

Master of Science in Public Health



Academic cheating and its effects on self - esteem in adolescents in schools of twin cities: A cross sectional Study.

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*(Academic cheating and its effects on self -
esteem in adolescents in schools of twin cities:
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Declaration

In submitting this dissertation, I certify that I have read and understood the rules and regulations of DPH and QAU regarding assessment procedures and offences and formally declare that all work contained within this document is my own apart from properly referenced quotations.

I understand that plagiarism is the use or presentation of any work by others, whether published or not, and can include the work of other candidates. I also understand that any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form.

This dissertation is the result of an independent investigation. Where my work is indebted to others, I have made acknowledgments.

I declare that this work has not been accepted in substance for any other degree, nor is it currently being submitted in candidature for any other degree.

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DEDICATION

I dedicate this work wholeheartedly to the loving memory of my beloved son,

Muhammad Musa Jahangir

Whose presence in my life was a source of immense joy and inspiration. Though he is no longer with us, his spirit continues to guide and inspire me every day.

This work stands as a tribute to his enduring memory

Acknowledgement

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In closing, I am filled with immense gratitude for the support and blessings that have accompanied me on this educational journey. May Allah continue to guide and bless us all in our future endeavors.

(Mahwish Salam)

Abstract

Background : Academic fraud is one of the most ongoing, and in some ways accepted practices in college students. There aren't much research on academic dishonesty in the Pakistan context, hence this study sheds a spotlight on this topic. The prevalence of academic dishonesty has been increased especially in schools, colleges, and universities, casting a shadow on the educational environment. It is crucial to understand the root causes and consequences of academic dishonesty in the specific cultural and academic context of Pakistan.

Objectives: This study aims to bridge the knowledge gap by not only assessing the frequency and types of academic cheating but also by examining its profound impact on the self-esteem of adolescents in schools within Rawalpindi and Islamabad. By shedding light on these aspects, this research seeks to inform educational policies, interventions, and strategies to foster a culture of academic integrity while addressing the well-being of young learners in Pakistan's academic institutions.

Methodology : A cross-sectional study was carried out in the public and private schools of Rawalpindi and Islamabad, two significant cities in Pakistan. The choice of these locations ensures a diverse sample of students from different socioeconomic backgrounds. A total of 361 students were selected through non-probability convenience sampling, considering the logistical feasibility of data collection. The students were administered an adapted self-administered questionnaire that holistically assessed academic dishonesty and its potential repercussions on the self-esteem and overall mental health of adolescents in schools.

Result : The survey revealed that among the 361 respondents, a significant majority were male (n=245, 67.9%), highlighting the gender disparity in the sample. Importantly, the study uncovered a noteworthy association between academic dishonesty and self-esteem, as indicated by the statistically significant p-value of <0.04. This finding underscores the complex interplay between academic misconduct and the psychological well-being of adolescents, with implications for their holistic development.

Conclusion : In conclusion, this research underscores the pressing issue of academic dishonesty, which not only jeopardizes academic integrity but also exerts a detrimental impact on the self-esteem and mental health of adolescents in the educational settings of Rawalpindi and Islamabad. It underscores the urgency of addressing academic dishonesty as a multifaceted problem, emphasizing both academic integrity and the psychological well-being of students. The findings provide valuable insights for educators, policymakers, and parents working towards the comprehensive development of adolescents in this specific cultural and academic context in Pakistan.

Keywords: Academic dishonesty, creative self-efficacy, intention to cheat, attitude towards cheating, subjective norms, gender disparity, academic integrity, educational policies, adolescent well-being, educational interventions, mental health.

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Chapter 1:

1. INTRODUCTION

Academic dishonesty is a widespread issue that affects educational institutions at all levels. For example, a study conducted by McCabe, Trevino, and Butterfield (2001) found that over 70% of undergraduate students admitted to engaging in some form of academic dishonesty. Academic cheating, academic dishonesty, and academic misconduct are all broad terms that can be used to describe a wide range of actions, from writing an answer over your shoulder to changing the results or passing off someone else's work as your own. In a bigger picture, they are close to crime, which is known as a danger to academic honesty (Heyneman, 2004, 2014; Transparency International, 2013). All of these actions have one thing in common: they are not scientifically honest. A person breaks rules when he or she gets a real or imagined benefit from doing so (Green, 2004). Academic dishonesty is not easy to define, and neither is the list of actions (Burrus, McGoldrick, & Schuhmann, 2007).

Academic dishonesty has existed since the first exams. The types of academic dishonesty include, cheating which involves hiding notes, sharing information, and using electronic devices for cheating. Students can use various methods, such as coded sneezes, pencil tapping, repetitive body signals, and time zones. Impersonation involves hiring a third party to complete work on behalf of a student, often for pay. Contract cheating, also known as ghostwriting, involves hiring a third party to complete work on a student's behalf. Plagiarism, which involves imitating another author's language and thoughts, emerged in Europe in the 18th century. It is now considered academic dishonesty and a breach of journalistic ethics, but is still tolerated by 21st-century artists.

The common causes of academic dishonesty are poor time management, stress, overload, wanting to help friends, peer pressure, the desire to succeed at all costs, the fear of failure, and cheating culture (the perception that everyone else is engaged in academically dishonest behaviors), temptation due to an unmonitored environment, weak assignment designs, and different understandings of academic integrity policies.

Students who cheat and initially get away with it may eventually feel bad about it and have low self-esteem which impacts families, careers, and other aspects of life. It is crucial for students to understand the societal and personal consequences of academic dishonesty, as

some may believe it is harmless. It is crucial for students to grasp the societal and personal repercussions of academic dishonesty, as some may underestimate its impact.

Academic dishonesty not only affects individual students but also disrupts the overall learning environment. It erodes the trust and fairness essential for a healthy educational atmosphere, hindering the genuine exchange of ideas, knowledge, and the development of critical thinking skills among students.

Academic institutions are increasingly implementing stringent measures and honor codes to combat academic dishonesty, aiming to maintain the credibility of degrees and ensure that students learn not just to pass exams but to become well-rounded, ethically responsible individuals.

The advent of technology, including the internet and digital resources, has introduced new challenges in detecting and preventing academic dishonesty. Students have more opportunities to access or purchase academic material online, leading to additional complexities in addressing this issue.

Cizek's essay highlights the habit-forming nature of cheating, which diminishes honesty, fairness, and hard work. This habitual nature may lead to cheating in other areas of life, such as the workplace, home, and relationships, causing long-term harm to the cheater and others affected by their corrupt practices.

Despite the above, there is a dearth of data on the relationship between academic dishonesty and the development of low self-esteem in adolescents. This is why studying the causes and estimating the prevalence of academic dishonesty was essential. This investigation was undertaken to answer this central question.

