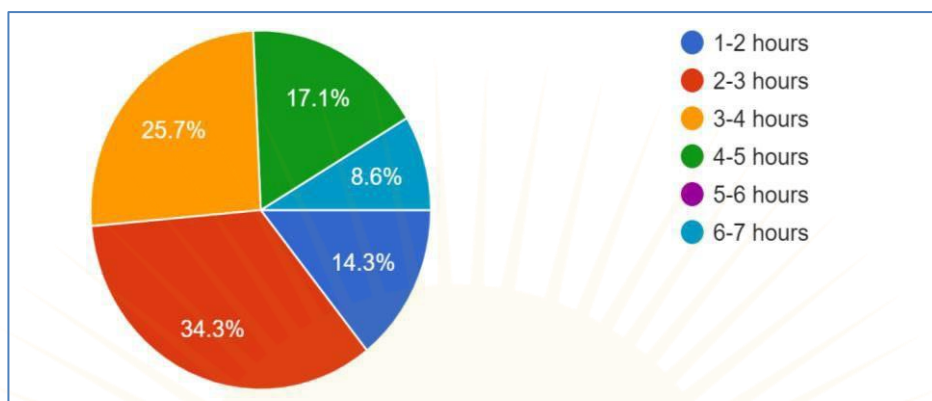
**FINDINGS:** According to the survey, the judgement of the students had changed about the very common yet deplorable practice of academic dishonesty after the intervention in the form of a peer education session. The conduction of peer education sessions really helped in understanding the perspective of adolescents in the unpleasant practices of cheating, plagiarising, fabricating, and other forms of being academically dishonest. Furthermore, the sessions revealed things like peer pressure or fear of getting low grades and disappointment as the reason for being academically dishonest. Thus the study confirms that academic dishonesty is very common in adolescents and especially during the pandemic because of lack of interest and understanding in online classes.

The pre-test and the post-test findings given below provide us with the data to support this noticed change

*Rashmi Talwar*

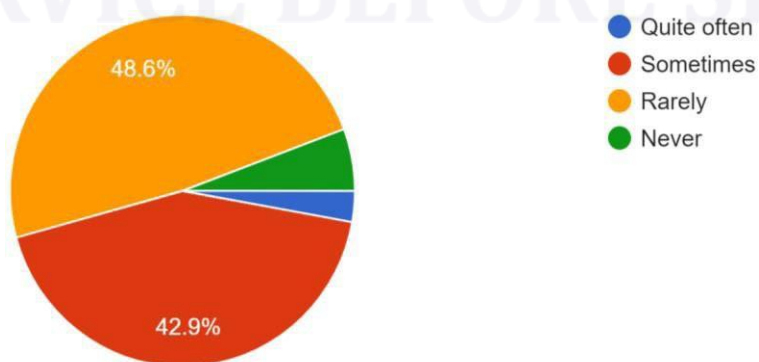


**(ii) Average number of hours devoted to studies per day**



Majority of the students reported that they spent 2-3 hours for studies

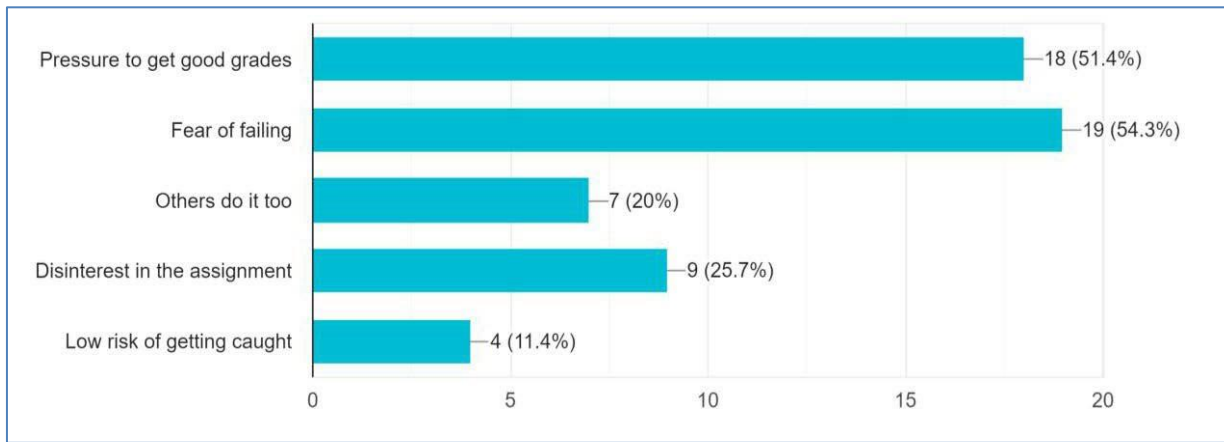
**Q1. How many times have you been academically dishonest?**



