

The relationship between classroom climate and academic dishonesty in prospective teachers

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Abstract

The teaching profession has been improvised day by day in order to make our learners updated because teachers are the ones who give knowledge and update the information of the learner about the changes, requirements, objectives, and up gradations in the society. Learning is dynamic in nature so as the process of teaching and learning, so teachers have to get updated for their students. "Teaching is a very noble profession that shapes the character, caliber, and future of an individual" (A. P. J. Abdul Kalam). The present study was conducted to know the relationship between classroom climate and academic dishonesty of prospective teachers. The investigator used purposive sampling to select the sample from two institutes of Bihar state and selected 243 prospective teachers. For the purpose of data collection, two separate tools were used -Academic Dishonesty Rating Scale developed by Mohammed Y. A. Rawwas, Jamal A. Al-Khatib, and Scott J. Vitell (2004) and Classroom Climate Scale developed by J.M. Muthee (2009) and for analysing the data descriptive statistical techniques, t-test and Pearson product moment correlation were used. Results showed that there is a moderate, negative, and significant relationship between classroom climate and academic dishonesty.

Keywords: Classroom Climate, Academic Dishonesty, Prospective teachers

Introduction:

Education is a continuous process that helps in the growth and development of an individual. It also helps a learner to adjust to a dynamic and progressive world. According to Herbert Spencer "Education equips an individual with all the abilities and skills required to confront the challenges presented to him/her by the environment".

But if we go with the current scenario education is like a ladder for achieving the success and the lifestyle, an individual wants in his/her life. Everyone wants their life to be stress-free and easy but without any much effort and hard work. For that, they try to find some shortcuts to achieve their goal easily. In the same way, learners also try to find out some easy tricks in order to make their marks or grades higher than anyone. Grade pressure is an important situational variable that has been identified by several researchers (Barnett and Dalton, 1981; Diekhoff et al., 1996; Welsh, 1993). Due to these desires of achieving goals easily, they indulge themselves in some dishonest acts like cheating, plagiarism, falsification, etc. These dishonest acts in the field of education are known as "Academic Dishonesty". "Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities, and it applies not just to

students, but to everyone in the academic environment.” (Cizek, 2003; Whitley, Jr. & Keith-Spiegel, 2002).

Many learners have enacted this dishonest behaviour at some point in their schooling or college to get good grades and to make themselves in the good books of teachers. From a motivational viewpoint, learners report many different reasons for engaging in dishonest activities (Murdock & Anderman, 2006). Research has recognised that students are more likely to justify cheating if they perceive their teacher as unfair, or if they believe that an exam or assignment is too difficult (Welsh, 1993). Students possibly choose to be dishonest towards their academic work because of two reasons either they do not have any idea to proliferate their learning strategies or students do not have any interest in modification of learning techniques. From the context of learning, academically dishonest behaviour is an approach that serves as a cognitive shortcut (Bashir & Singh, 2019).

The students’ development, mental health and conscience towards their academics might be getting affected because of the climate of the classroom. The decision to cheat seems to be based on pragmatic consideration e.g. to pass a test or to get better grades in a competitive situation (McCabe, 1999). Learners’ dishonest act towards their academics is somehow related to the climate of the classroom. If the classroom climate will be appropriate for the learners then there will be less involvement in academic dishonesty. A positive classroom climate helps students to grow physically and mentally but negative classroom climate makes students uncomfortable physically, mentally as well as academically (Sutha & Shirlin, 2017). According to Wilson, Pianta & Stuhlman (2007) “Classroom climate can be defined as the usual interactions between teachers and students as well as students’ extent to which teachers and students form a harmonious microsystem with high-quality social and emotional interactions both between and among students and teachers.”