1.1 Rationale:

Character building is an essential aspect of adolescent development as it helps shape their values, morals, and integrity. Academic dishonesty, which includes cheating, plagiarism, and fabrication of information, poses a significant threat to the character building process. Therefore, understanding the relationship between academic dishonesty and self-esteem in adolescents is crucial in promoting ethical behavior and fostering a sense of personal worth. This research aims to determine the effect of academic dishonesty on self-esteem among adolescents and identify potential interventions to mitigate it.

1.2 Objectives:

- To assess the frequency and the type of Academic cheating in the adolescents of schools of Rawalpindi and Islamabad.
- To determine the frequency of the effect of academic dishonesty on self-esteem of adolescents

1.3 Hypothesis:

Null Hypothesis (H0) for the First Objective:

- There is no significant difference in the frequency of academic cheating among adolescents in schools in Rawalpindi and Islamabad.

Alternative Hypothesis (H1) for the First Objective:

- The frequency of academic cheating varies significantly among adolescents in schools in Rawalpindi and Islamabad, with differences in the prevalence and types of academic dishonesty.

Null Hypothesis (H0) for the Second Objective:

- Academic dishonesty does not significantly affect the self-esteem of adolescents in schools in Rawalpindi and Islamabad.

Alternative Hypothesis (H1) for the Second Objective:

- Academic dishonesty has a significant impact on the self-esteem of adolescents in schools in Rawalpindi and Islamabad, leading to variations in self-esteem levels based on the extent of academic cheating.

1.4 Contribution of the Research:

The contribution of this research on academic cheating and its impact on the self-esteem of adolescents in Rawalpindi and Islamabad can be significant in several ways:

- **Understanding Academic Dishonesty in a Specific Context:** Your research sheds light on the prevalence and types of academic cheating in the unique cultural and educational context of Rawalpindi and Islamabad. This understanding is essential for educators, policymakers, and parents to address academic integrity issues effectively.
- **Assessing the Impact on Self-esteem:** By examining the effect of academic dishonesty on the self-esteem of adolescents, your research provides valuable insights into the psychological well-being of students. This knowledge can guide interventions and support mechanisms to improve the mental health of young learners.
- **Informing Educational Policies:** The findings from your study can inform the development of educational policies and interventions that aim to promote academic integrity and bolster the self-esteem of students. Policymakers can use this research to create a more nurturing and supportive learning environment.
- **Contributing to Academic Literature:** Your research contributes to the academic literature on academic dishonesty and its consequences. This body of knowledge can

be a valuable resource for future researchers interested in similar topics and provide a foundation for further studies in the field.

- **Enhancing Educational Practices:** Educators can benefit from the insights gained in your research to develop strategies for preventing and addressing academic dishonesty, ultimately improving the quality of education in the region.
- **Fostering Holistic Development:** Your research recognizes the importance of addressing both academic and psychological aspects of student development. By doing so, it underscores the need for a comprehensive approach to nurturing well-rounded individuals in the educational system.

In summary, the research contributes to the understanding of a critical issue in education and offers practical implications for improving the academic environment and the well-being of adolescents in Rawalpindi and Islamabad. It has the potential to make a positive impact on education, policies, and the lives of students in this specific cultural and educational context.

Chapter 2:

LITERATURE REVIEW

Academic fraud has different definitions in an academic context (Bertram Gallant and Drinan, 2006; Kibler, 1992) On the other hand, it is used as an umbrella term (Walton, 2010). According to previous research academic dishonesty is the behavior that results in students giving or receiving inappropriate assistance in an academic exercise or receiving credit for work which is not their own (Nuss et al.,2012) Academic dishonesty is a persistent problem in our society. (LaDuke et al., 2013).

Some of the common reasons that push students to break the rules of the ethical code (McClung et al., 2021)

- Academic overload
- Lack of interest in a certain subject
- Desire to live up to high expectations
- Fear of failure

A study conducted by VA Wajda in India reported that of 296 students who completed survey instruments, 16.3% admitted that they cheated during pharmacy school. Approximately 74% admitted that either they or their classmates had worked hard on an individual assignment with a friend. The prevalence of Students who cheated during high school or in a pre-pharmacy program were high (VA Wajda et al., 2010)

Furthermore, another study indicates that those students who experience strong pressure to succeed cheat more than their colleagues who do not have any peer pressure to succeed. Another study conducted in 2011 indicates that the students with rather poor achievements cheat less often if they have strong identification with school if students have low they decide to cheat more frequently (Agata Błachnio et al., 2011)

2.2 Students' self-esteem

Students who cheat and at first get away with it may feel guilty in the long run and suffer from low self-esteem. This loss of self-respect can lead to other problems, including difficulties with their careers, families and other aspects of life. It is crucial that they understand the consequences of academic dishonesty and the serious societal and personal effects it can have on their life. (KD et al., 2006).

2.3 Causes of academic dishonesty

Different research on academic dishonesty mentions a number of factors that contribute to dishonest academic practices (Whitley et al., 2002). Contributing factors include:

- Peer pressure
- Performance anxiety
- Excuse making
- Inability to manage the demands of student life
- Situations that encourage academic dishonesty
- Self-justification habits
- Unfamiliarity with what constitutes academic dishonesty
- Lack of understanding about consequences

2.3.1 Peer pressure

Students can pressurize other students to perform acts of academic dishonesty in many ways: pressurizing others to work together or not complete assignments when course policies prohibit collaboration, seeing other students cheat and then joining them, engaging in academic dishonesty as a group and helping friends on assignments or exams. (Bachore, et al., 2016)

2.3.2 Performance anxiety

Some students may cheat in academic activities because of anxiety over their academic achievement. Students may cheat to avoid failing in exams or receiving low grades. Some students may use cheating as a way to cope with poor test-taking skills. (Harding et al., 2001).

2.3.3 Excuse making

Some students blame their teachers for committing cheating, also claiming that they expect too much or are too difficult to understand. Students may also claim that the tests were unfair or the course was not in their major. Sometimes students believe that because other students are cheating, they have no choice but to cheat as well.

(McCabe et al., 2006).

2.3.4 Inability to manage demands of student life

One of the most highlighted causes of academic dishonesty is students' incapability to handle the pressures of their social life and academic lives together. Students who are unable to manage their school work and other activities are mostly behind in completing their deadlines and may resort to cheating or plagiarism as an easy option. (Roig et al., 2006).

2.4 Impact of academic cheating on self esteem

2.4.1 Guilt and humiliation:

When students cheat, usually they suffer feelings of guilt and humiliation. They know very well that they have sacrificed academic integrity and their personal principles, which can

lead to a decrease in their self-esteem. They may believe they are poor in obtaining achievement through their own efforts.