Almost half of the people answered this question as rarely and thus seem to be holding back from answering.

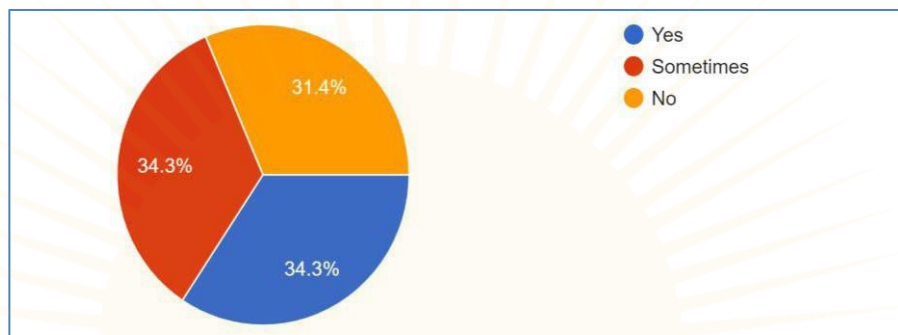
**Q2. Why do you engage in the practice of academic dishonesty?**

*Rashmi Talwar*



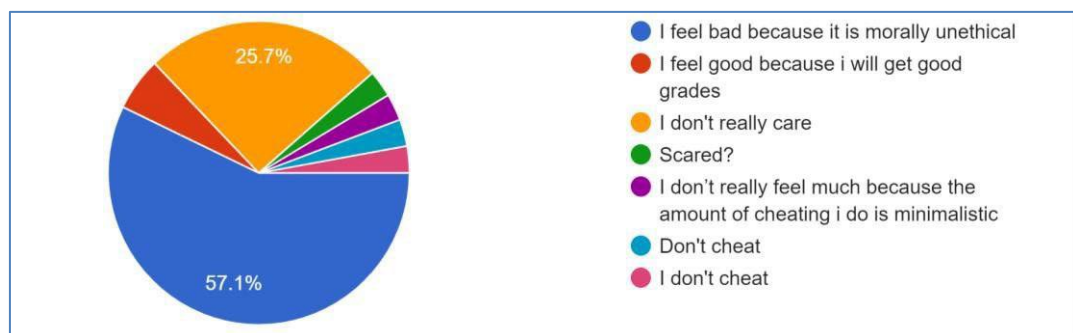
Most of the people have a fear of failing as well as pressure to get good grades and with the low percentage of people voting for low risk of getting caught they display the awareness about the lack of ethics in such a practice.

**Q3. Does the availability of digital devices make it more tempting?**



Everyone had voted for the three options almost equally and hence this showed confusion among the paartakers.

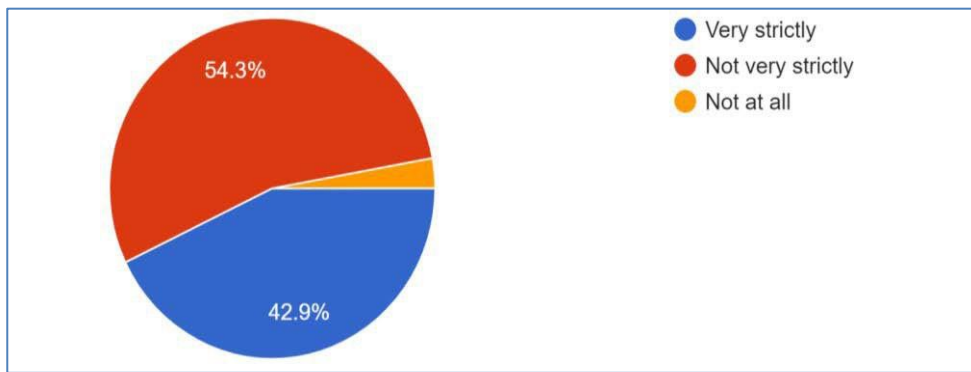
**Q4. How does it make you feel when you cheat?**



With the array of answers, nearly half of the population seem to be showing lack of thought.