1. Review of Literature:

Emre (2011) conducted a study to examine the relationship between prospective teachers’, their levels of ethical reasoning as well as the dishonesty level of their academics. For the purpose of this study the researcher has selected two universities named Gazi University and Ahi Evran University and from these two universities 1553 samples had been selected. The researcher had used two different tools – Ethical judgement scale and academic dishonesty scale for collecting the data and for assess the reliability of scale Cronbach alpha and factor analysis were used. After the model modification the chi-square and the degree of freedom was measure by the researcher. Result showed that on the prediction of academic dishonesty, the ethical judgement levels of prospective teachers were effective. Also defined that the levels of academic dishonesty can be predicted by the levels of ethical judgement, sex and places of preservice teachers but the levels of academic dishonesty cannot be predicted by levels of class, different departments and the universities.

Saidin and Isa (2013) carried out a study on the sample of 71 students of a Malaysian University enrolled in a teacher education program to observe the reason of fading sense of academic integrity and fading sense of ethical values among teacher trainees. Here researcher studied the topic in two ways – they focused on a specific group of students –primarily TESL

teacher trainees and other focus was on inspecting the teacher trainee's motive and incidence for cheating in examinations. Survey was executed by online mode because according to researcher, through online survey there will be less biasedness in the study. The survey consisted of 23 questions exploring student's behaviour and insights of academic dishonesty, their opinion on cheating in exams and their opinion on ways to control cheating in academia. Results showed that 82% of teacher trainees involved in cheating even though they were aware of the consequences. Researcher found that the most general reason was to pass the exam and lack preparation, as well as instructional techniques. The most preferable method used by the teacher trainees was copying from their peers.

Eret and Ok (2014) investigated a study to know the tendencies, factors and the reasons among the prospective teacher for plagiarism the present study was descriptive in nature and for the purpose of the study the researcher had selected 383 (females 283 and males 103) samples from first semester and fourth semester students, all students belong to one of the private university of Ankara. The researcher had used only one questionnaire named "an internet plagiarism tendency questionnaire" for the collection of data and for analysing the data Mann-Whitney U test and the Kruskal-Wallis one-way analysis were used with the help of SPSS 20. Result showed that prospective teachers were frequently involved in dishonest behaviour, they use to cheat intentionally through internet and copies others work or assignment in their different subjects/courses. The basic reason behind the cheating tendencies can be said to be the given time-limit for assignments or other works, load of work given by the professors on the students as well as the level of difficulties faced by the students while completing the assignment/work, also revealed that some of the students from first semester had significantly higher tendency for internet plagiarism than fourth semester students.

Sicak and Arslan (2016) conducted a study to examine the effects of goal orientation of prospective teachers on their e-dishonest behaviour towards their academics and also to know the relationship between goal orientation and e-dishonesty behaviours of prospective teachers. The present study was descriptive in nature and was accompanied with correlational method. For the purpose of study the researcher had used criterion sampling technique to select the samples and selected 669 (females 464 and males 205) university students from education department of Bulent Ecevit University. For the purpose of data collection the researcher had used two scales named achievement orientation scale developed by Midgley et al and academic e-dishonesty scale developed by Akbulut, Birinci, Sendag, Odabasi, Kilicer and Sahin. For analysing the data the researcher had used descriptive statistics, Pearson product moment correlation and regression. Result showed that there was a negative relationship between the e-dishonest behaviour of prospective teachers and goal orientation and performance-avoidance orientation turn out to be the most important predictor in e-dishonesty scale.

Akbash, Ercetin and Kubilay (2019) investigated a study to know prospective teachers Inclinations towards academic dishonesty and its relationship with deontic justice attitudes. The study was descriptive and quantitative in nature and was conducted on the sample of 403

(male 286 and female 117) university students from education department. All of the samples belong to the Hacettepe University of Turkey only. For selecting the samples, stratified sampling technique was used and randomly selected the samples from different sections of the education department. In the present study the researcher had used two different tools named the academic dishonesty tendency scale developed by Eminoglu (2008) as well as the deontic justice scale developed by Beugre (2012) for collection of data. For analysing the data descriptive statistics, t-test, ANOVA was performed on SPSS 16.0. Results showed that the relationship between the inclination of prospective teachers towards academic dishonesty and the attitude towards deontic justice was significant. It also reveals that justice plays an important role in students' dishonest behaviour towards their academics.