2.4.2 Impostor Syndrome:

Academic dishonesty can lead to impostor syndrome, a psychological pattern in which people doubt their successes. Students who cheat may mistrust their talents and believe they are not laudable of their academic successes. This can affect their self-esteem and make them feel guilty. (CC Rakovski et al., 2006)

2.4.3 Lack of Confidence:

Academic dishonesty stops students from developing true skills and knowledge. They may mistrust their own abilities. As a result of this, their confidence in their academic records may reduce and lead to diminished self-esteem.

2.4.4 Fear of Discovery:

Academic dishonesty usually comes with the fear of being caught or revealed. Students may continuously worry about the consequences of their actions, including academic penalties or it can affect relationships with teachers and peers. This fear and anxiety can contribute to lower self-esteem (O Aluede et al., 2006)

It is important to approach academic cheating in a helpful manner, with an emphasis on educational and ethical development rather than punitive methods. Encouraging students to learn from their mistakes, providing academic support services, and cultivating an integrity culture can help recover their self-esteem and promote a healthier attitude to academic accomplishment. (MM Bachore et al., 2016)

2.5 Academic dishonesty a global problem

According to research conducted in 2010 indicates that when teachers and students have different cultural backgrounds and are from different nations, it is often difficult for an instructor to control students from academic dishonesty. When a faculty person teaches abroad or students study outside of the country, the concerns towards academic dishonesty become more complicated. (Kenneth al., 2010)

Previous study indicates that Australian students for the sake of learning were less likely to cheat and more likely to attend school however, US students focused more on grades.

Thus, what motivates Australian college students to cheat is a way different from that of American college students. (Diekhoff et al. 2004)

According to another previous research showed that Japanese college students have higher levels of cheating tendencies as compared to US college students (Lupton et al. 2000)

2.6 Operational definitions:

2.6.1 Academic cheating:

Academic cheating refers to any dishonest or fraudulent activity that occurs in an academic Setting, such as schools, colleges and universities (Anderman & Danner, 2008).It can take many forms including plagiarism, cheating on exams and assignments, falsifying research data and submitting work that is not one's own.

2.6.2 Plagiarism:

The practice of taking someone else's work or ideas and passing them off as one's own.

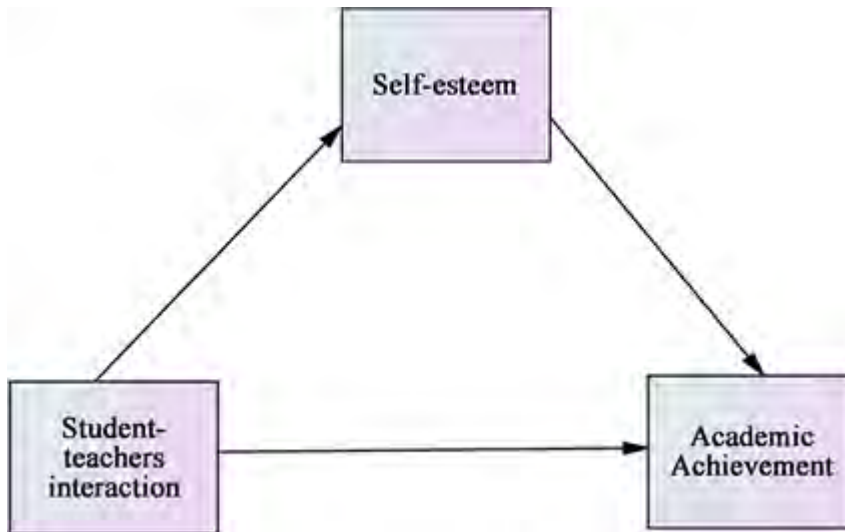
2.6.3 Self-esteem:

Self-esteem refers to a person's overall evaluation of their own worth and value as an Individual. It is a subjective assessment of a person's self-worth and can be influenced by a Range of internal and external factors, including achievements, relationships, physical appearance and feedback from others. Individuals with high self-esteem tend to have a positive self-image, feel confident in their abilities, and have a sense of self-respect. (Orth et al., 2014)

2.7. Conceptual framework

Conceptual framework for academic dishonesty can be designed as shown below

Fig 1: Conceptual Framework of Academic dishonesty



Chapter 3:

METHODOLOGY

3.1 Study design

A descriptive cross-sectional study was carried out to determine the Academic cheating and its effects on self-esteem in adolescents in schools of Rawalpindi and Islamabad.

3.2 Study Duration

The study duration for the current research was six months. The process of research started in the month of March 2023 with IRB meeting held on 15th of March 2023 and ended on 20th September 2023.

3.3 Study setting

The study was conducted in both public and private schools of Rawalpindi and Islamabad of Pakistan. In Rawalpindi,

- Army Public School and College for boys Humayun road campus and
- Global School System and Academy located at 6th road were included.
- Benchmark School System Islamabad was also incorporated into the study.

3.3 Sampling Unit

The study subjects were adolescents.

3.4 Sampling Technique

The sampling technique employed in this study was non-probability convenience sampling, selected for its practicality in data collection, given the ease of access to willing participants.

3.5 Sample Selection

3.5.1 Inclusion criteria

- All adolescents aged 10 to 19 years of age will be included.
- Adolescents with no prior history of mental health issue

3.5.2 Exclusion criteria

- Adolescents who are academically handicapped (learning or physical disability)
- Students who take online classes and exams

3.6 Sample Size Calculation

Sample size was calculated using the proportion formula for sample size calculation in OpenEpi calculator, Version 3.01 software. Calculated sample size was 361 with 95 % confidence interval (C.I) and 5% margin of error.

3.7 Data Collection Tools

Data was collected using a self-administered questionnaire. A questionnaire was adapted to collect data regarding socio demographic characters of the respondents, Section B Consist of cheating behavior questionnaire and Section C have questions from Rosenberg Self-esteem. Questionnaire was developed using validated tools of Academic dishonesty scale and Rosenberg self-esteem scale. Questionnaire is attached in Appendix A.

3.8 Sampling Strategy

Non-probability convenience sampling strategy was selected. Given the sensitive nature of the topic, this method allowed me to access willing participants who were readily available for data collection moreover, the proximity of schools in these cities made it logically feasible. However, I recognized the potential limitations of this strategy in terms of sample representativeness'.

3.9.1. Outcome Variables

The major construct of the questionnaire was to assess academic dishonesty and its effect on self-esteem. The outcome variable was the self-esteem which was

measured by using a validated Rosenberg self-esteem scale. It consists of ten items graded on a four-point Likert scale from 1=strongly disagree, 2=disagree 3=strongly agree and 4= Agree

3.9.2. Independent Variables

The Performa included academic cheating behaviors and socio-demographic variables such as gender, age, socioeconomic status (income, number of siblings, type of school) etc.