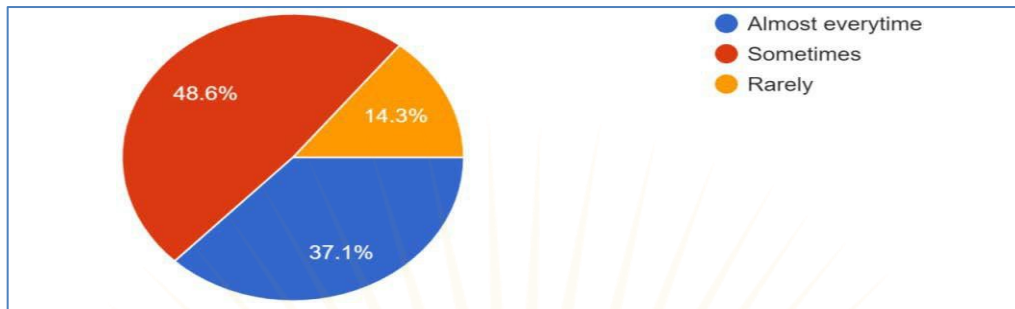
**Q5. How strictly are you checked before, during and after a test by your teacher?**

*Rashmi Talwar*



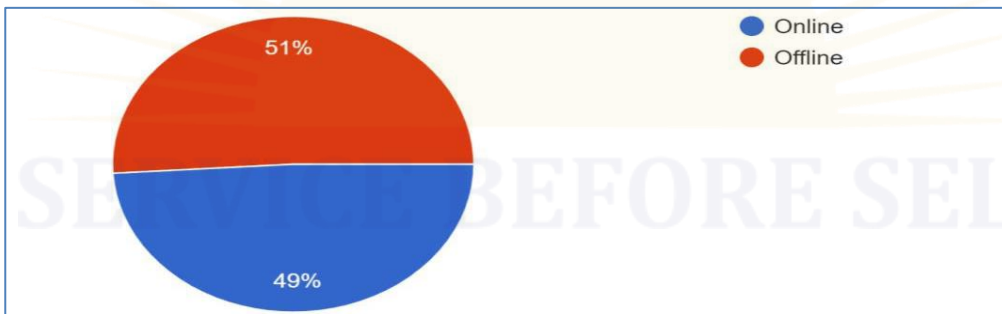
More than half of the voters informed us about the lack of strictness presented from the teachers' side and 42.9% of people informed us of quite a strict attitude from the teachers' side towards academic honesty.

**Q6. How often do you understand the concepts taught during online teaching?**



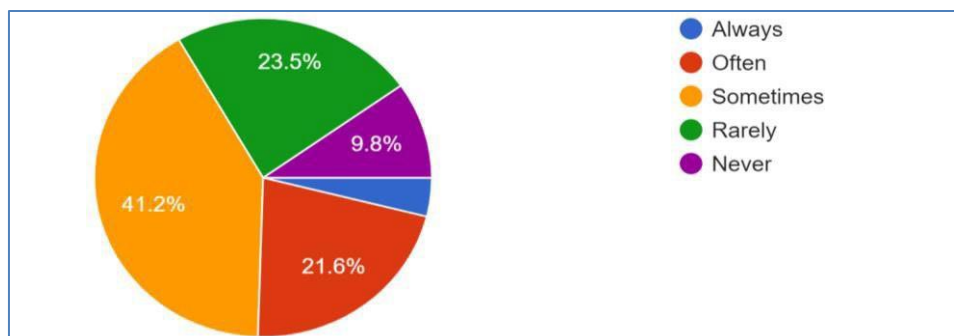
Not many people out of the voters show honest behaviour while confessing about their understanding of the concept taught during online teaching.

**Q7. Which mode of examination assessment would you prefer?**



With the almost equal want for both online and offline mode of examination assessment it seems that students are more used to the new online mode of learning now and seem to want to take the easier path now.