Sonmez and Kolasinli (2020) explored a research to know the stress conditions of preschool teachers in respect to climate of the classroom. For conducting the study researcher chose sample of 209 preschool school from 27 schools of Izmir by using purposive sampling and for collection of data two tools were used – child care worker job stress inventory and classroom system observation scale. The researchers had used Cronbach's alpha to check the reliability of the tool and used t-test, one way anova, Pearson product moment correlation with the help of SPSS 22. Result showed that there was insignificant correlation between the stress conditions and classroom climate of preschool teachers of Izmir.

Jothiramani and Raju (2021) investigated a study to know the competency of prospective teachers in regard to their ethics towards professionalism and climate of the classroom. For the purpose of the study the researcher have included 700 perspective teachers from different B. Ed. colleges of Villupuram district and for collection of data three tools were incorporated in the study – teaching competency tool constructed and validated by Savans (2005), professional ethics tool and classroom climate tool were self-constructed and self-validated tools. For analysing the data the researcher had used descriptive analysis, t-test, Pearson product moment correlation and regression analysis. Result showed that there was positive relationship between the dependent variable and independent variables and professional ethics is more effective in teaching competency than of classroom climate. It also showed that classroom climate of female prospective teachers was better as compared to male prospective teachers.

2. Need and significance of the Study:

Academic dishonesty is nowadays a very important issue in the field of education. It creates difficulties not only for the ones who give their best to studies but for the whole educational system. Various studies were conducted on this burning issue taking different variables like self-efficacy, home environment, moral reasoning, peer pressure, and many more but very less studies were conducted with classroom climate. So, the present study intends to find the relationship between classroom climate and academic dishonesty in prospective teachers.

3. Statement of the Problem:

“The relationship between classroom climate and academic dishonesty in prospective teachers.”

4. Objectives of the Study:

- 1) To find out the difference in the classroom climate of prospective teachers with regard to demographic variables viz., gender.
- 2) To find out the difference in the academic dishonesty of prospective teachers with regard to demographic variables viz., gender.
- 3) To find out the relationship between academic dishonesty and classroom climate of prospective teachers.

5. Hypothesis of the Study:

- 1) There is no significant difference in the classroom climate of prospective teachers with regard to demographic variables viz., gender.
- 2) There is no significant difference in the academic dishonesty of prospective teachers with regard to demographic variables viz., gender.
- 3) There is no significant correlation between academic dishonesty and classroom climate of prospective teachers.

6. Methodology:**Method:**

In the present study, a descriptive survey method was used by the investigator to study the problem.

Population:

The present study was conducted on the prospective teachers studying in teacher education institutions of Bihar.

Sample of the Study:

The sample of the study consist of 243 prospective teachers of Bihar and purposive sampling technique was used to select the sample.

Tool used:

In order to measure the variable of the study following tools were used.

- Academic Dishonesty Rating Scale developed by Mohammed Y. A. Rawwas, Jamal A. Al-Khatib, and Scott J. Vitell (2004)
- Classroom climate scale developed by J.M. Muthee (2009)

Statistical Techniques used:

- Descriptive analysis - Mean, Standard Deviation
- Differential analysis - 't' test
- Relational analysis - Pearson's Product Moment Correlation

7. Analysis and Interpretation of Data:

The present study was analysed in different tables in order to analyse and interpret the data.

Hypothesis 1:

There is no significant difference in the classroom climate of prospective teachers with regard to demographic variables viz., gender.

Table 1

t-ratio for difference in the scores and comparison of classroom climate of prospective teachers based on Gender

S.No.	Classroom Climate		N	Mean	S.D	't' value
1.	Gender	Male	58	114.7759	14.29	2.825 (S)
		Female	185	120.2216	12.31	

Table 1 indicates that the mean score of classroom climate among prospective teachers on the basis of gender was found to be 114.29 (M) and 120.22 (F), SD score are 14.29 and 12.31 respectively and the calculated value of 't' is 2.825 which is more than the table value 1.96 at 0.05 level of confidence. Hence, it can be concluded that there is significant difference between classroom climate of female prospective teachers and male prospective teachers. Therefore, hypothesis 1 is not accepted.