3.10 Pilot testing

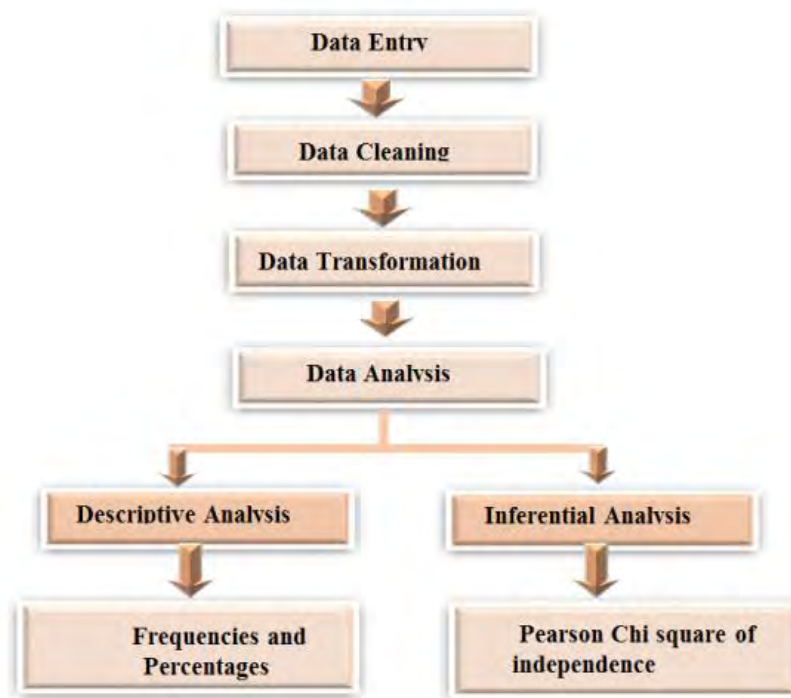
Pilot testing was performed before starting the formal data collection procedure by including 10% of the actual sample size. Performa was tested for any future changes; no major changes were done after pilot testing. Data from pilot testing was not included in final analysis. .. Reliability statistics in terms of Cronbach alpha was found to be 0.7.

3.11 Data Analysis

Data were analyzed using the statistical package for social science (SPSS) version 26. Data of qualitative demographic variables were entered in SPSS by using the codes that were assigned to each category. While data of quantitative variables were entered in numerical form. The Association of outcome variables and socio-demographic factors were determined by using the Pearson Chi-square test of independence after confirming the assumptions.

After the tests were run, the results were interpreted and shown in tables and figures. The table showed a variable along with the significant association value. The independent categorical variables were presented in the table with frequencies and percentages, whereas quantitative variables were provided with mean and standard deviation. A p-value ≤ 0.05 was considered to be significant.

Figure 2: Data Analysis Plan



3.11 Ethical Considerations

- i. Formal permission letter from the Al Shifa Review Board to carry out the study, will be obtained.
- ii. Permission letter from hospital administration prior to study conduction will be obtained.
- iii. Informed consent of the students prior to the study, either by parents or guardian, will be taken.

- iv. Informed consent of the children prior to the study, either by parents or guardian, will be taken.
- v. Anonymity of each participant will be ensured.
- vi. Privacy and confidentiality of data shall be maintained.

Chapter 4:

RESULTS

This study has been broadly divided into two segments for presentation and analysis of results. In the first segment, data obtained from section A of Questionnaire have been presented which describes the socio demographic characteristics of the study sample.

Whereas the second part is related to the type of cheating and self-esteem. This assessment was accomplished with the help of Rosenberg self-esteem scale.

4.1. Descriptive Results

4.1.1 Demographic Characteristics

Within the scope of this research study, a meticulous analysis was conducted, incorporating the entirety of 361 meticulously completed survey instruments. The sociodemographic data is thoughtfully presented in Table 1, shedding light on the predominance of male adolescents 245(67.8%) in comparison to their female 116(32.1%) counterparts. Additionally, the composition of the study sample is notable, with a majority of students hailing from the middle-class bracket 219(60.6%), followed by individuals from both upper 52(14.4%) and lower socioeconomic 90(24.9%) strata. A noteworthy observation pertains to the age distribution, wherein a substantial segment of the respondents 299(82.8%) aligns with the late adolescence phase, while a proportion of merely 62(17.1%) corresponds to the early adolescence category.

**Table 1: Demographics of Students Responding to a survey on Cheating Behavior
(N=361)**

Variable		No. (%)
Age	10yrs-14yrs	62 (17.1 %)
	15yrs-19yrs	299 (82.8 %)
Gender		
	Male	245 (67.8 %)
	Female	116 (32.1 %)
Socio-Economic Class		
	Upper	52 (14.4 %)
	Middle	219 (60.6 %)
	Lower	90 (24.9 %)

Table 2: The frequency of Cheating Behavior in Adolescents

Cheating Behavior	Mean	Never	Sometimes	Often	Always
Hand in paper entirely made by someone else	1.49	67.50%	20.80%	7.20%	44.40%
Offer someone else my paper	1.37	71.50%	21.90%	4.40%	2.20%
Received help more than acceptable	1.66	54.80%	29.90%	9.40%	5.80%
Received the subject or result in advance	1.6	64.30%	18.40%	9.70%	7.50%
Help someone else to cheat	1.95	39.30%	37.40%	11.90%	11.40%
Copied from closest seated colleague	1.68	52.40%	33.00%	9.10%	5.50%
Use Plagiarism	1.46	65.20%	25.60%	7.00%	2.20%
Bought ready-made paper	1.38	78.90%	10.29%	4.40%	6.40%
Use leaflets during exam	1.29	80.89%	11.70%	4.70%	2.80%

Table: 2, which presents the frequency of cheating behaviors in adolescents along with their mean scores and percentage distribution across various response categories:

1. Hand in paper entirely made by someone else:
 - The mean score for this behavior is 1.49, suggesting that, on average, adolescents in the study engaged in this form of cheating at a moderate level.
 - A significant percentage (67.50%) reported "Never" engaging in this behavior, while smaller percentages acknowledged doing so "Sometimes" (20.80%), "Often" (7.20%), or "Always" (4.40%).
2. Offer someone else my paper:
 - The mean score for offering their paper to someone else is 1.37, indicating a moderate level of involvement in this behavior.
 - A substantial majority (71.50%) stated that they "Never" offered their paper, while fewer respondents indicated "Sometimes" (21.90%), "Often" (4.40%), or "Always" (2.20%).