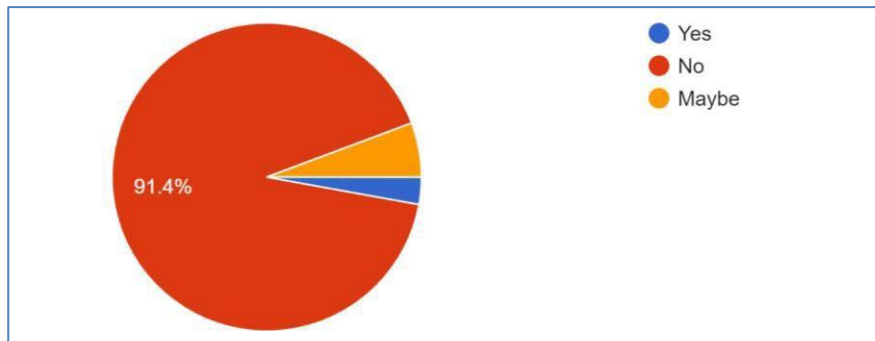
**Q8. How often are you unclear about your ideas/answers while working on a project/homework respectively?**



With a mixed range of answers, people seem to be holding back from answering honestly.

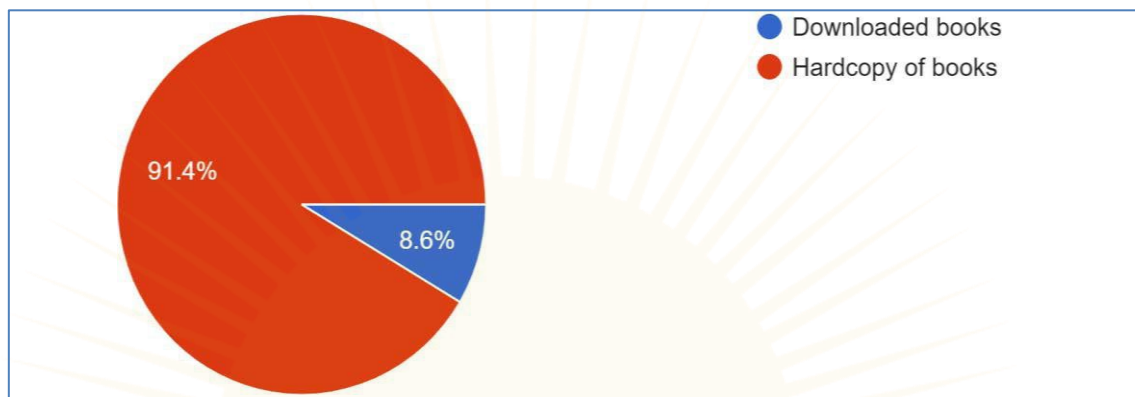
*Rashmi Thakur*

**Q9. Do you think cheating is the only way to excel in academics?**



Almost everyone seems to be knowing that cheating is not the only way of excelling in academics.

**Q10. What is your level of preference with regard to study material?**

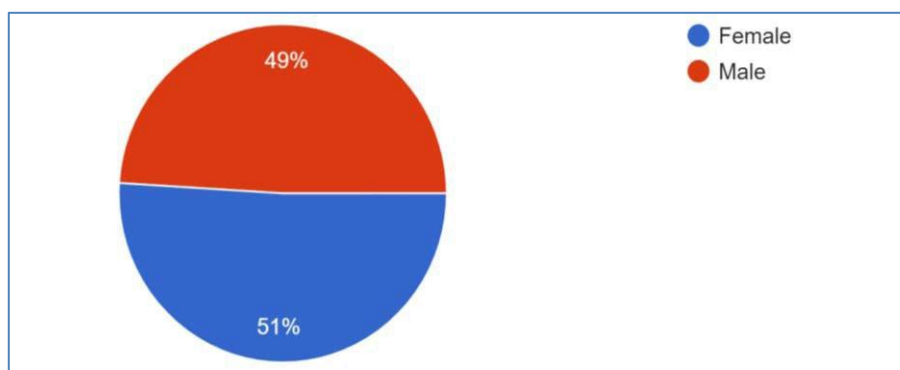


Most of the population seem to be preferring the hardcopy of books for studying instead of e-books or downloaded versions of study material.