Hypothesis 2:

There is no significant difference in the academic dishonesty of prospective teachers with regard to demographic variables viz., gender.

Table 2

t-ratio for difference in the scores and comparison of academic dishonesty of prospective teachers based on Gender

S.No.	Academic Dishonesty		N	Mean	S.D	't' value
1.	Gender	Male	58	43.0811	10.83367	3.986 (S)
		Female	185	49.3448	9.06033	

Table 2 indicates that the mean score of academic dishonesty among prospective teachers on the basis of gender was found to be 43.08 (M) and 49.34 (F), SD score are 10.83 and 9.06 respectively and the calculated value of 't' is 3.986 which is more than the table value 1.96 at 0.05 level of confidence.

Hence, it can be concluded that there is significant difference between academic dishonesty of female prospective teachers and male prospective teachers. Therefore, hypothesis 2 is not accepted.

Hypothesis 3:

There is no significant correlation between academic dishonesty and classroom climate of prospective teachers.

Table 3

Coefficient of Correlation between classroom climate and academic dishonesty of prospective teachers

Pearson Correlation	CC	AD	Hypothesis H0
CC	1	-.626**	Rejected
Sig.(2-tailed)		.000	
N	243	243	
AD	-.626**	1	
Sig.(2-tailed)	.000		
N	243	243	

****.** Correlation is significant at the 0.01 level (2-tailed).

Table 3 indicates that the relationship between classroom climate and academic dishonesty is found -.626 which is moderate and negative in nature as well as significant at 0.01 the level of confidence. Therefore, hypothesis 3 which stated that “there is no significant relationship between classroom climate and academic dishonesty of prospective teachers” was not accepted.

This finding is similar to the findings of Pulvers and Diekhoff (1999) which revealed that dishonest behaviour of the learners and their approach towards cheating are significantly related with how the learners perceives classroom climate.

8. Findings of the study:

- The present study discovered that there is significant difference between the levels of classroom climate among prospective teachers with respect to gender. This further indicates that female prospective teachers’ perceives classroom climate better as compared to male prospective teachers.

- The findings of the present study revealed that there is significance difference between the levels of academic dishonesty among prospective teachers with respect to gender. Thus, it further implies that female prospective teachers' academic dishonesty is less as compared to male prospective teachers.
- The present study resulted that there is significant relationship between academic dishonesty and classroom climate of prospective teachers. This further indicates that if prospective teachers perceive better classroom climate then their dishonest behaviour towards academic works will decrease.

9. Conclusion:

The major findings of this study is that if learners perceive classroom climate in a positive way like relationship between the students and teacher is good, learning is not like burden and the interest and goal is common than the involvement of learners in academic dishonesty will be less.

It is really important for a teacher to make the climate of the classroom approachable for learners in order to make them at ease and give them a stress-free environment. Guidance given by the teachers make a learner comfortable in the class and also their attitude becomes positive towards the path they wanted to adopt. Teachers are the one who tries to make a learner being familiar with the subject and build a rapport with them. Hence, learners' behaviour and achievements are being moulded and shaped by the teachers. "Good teachers have the qualities to carryout productive teaching and learning activities in the class (Shyla, 2019)."

So, in order to stop learners to take the path of dishonesty, teachers should create healthy environment in the classroom where students can take initiation to ask questions without any hesitation. It will not only help the students to grow academically but it will make students strong socially and emotionally.

The study also revealed that gender also plays a significant role in how one behaves in the classroom and their behaviour towards academics, male students are more dishonest towards their academics than female students. So, it's really important for a teacher to make the students aware of the consequences of academic dishonesty and should assure that every child is maintaining the decorum of the class.

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