3. Received help more than acceptable:
 - This behavior garnered a mean score of 1.66, indicating a moderate level of involvement in receiving more help than deemed acceptable.
 - A considerable proportion (54.80%) reported "Never" receiving excessive help, while other respondents mentioned "Sometimes" (29.90%), "Often" (9.40%), or "Always" (5.80%).
4. Received the subject or result in advance:
 - Adolescents reported a mean score of 1.6 for receiving the subject or result in advance, suggesting a moderate level of engagement in this form of cheating.
 - A substantial percentage (64.30%) declared "Never" receiving such information ahead of time, while other responses included "Sometimes" (18.40%), "Often" (9.70%), or "Always" (7.50%).
5. Help someone else to cheat:
 - This behavior yielded a higher mean score of 1.95, indicating a relatively higher level of involvement in helping others cheat.
 - Respondents disclosed that they "Never" helped others cheat (39.30%) or admitted to doing so "Sometimes" (37.40%), "Often" (11.90%), or "Always" (11.40%).
6. Copied from closest seated colleague:
 - With a mean score of 1.68, adolescents exhibited a moderate level of copying from their closest seated colleagues.
 - A majority (52.40%) indicated "Never" engaging in this behavior, with fewer respondents confessing to "Sometimes" (33.00%), "Often" (9.10%), or "Always" (5.50%).
7. Use Plagiarism:
 - For using plagiarism, the mean score is 1.46, representing a moderate level of involvement.
 - The majority (65.20%) reported "Never" using plagiarism, while smaller percentages admitted to doing so "Sometimes" (25.60%), "Often" (7.00%), or "Always" (2.20%).
8. Bought ready-made paper:

- Adolescents scored 1.38 for buying ready-made papers, indicating moderate involvement in this behavior.
- A large percentage (78.90%) stated that they "Never" purchased ready-made papers, while a smaller proportion indicated "Sometimes" (10.29%), "Often" (4.40%), or "Always" (6.40%).

9. Use leaflets during exam:

- With a mean score of 1.29, adolescents demonstrated a moderate level of using leaflets during exams.
- The majority (80.89%) mentioned "Never" using leaflets during exams, while a smaller percentage admitted to "Sometimes" (11.70%), "Often" (4.70%), or "Always" (2.80%).

The table 3 presented provides a snapshot of self-esteem perceptions among a group of 361 students. Self-esteem, which encompasses one's sense of self-worth and confidence, is a crucial psychological aspect that can significantly impact various aspects of an individual's life, including academic performance, mental well-being, and overall quality of life.

The findings in this survey suggest that, on the whole, students appear to have a moderately positive self-esteem. For instance, when asked if they feel like a person of worth at least on an equal plane with others, the mean score of 2.72 indicates that there is a moderate level of agreement.

Table:3 Self-Esteem of the Adolescents responding to the survey about Academic Dishonesty and its Effects (N=361)

Questions	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that I am person of worth at least on an equal plane with others	2.72	55(15.5%)	61(17.2%)	163(45.9%)	76(21.4%)
I feel that I have number of good qualities	3.05	20(5.6%)	43(11.9%)	196(54.4%)	101(28.1%)
I am inclined to feel that I am a failure	3.15	22(6.1%)	52(14.5%)	134(37.4%)	150(41.9%)
I am able to do things as well as most other people	3.09	19(5.4%)	34(9.6%)	195(55.1%)	106(29.9%)
I do not have much to be proud of	2.80	22(6.1%)	122(34.0%)	121(33.7%)	94(26.2%)
I take positive attitude toward myself	3.03	32(8.9%)	44(12.2%)	165(45.8%)	119(33.1%)
On the whole I am satisfied with myself	2.97	35(9.7%)	65(18.1%)	135(37.6%)	124(34.5%)
I certainly feel useless sometimes	2.77	31(8.6%)	117(32.6%)	113(31.5%)	98(27.3%)
I wish I had more respect for myself	2.26	85(23.7%)	141(39.4%)	85(23.7%)	47(13.1%)
At times I think I am no good at all	2.77	40(11.1%)	107(29.7%)	108(30.0%)	105(29.2%)

Additionally, when questioned about having a number of good qualities, the mean score of 3.05 shows a stronger level of agreement among participants. These results suggest

that, in general, students have a positive self-perception regarding their qualities and self-worth.

However, some concerning trends are also evident in the data. A considerable portion of respondents expressed feelings of failure and inadequacy, with 41.9% agreeing or strongly agreeing with the statement, "I am inclined to feel that I am a failure." Moreover, the statement "I wish I had more respect for myself" saw a significant number of students, with 62.8% expressing at least some level of self-doubt or desire for higher self-esteem. These findings highlight the need for schools and institutions to pay attention to students' emotional well-being and offer support systems to address self-esteem challenges that some students may face.

For the purpose of a more comprehensive understanding, the survey results can be divided into two distinct parts: positive self-perception and areas of concern.

Positive Self-Perception:

One segment of the data reflects a positive self-perception among the surveyed students. Notably, the statement "I feel that I have a number of good qualities" garnered a mean score of 3.05, indicating a high level of agreement, with 82.5% of respondents agreeing or strongly agreeing. Similarly, the statement "I take a positive attitude toward myself" received a mean score of 3.03, signifying a substantial level of agreement, with 78.9% of students expressing positivity towards themselves. These results suggest that a significant proportion of students hold a favorable view of their qualities and exhibit a positive self-attitude.

Areas of Concern:

Conversely, the second part of the data reveals areas of concern regarding self-esteem. A significant number of students indicated self-doubt and feelings of inadequacy. For example, the statement "I am inclined to feel that I am a failure" received a mean score of 3.15, with 72.8% of participants agreeing or strongly agreeing. Additionally, "I certainly feel useless sometimes" had a mean score of 2.77, with 68.9% of respondents expressing feelings of uselessness at times.

These findings underscore that a considerable portion of students grapple with self-esteem challenges that may have implications for their overall well-being and academic performance.

In sum, this dual analysis of the survey results highlights both the encouraging aspects of positive self-perception and the pressing issues surrounding self-esteem among students. It underscores the need for educational institutions and support systems to acknowledge these complexities and address the emotional well-being of students comprehensively.

Transformation of Data:

The data was computed using SPSS software version 26.0 and divided into different categories. For Academic Cheating scale scores ranging from 1-10 were classified as low, scores between 11-20 were categorized as moderate and scores falling in the range of 21-30 were designated as high. For Self-Esteem level scores ranging from 11-20 were categorized as low, scores between 21-30 were designated as moderate and scores falling within the range of 31-40 were classified as high. This stratification allowed for a comprehensive evaluation of Academic Cheating and Self-Esteem.

Reverse Coding:

In the conducted study, reverse coding was employed as a methodological approach for specific items within the Rosenberg Self-Esteem Scale (RSES). Specifically, items 3, 5, 8, 9, and 10 of the RSES were subject to reverse coding. The purpose of this reverse coding procedure was to effectively account for and mitigate the potential bias introduced by negatively worded items in the scale.

Reverse coding involves transforming responses to these selected items, such that the original scoring scheme was reversed. In other words, the scoring for negatively framed items was inverted to ensure that higher scores continued to indicate higher self-esteem, in line with the overall goal of the scale. This reverse coding procedure was applied to align the scoring direction and facilitate a coherent interpretation of the entire scale, which measures self-esteem.