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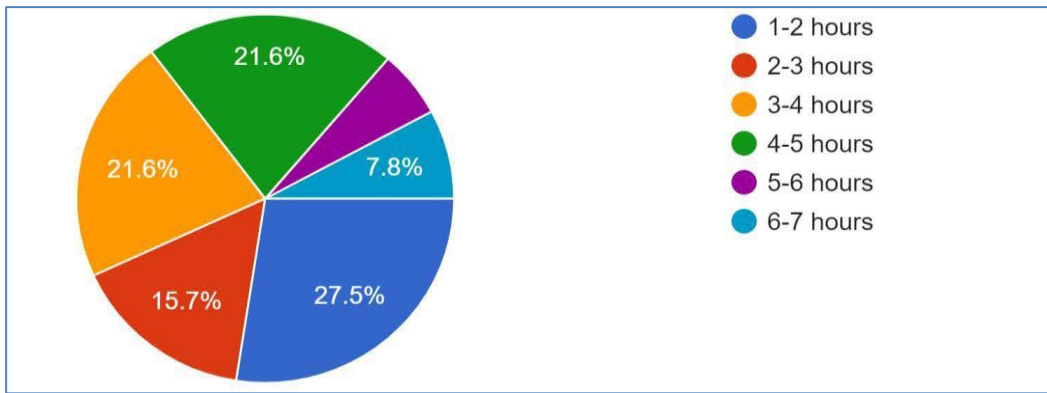
**(Post-test)**

**(i) Gender**



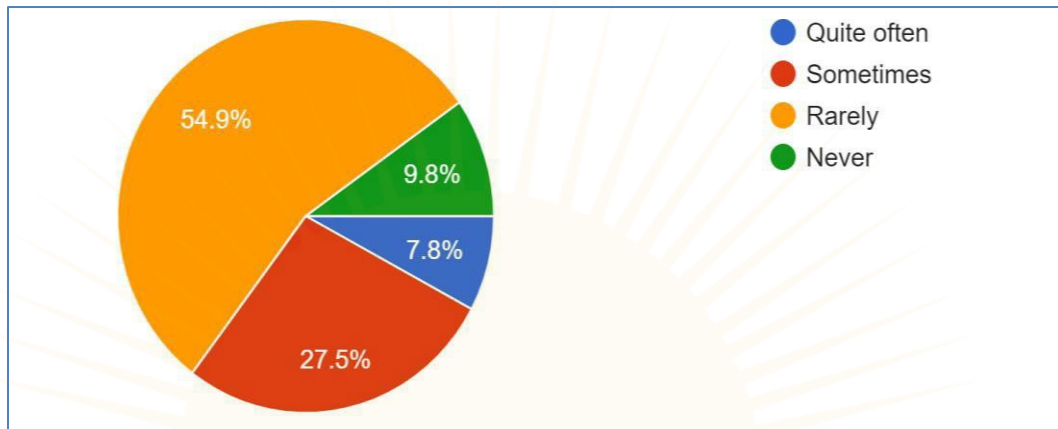
*Rashmi Talwar*

**(ii) Average number of hours devoted to studies per day**



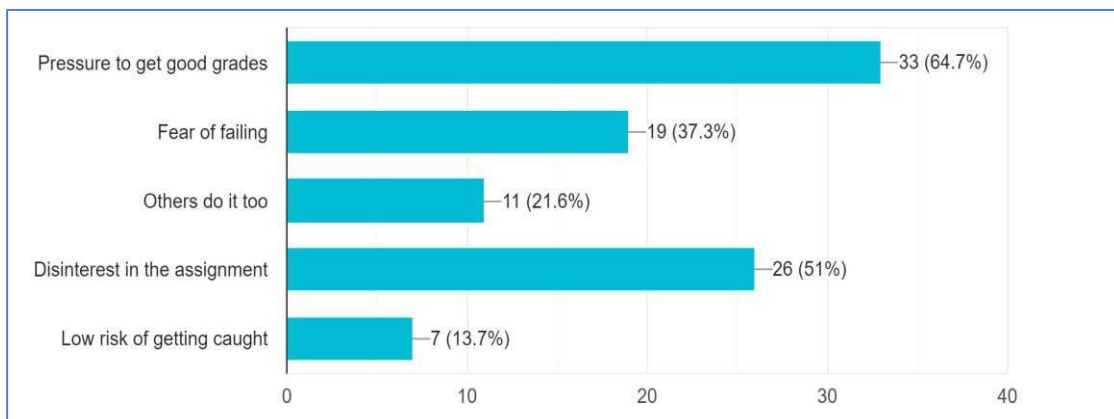
**The number of hours devoted to studies increased from 2-3hours to 3-5 hours**

**Q1. How many times have you been academically dishonest?**



This question made us aware that while more than half of the people rarely ever get into the means of academic dishonesty, very less percentage of people are academically dishonest quite often.

**Q2. Why do you engage in the practice of academic dishonesty?**

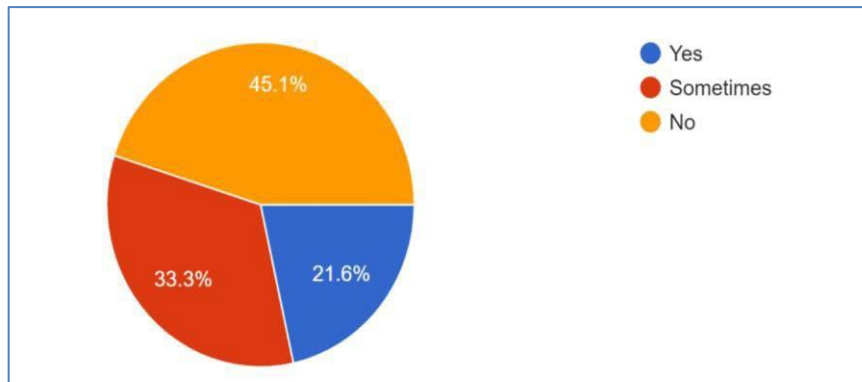


More than half of the population faces the challenge of getting good grades and thus turn to academic dishonesty and a surprising result also came to be in favour of their disinterest in the assignments.

*Rashmi Talwar*

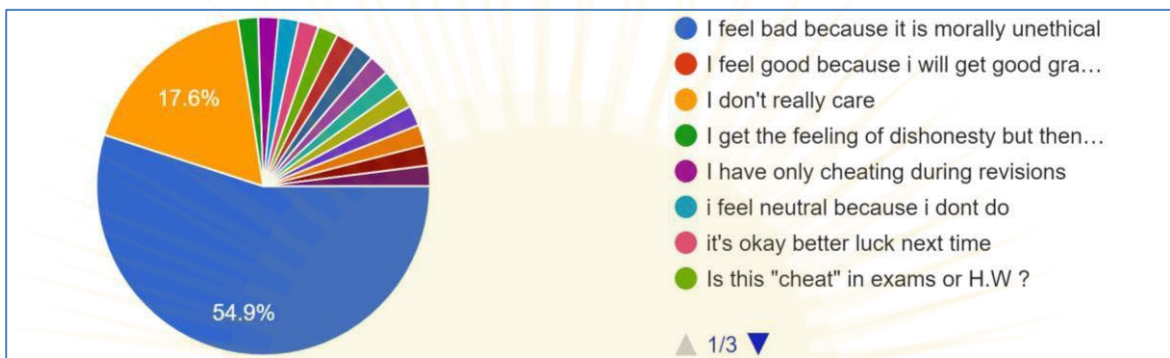


**Q3. Does the availability of digital devices make it more tempting?**



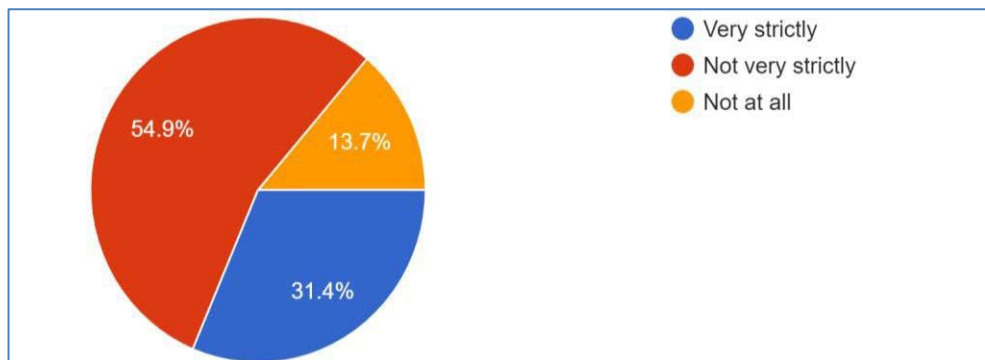
The temptation of being academically dishonest with the availability of digital devices at home turned out to be way less now, after the session.