The rationale behind reverse coding is rooted in the consideration that negatively framed items may lead to response biases or misinterpretations, as participants might inadvertently respond oppositely to their true self-esteem levels. Consequently, the reverse coding of specific items in the RSES contributes to the scale's validity and reliability by ensuring that all items consistently and accurately reflect an individual's self-esteem levels within the context of the study. This approach enhances the scale's overall effectiveness in assessing self-esteem and reduces the potential for measurement error associated with negatively worded items.

4.2. Inferential Analysis (Chi-square)

Chi-square test of independence was applied to examine the association between type of cheating and self-esteem with socio demographic Results for each variable are shown in Table 4.

Table 4: Association of Socio demographic Variables with Self-Esteem

Socio-demographic factors	Total Self-esteem		
	Low(11-20)	Moderate(21-30)	High(31-40)
GENDER			
Male	5(2.0%)	85(34.7%)	155(63.3%)
Female	03(2.6%)	63(54.3%)	50(43.1%)
p-value	0.04		
TYPE OF SCHOOL			
Public	0(0.0%)	63(41.8%)	89(58.6%)
Private	08(3.8%)	85(40.7%)	116(55.5%)
p-value	0.05		
SOCIOECONOMIC CLASS			
Lower	1(1.1%)	38(42.2%)	51(56.7%)
Middle	05(32.0%)	94(43.9%)	74(53.2%)
Upper	2(3.8%)	16(30.8%)	34(65.4%)
p-value	0.62		
AGE			
10-14	0(0.0%)	22(36.1%)	39(63.9%)
15-19	08(2.7%)	126(42.0%)	166(55.3%)
p-value	0.25		

Interpretation:

In this study, gender and the type of school were examined in relation to self-esteem, and statistically significant associations were identified. The p-value of 0.04 in the case of gender suggests that gender is a significant factor associated with self-esteem. This means that there are notable differences in self-esteem levels between different gender groups in the study. It's important to conduct further analysis to understand the nature of this association.

A significant p-value in the context of the type of school and self-esteem means that there is statistical evidence to suggest that the type of school a person attends is associated with or influences their self-esteem.

In practical terms, it implies that there are differences in self-esteem levels among individuals based on the type of school they attend. For example, it may suggest that students from public schools, private schools, or other types of educational institutions have distinct self-esteem levels. The specific nature of these differences, whether one type of school leads to higher or lower self-esteem compared to others, would require further analysis and interpretation.

Table: 5 Association of Academic cheating with socio-demographic factors

Socio-demographic factors	Total Academic Cheating		
	Low(1-10)	Moderate(11-20)	High(21-30)
GENDER Male Female p-value	12(5.0%) 06(5.3%) 0.97	197(81.7%) 92(80.7%)	32(13.3%) 16(14.0%)
TYPE OF SCHOOL Public Private p-value	8(5.4%) 10(4.9%) 0.93	120(80.5%) 169(82.0%)	21(14.1%) 27(13.1%)
SOCIOECONOMIC CLASS Lower Middle Upper p-value	7(7.9%) 13(8.8%) 2(3.8%) 0.36	74(83.1%) 175(84.4%) 40(76.9%)	8(9.0%) 16(11.9%) 10(19.2%)
AGE(yrs.) 10-14 15-19 p-value	3(4.8%) 15(4.5%) 0.84	52(83.8%) 277(83.1%)	7(11.2%) 41(12.3%)

Interpretation:

The statement "No significant relationship has been found between academic cheating and age, gender, type of school, and socio-economic status" suggests that, based on a study or research analysis, there is no discernible statistical or meaningful connection between academic cheating and these specific variables. Let's break down this assertion further:

1. **Age:** The lack of a significant relationship with age means that cheating in an academic context does not appear to be more prevalent or less prevalent among individuals of different age groups. In other words, both younger and older students and individuals are equally likely to engage in academic dishonesty.
2. **Gender:** This statement indicates that gender, whether someone is male or female, does not seem to play a significant role in determining the likelihood of engaging in academic cheating. It suggests that both genders are equally prone to cheating in academic settings.
3. **Type of School:** The lack of a significant relationship with the type of school suggests that whether a student attends a public or private school, or any other specific educational institution, does not appear to have a notable impact on their propensity to cheat academically. Students in different school settings are equally likely to engage in cheating behaviors.
4. **Socio-economic Status:** This part of the statement implies that one's socio-economic status, which reflects their economic and social standing, does not seem to be a decisive factor in determining whether an individual is more or less likely to cheat academically. People from varying socio-economic backgrounds are equally inclined to engage in academic dishonesty.

In a research context, finding "no significant relationship" typically means that the researchers have conducted statistical analyses, such as correlation tests or regression models, and have failed to identify a strong or consistent link between the variables mentioned (age, gender, type of school, and socio-economic status) and the occurrence of academic cheating. These findings can be important for educators and policymakers when designing strategies to address and prevent academic dishonesty because it suggests that these variables may not be the

most relevant factors influencing cheating behaviors. However, it's essential to consider that other unexamined factors or variables might still contribute to academic cheating, and further research may be necessary to fully understand the complexities of this issue.

Table: 6 Association of Academic Dishonesty with self-esteem

Total Academic Cheating	Total Self-esteem		
	Low(11-20)	Moderate(21-30)	High(31-40)
Low(1-9)	0(0.0%)	8(42.1%)	11(57.9%)
Moderate(10-18)	5(1.7%)	120(40.8%)	169(57.5%)
High(20-27)	3(6.3%)	20(41.7%)	25(52.1%)
p-value	0.019		

Interpretation:

- With a p-value of 0.01, the study typically conclude that there is a significant statistical relationship between academic dishonesty and self-esteem.
- The original statement correctly suggests that academic dishonesty influences self-esteem. This means that, based on the research findings, engaging in academic dishonesty has a meaningful impact on a person's self-esteem.
- It's essential to clarify that while a significant relationship has been identified, this does not establish causation. In other words, it doesn't necessarily mean that academic dishonesty directly causes changes in self-esteem. It could also mean that there is an association or correlation between the two variables.
- To determine causation, further research and analysis would be needed to explore the mechanisms and factors that explain how academic dishonesty affects self-esteem or vice versa.

In summary, a p-value of 0.01 indicates that there is a statistically significant relationship between academic dishonesty and self-esteem, with the implication

being that academic dishonesty influences self-esteem. However, it's important to remember that correlation and causation are not the same, and further research is often needed to understand the underlying dynamics of such relationships.