**Q4. How does it make you feel when you cheat?**



Most of the people showcase the presence of morality by admitting that they do feel bad while turning to such practices as they are morally unethical.

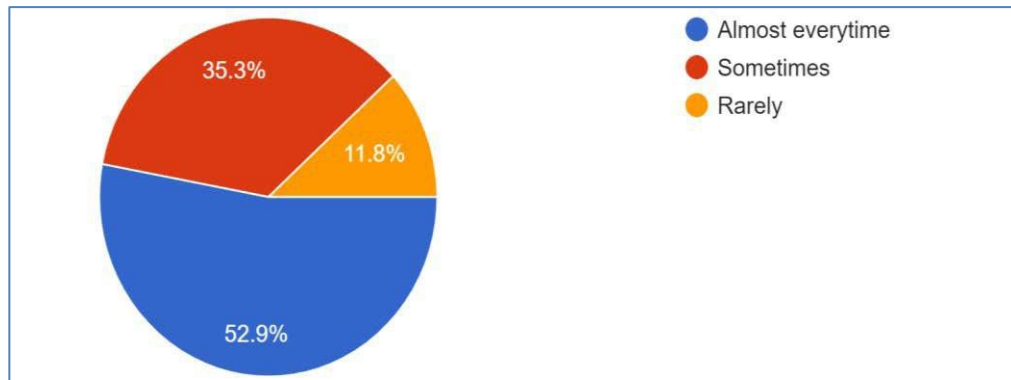
**Q5. How strictly are you checked before, during and after a test by your teacher?**



Almost 60% of students informed us that they are being checked not very strictly by their teachers before, during and after a test.

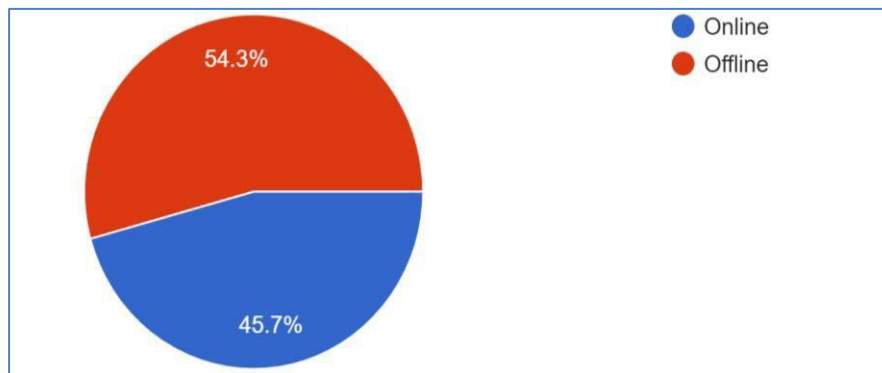
*Rashmi Talwar*

**Q6. How often do you understand the concepts taught during online teaching?**



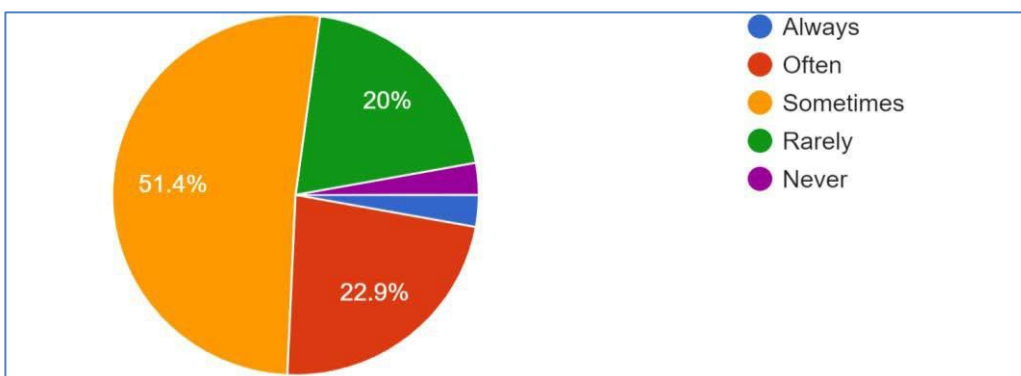
With the intervention of the peer education session, more people admitted to not completely understanding the concepts that are taught in the online mode of teaching.