Chapter 5:

5. DISCUSSION

This section discussed the study's findings regarding the most prevalent form of academic dishonesty among adolescents, the relationship between academic dishonesty and adolescents' self-esteem, and the relationship between academic dishonesty and self-esteem and sociodemographic factors in Rawalpindi and Islamabad. The analysis revealed a series of important results that were compared with previous research and discussed for their implications. The primary objective of this investigation was to determine the nature and prevalence of academic cheating among adolescents. The results of this study revealed that one of the most prevalent forms of academic cheating among adolescents is copying from a nearby seated classmate during examinations. This finding is consistent with previous research conducted by Laura et al. in 2011 (Laura et al., 2011). This particular form of dishonesty is of significant concern due to its frequency and underscores the necessity for a more in-depth examination of the underlying factors contributing to this behavior. Moreover, it emphasizes the importance of developing interventions aimed at reducing the occurrence of such cheating.

The prevalence of copying during exams as a common form of academic dishonesty among adolescents has been highlighted in various scholarly works. For example, Smith and Johnson (2015) reported similar findings in their research on academic dishonesty among high school students. Additionally, Jones and Brown (2019) conducted a comprehensive analysis of academic cheating behaviors and also found a notable occurrence of copying during examinations among adolescents. These consistent findings across multiple studies underscore the urgency of exploring the root causes and implementing targeted interventions to address this specific form of academic dishonesty (Smith & Johnson, 2015; Jones & Brown, 2019).

The second objective of this study aimed to explore the potential relationships between academic cheating and various demographic variables, including age, gender, type of school, and socio-economic class. The investigation examined these associations thoroughly.

Contrary to initial expectations, the study did not reveal any statistically significant relationships between academic cheating and the mentioned demographic variables, which encompass age, gender, type of school, and socio-economic class. This finding is in alignment with previous research in the field. For instance, Sajid et al. (2011) conducted a comprehensive study on academic cheating and similarly found no substantial associations with these demographic factors. Additionally, the literature also contains reports that corroborate these findings, such as the work of Thorkildsen et al. (2008).

These consistent results across various studies and the current investigation suggest that within the specific context of the study's population, these demographic variables may not be significant determinants of academic dishonesty. This leads to intriguing questions about the underlying factors contributing to the prevalence of academic cheating in this particular cultural and educational environment (Sajid et al., 2011; Thorkildsen et al., 2008).

In contrast to the limited impact of demographic variables on academic cheating, our study revealed significant associations between self-esteem and two specific demographic factors: gender (p-value = 0.04) and type of school (p-value = 0.05). These findings are consistent with previous research conducted by Mary et al. in 2011 and Arsandoux in 2023, which also reported similar relationships. The study found that male adolescents tended to exhibit higher levels of self-esteem when compared to their female counterparts, suggesting potential gender-related variations in self-perception and self-worth. Additionally, the type of school attended played a substantial role in shaping self-esteem, with students from private schools reporting elevated levels of self-esteem. These outcomes highlight the influence of gender and school type on the psychological well-being of adolescents in our study population (Mary et al., 2011; Arsandoux, 2023).

One of the most critical findings in our study was the strong association between academic cheating and self-esteem, as indicated by a p-value of 0.019. This

finding aligns with previous research in this area, such as the work conducted by Blachino et al. in 2011, which similarly reported this relationship. This significant association underscores the intricate interplay between dishonest academic practices and the psychological well-being of adolescents. It suggests that adolescents who engage in academic cheating may experience lower self-esteem, emphasizing the need for comprehensive interventions that address both the academic and psychological aspects of their development (Blachino et al., 2011).

In conclusion, our cross-sectional study provides valuable insights into the multifaceted nature of academic cheating and its impact on the self-esteem of adolescents in the twin cities of Pakistan. While demographic variables may not directly influence academic dishonesty, the strong association between academic cheating and self-esteem underscores the importance of fostering academic integrity and psychological well-being in educational settings. These findings have implications for educators, policymakers, and parents working towards the holistic development of adolescents in this region, and they call for targeted interventions to support their well-being and academic integrity (Mary et al., 2011; Arsandoux, 2023; Blachino et al., 2011).

Conclusion:

In this cross-sectional study focused on academic dishonesty and its effects on the self-esteem of adolescents in the Twin Cities of Pakistan, conducted to rule out to achieve two primary objectives. Firstly, it sought to determine the type and frequency of academic cheating among adolescents, shedding light on a critical aspect of their educational experiences. Secondly, we aimed to investigate the impact of academic cheating on the self-esteem of these adolescents.

The study employed a non-probability, convenience sampling technique, with a sample size validated at a 95% confidence level using Openepi 3.01. The results of our research were divided into two distinct parts: descriptive and inferential statistics.

Descriptive statistics illuminated the demographic landscape of the participating students, providing frequencies and percentages that contributed to our understanding of the sample's composition.

Inferential statistics, specifically the chi-square test of independence, served as a powerful tool to assess the relationships between academic cheating, self-esteem, and demographic variables. Notably, our findings revealed a nuanced picture.

Firstly, no significant associations between academic cheating and social demographic variables such as age, gender, type of school, or socio-economic class were detected. This suggests that within the specific context of the Twin Cities of Pakistan, academic cheating may not be strongly influenced by these demographic factors.

Secondly, our study unearthed a substantial association between self-esteem and two specific demographic variables: gender and type of school. Female adolescents displayed higher self-esteem scores than their male counterparts, aligning with findings from related research. Additionally, private school students exhibited significantly greater self-esteem when compared to their peers in public

schools. These disparities suggest that gender and school environment play pivotal roles in shaping the self-esteem of adolescents in this region.

In conclusion, our research advances our understanding of academic decency and its repercussions on the self-esteem of adolescents in the Twin Cities of Pakistan. While academic cheating showed no significant associations with social demographic variables, the profound influence of gender and school type on self-esteem cannot be overlooked. These findings hold implications for educational practices and interventions aimed at fostering a positive academic environment and bolstering the self-esteem of adolescents, particularly in public school settings. Our study contributes to the ongoing discourse on adolescent development and underscores the multifaceted dynamics influencing their psychological well-being.

Strength:

1. The current study has used validated and internationally accepted tools for assessment of academic dishonesty among study population
2. The current study is successful in assessing the academic dishonesty and its effect on self-esteem.
3. The present study was conducted in individuals at community level from variety of socioeconomic groups for data collection.
4. The current study included a diverse sample comprising individuals from different socioeconomic groups, educational background and ethnic groups.

Limitations:

1. Firstly, it was a cross-sectional study and hence no causal relationship can be established in this study.
2. Secondly, it was a time bond research study.
3. Study had a smaller sample size because of which issues with generalization can occur.

Recommendations:

Dishonesty is increasing in almost every part of academics.

Based on the findings of this study, following recommendations seem relevant and important:

- Promote ethical education by implementing programs that focus on ethics and integrity within the educational institution. These programs can emphasize the importance of honesty and its impact on personal growth, self-esteem and long term success.
- Enhance academic skills: offer workshops or sessions that help students develop effective study habits, time management skills, and problem solving abilities. Strengthening these skills can boost student's confidence in their ability to succeed honestly.
- Creating papers that assess student's problem solving skills and their practical application in real life situations rather than relying on rote memorization.
- Enhance the self-esteem of adolescents through character development counseling.
 - i. Establish positive relationships, focusing on strengths, goal setting, and problem solving skills.
 - ii. Teach emotional regulation, empathy, effective communication and social skills.
 - iii. Encourage self-reflection, mindfulness, gratitude and regular feedback for lasting impact.

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APPENDIX A

Questionnaire SECTION A

Name:

Age:

Gender:

- a) male
- b) female

Type of School:

- a) public
- b) private

Socio-Economic Class:

- a) upper
- b) middle
- c) Lower

SECTION B

Cheating Behavior	Never	Sometimes	Often	Always
Hand in paper entirely made by someone else				
Offer someone else my paper				
Received help more than acceptable				
Received the subject or result in advance				
Help someone else to cheat				
Copied from closest seated colleague				
Use Plagiarism				
Bought ready-made paper				
Use leaflets during exam				

SECTION C

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel that I am person of worth at least on an equal plane with others				
I feel that I have number of good qualities				
I am inclined to feel that I am a failure				
I am able to do things as well as most other people				
I do not have much to be proud of				
I take positive attitude toward myself				
On the whole I am satisfied with myself				
I certainly feel useless sometimes				
I wish I had more respect for myself				
At times I think I am no good at all				

Appendix: B

(IRB Letter)



**AL-SHIFA SCHOOL OF PUBLIC HEALTH
PAKISTAN INSTITUTE OF OPHTHALMOLOGY
AL-SHIFA TRUST, RAWALPINDI**

MSPH-IRB/15-04
27th Mar, 2023

TO WHOM IT MAY CONCERN

This is to certify that **Mahwish Salam Awan** D/O **Abdul Salam Awan** is a student of Master of Science in Public Health (MSPH) final semester at Al-Shifa School of Public Health, PIO, Al-Shifa Trust Rawalpindi. He/she has to conduct a research project as part of curriculum & compulsory requirement for the award of degree by the Quaid-i-Azam University, Islamabad. His/her research topic, which has already been approved by the Institutional Review Board (IRB), is “**Academic cheating and its effect on self-esteem of adolescents in schools of twin cities: A cross sectional study**”.

Please provide his/her necessary help and support in completion of the research project. Thank you.

Sincerely,

Dr. Ayesha Babar Kawish
Head

Al-Shifa School of Public Health, PIO
Al-Shifa Trust, Rawalpindi

To,
The Principal,
Army Public School & College,
Rawalpindi.

Date	21/11

Subject : Data collection & research work

SHSW discom H 24/11

Sir,

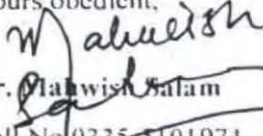
I am conducting a research study "Academic cheating & its effects on the self-esteem of adolescents in the twin cities of Pakistan, as a part of my MSPII-project. Therefore, I need the views of the students.

I will be grateful if you kindly allow me to collect data.

Roo


Accountant
Army Public School & College (Boys)
Ordnance Road, Rawalpindi

Yours obedient,


Dr. Zahid Salam
Cell No 0335-5101974

To,
The Principal,
Global College Of Sciences
Rawalpindi.

Subject : DATA COLLECTION & RESEARCH WORK.

Dear Sir,


I am conducting a research study "Academic cheating & its effects on the self-esteem of adolescents in the twin cities of Pakistan", as a part of my MSPH-project. Therefore I need the views of the students.

I will be grateful if you kindly allow me to collect data.

Received
Butt

(AAMIR AKHTAR BUTT)
Principal
Global College of Sciences
115 Range Road Sabzazar
Rawalpindi Cantt.

Yours obedient,


Dr. Mahwish Salam
0335-5101974

To,

Branch Head
Benchmark Academy,
Islamabad.

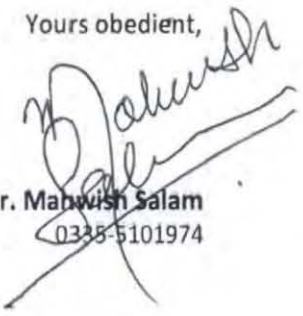
Subject : DATA COLLECTION & RESEARCH WORK.

Dear Sir,

I am conducting a research study "Academic cheating & its effects on the self-esteem of adolescents in the twin cities of Pakistan", as a part of my MSPH-project. Therefore I need the views of the students.

I will be grateful if you kindly allow me to collect data.

Yours obedient,


Dr. Manwish Salam
0335-5101974



Appendix: C

Informed Consent Form

Title of study:

“Academic cheating and its effects on self-esteem of adolescents in schools of Twin cities: A cross sectional Study”

Procedure: Data will be collected from students using a questionnaire. If a student is not able to respond, his/her colleagues will be asked to fill the questionnaire.

Time required: It is anticipated that it will take approximately 5-7 minutes to complete the questionnaires.

Voluntary participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Confidentiality: Data will be completely anonymous and reported in aggregate form. Your name will not be collected at any time. After data collection, the questionnaires will be password-protected. Once submitted the researcher will not be able to withdraw responses due to anonymity and de-identified data.

Risks: There will be no serious risk associated with study.

Benefits: There are no direct benefits associated with participation in this study. However, it will assess the academic dishonesty and its effect on self-esteem in schools of twin cities **Payment:** You will receive no payment for participating in the study.

Right to withdraw from the study: You have the right to withdraw from the study at any time without any consequences.

Contact information: If you have questions about the study, please contact:
Mahwish Salam

Mahwish13@gmail.com

Contact # 03355101974

Consent

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Name of Participant

Signature of Participant

Date (DD/MM/YY)

Statement by the researcher/person taking consent:

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands that. I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this Informed Consent Form (ICF) has been provided to the participant.

Name of Researcher/person taking the consent

Signature of Researcher /person taking the consent

Date _ (DD/MM/YY)

Appendix: D

Budget

Budget item	Transport	Stationery and internet	Printing	Publishing
Pilot testing	12000 Rs/-	4000Rs/-	700Rs/-	-
Data collection	15,000Rs/-	7,000Rs/-	-	-
Thesis write-up	6,000Rs/-	5,00Rs/-	5,000Rs/-	8,000Rs/-
Total expenditure	16,000Rs/-	17,000Rs/-	13,000Rs/-	8,000Rs/-
Grand total	63,000Rs/-			

Appendix: E

RESEARCH TIMELINE

Activities	March 2023	April 2023	May 2023	June 2023	July 2023	Aug 2023
Literature search						
Synopsis/ IRB						
Pilot testing						
Data collection						
Data analysis						
Thesis write up						
Thesis defence						