**Q7. Which mode of examination assessment would you prefer?**



After the intervention through the peer education session, a noticeable change can be seen in the change of perception when even more students seem to have voted for the offline mode of examination.

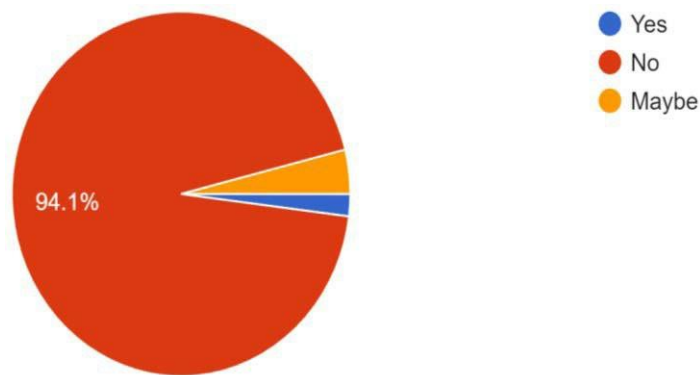
**Q8. How often are you unclear about your ideas/answers while working on a project/homework respectively?**



Most of the people admitting to not being clear about their ideas/answers while working on projects/homework.

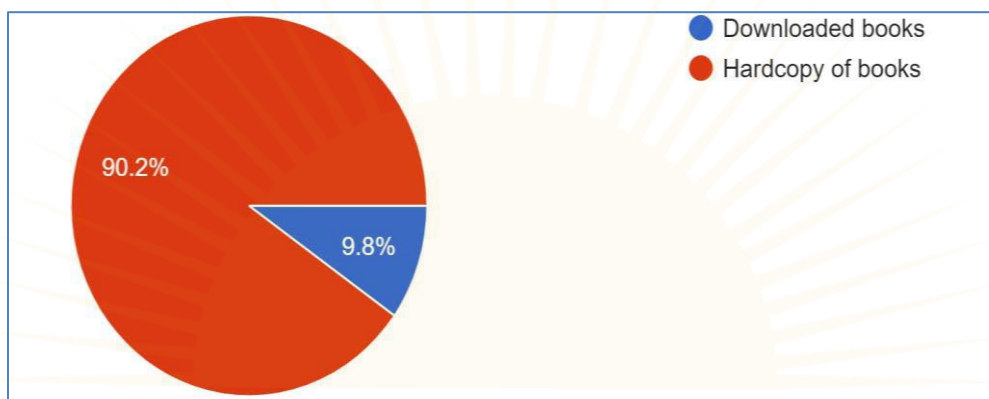
*Rashmi Talwar*

**Q9. Do you think cheating is the only way to excel in academics?**



Almost all the students believe that cheating is not the only way to excel in academics and thus show a direct response to the stimulation provided through the peer education sessions.

**Q10. What is your level of preference with regard to study material?**



Around 90% of people prefer hardcopies of books for studying and thus, showcase their disinterest in e-books or downloaded books.

**CONCLUSION:** The conduction of peer education sessions really helped in understanding the perspective of adolescents in the unpleasant practices of cheating, plagiarising, fabricating, and other forms of being academically dishonest. Furthermore, the sessions revealed things like peer pressure or fear of getting low grades and disappointment as the reason for being academically dishonest. Thus the study confirms that academic dishonesty is very common in adolescents and especially during the pandemic because of lack of interest and understanding in online classes.

**IMPACT:** The peer education sessions as an intervention served to be effective in teaching the students about the detrimental effects of academic dishonesty. The comparison of half yearly and final exams indicated improvement in students' mindset.

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