

ORIGINAL ARTICLE

Relationship of Academic Handicap, Cheating and Disruptive Behavior with Happiness among School ChildrenAWAIS KHALID¹, AROOJ ZAHRA RIZVI², RABAB ZAHRA³¹Clinical Psychologist, Mubashar Ali Care Hospital, Toba Taek Singh, Pakistan.²Lecturer, Government College University, Lahore, Pakistan.³Clinical Psychologist, Government Said Mitha Teaching Hospital, King Edward Medical University, Lahore, Pakistan.Correspondence to: Awais Khalid, Email: Khalidawais776@gmail.com, Cell: 03333821147**ABSTRACT****Objective:** To examine the association between academic handicap, cheating and disruptive behavior with happiness among school children.**Study Design:** A cross-sectional correlational study.**Place and Duration:** This study was conducted at Private and Government School settings of Faisalabad City, Pakistan from January November 2020 to December 2020.**Methodology:** A total of 100 school students (50 in each group) were divided in to either: a) students who were not academically handicap, or b) who were academically handicap. Assessment of academic handicap was labeled by their respective class teachers as per "Academic Entitlement Questionnaire". "Attitude towards Cheating Scale" was administered to evaluate the level of Cheating Behaviors and "Subjective Happiness Scale" was used to measure the "Level of Happiness".**Results:** In a total of 100 students, 60 (60.0%) were boys and 40 (40.0%) girls. Majority of the participants, 77 (77%) were students of 9th class while 665 (65.0%) participant's mothers were uneducated. Correlational analysis showed that academic handicap had a significant positive relationship with level of cheating and academic handicap had a significant negative relationship with level of happiness. Cheating and disruptive behavior had a significant negative relationship with level of happiness. The results indicated academic handicap and cheating and disruptive behavior are significant predictors of happiness.**Practical Implications:** Academic handicap students have more chance of cheating and disruptive behavior.**Conclusion:** Academic handicap reduces the level of happiness among school students. Students with cheating and disruptive behavior also report low level of happiness. Academic handicap students have more chance of cheating and disruptive behavior.**Keywords:** Academic handicap, cheating, disruptive behavior, happiness.**INTRODUCTION**

Education is comprised of many features, characteristics and thought-provoking keepings relative to multiple behavioral factors which allows and helps to acquire awareness regarding training.¹ As soon as an educationist comes across students or children, education gets started followed by all the procedures including the making of political plans concerning to education and to organize the finances which are necessary for a country to establish its educational structure professionally and successfully.²

Happiness can be defined in many aspects. Experts declare happiness as a state where someone expresses itself and advances towards optimism neglecting the level of satisfaction in the life.³ To meet the challenges of present time as there exists a lot of variations in technology and financial status of the people, comprehensive learning programs for the youngsters are desperately needed. Despite all that, it is quite evident that for education and to achieve a social status in the society academic attainments have a significant role to play.⁴ According to a study on the psychology and functioning of teenagers in the society, the academic attainment was considered as a precursor, similarly as an outcome of various emotional, communicative, and social characteristics. It was also mentioned in literature that academic handicap did originate depressed situation leading towards other complications related to depression.⁵

Hyperactivity, shouting, rule breaking, head banging, mutism, hand flapping, spitting, violence, punching oneself or others, and other forms of disruptive conduct are all common among children with special needs in the classroom.^{6,13} The term "disruptive behavior" refers to any action taken by a person that is not proper and which causes disruption to his regular schedule or academic work. Using coping mechanisms, educators can influence student behavior.^{7,13} Individuals can lessen the effects of stress on their minds and bodies by employing a variety of coping mechanisms. These methods are more effective in restraining challenging behavior in children with special needs. Special school intervention programs offer pupils additional help from teachers in an effort to reduce disruptive conduct.^{8,12}

Students who fall under this category are individuals who lack the skills necessary to complete typical schoolwork. Due to their impairment, they require additional assistance in order to carry out their regular duties. It's crucial that they receive individualized educational assistance. People with disabilities often engage in a range of classroom disruptions. Educators in special education classrooms employ a variety of strategies in an effort to rein in disruptive and antisocial student conduct.⁹ School cheating, also known as academic dishonesty or academic dishonesty, is when a student intentionally disobeys a teacher's or professor's policy in order to improve his or her grade on a test or paper.¹⁰

Moreover the students who were academic handicap, found to be very much involved in cheating and behaved disruptively which led them towards unhappiness.⁶ While students with cheating and disruptive behavior have more tendencies of mental health problems such as conduct behavior that decreases their happiness level. Considering this, students with academic handicap are one of the major issues to deal with, as far as higher academic environment is concerned because it not only results in giving a rise in the expenses and time but creates mental, social and family issues for the students, too. Researchers also found that this issue kept on increasing every year owing to the fact that a number of students could not grip their curriculum or remained short of their syllabus.⁷ Additionally, for their whole period of education, only one term is conferred by schools which generates psychosomatic problems for them and can keep them education deficient to spoil their quality of making the best use of the standards of science to train human service area and have economic stability.⁸ The aim of this research was to measure the relationship of academic handicap, cheating and disruptive behavior with happiness among school children of Faisalabad city. This study was conceived out of a need to fill a gap in the existing literature by providing further data on the subject of schoolchildren's happiness who struggle with academic disability, cheating, and disruptive behavior as contrasted to adults. The results of these studies might be compared and discussed, potentially leading to new insights that could be used to combat academic dishonesty and disciplinary problems in the classroom.

METHODOLOGY

Study Design: Cross-sectional correlational research.

Study Setting & Duration: Study was conducted at Private and Government school settings of Faisalabad, Pakistan from November 2020 to December 2020.

Sample Size: The sample of the present research was 100 school children from Faisalabad, Pakistan.

Inclusion Criteria: We included a total of 100 school children of both genders aged 8-16 years.

Exclusion Criteria: Students who were having any kinds of physical illness or disability were not included. Students who were having any kinds of psychological illness were also excluded.

Methodology: In the study duration, schools were opened after lockdown due to COVID-19 and data were collected physically from selected schools. Approval from "Riphah International University", Faisalabad was obtained. Informed and written consents were acquired from all participants. Written permissions were acquired from the Principals of respective schools.

At the time of enrollment, age, class of study, birth order, number of siblings, maternal age and education, mother's occupation, any history of psychological illness in the family of any physical illness in the family were noted. "Academic Entitlement Questionnaire" was used for the evaluation of level of academic handicap,⁹ "Attitude towards cheating scale" for the evaluation of cheating behaviors.¹⁰

Data Analysis: For data analysis, "Statistical Package for Social Sciences (SPSS)" version 26.0 was employed. Categorical data were shown as frequencies and percentages. Numeric variables were given mean and standard deviation (SD) representation. The reliability analysis (Cronbach's alpha) was calculated to measure the reliability of all instruments. The bivariate correlation and hierarchical regression were castoff to check hypothesis. Correlation analysis was used to generate the link between all variables, whereas, hierarchical regression analysis utilized to

measure the predicting role of academic handicap and cheating and disruptive behavior on happiness among school students.

RESULTS

In a total of 100 school children, 60 (60.0%) were boys and 40 (40.0%) girls. The mean age of the students was 14.23(+/-1.05) years. There were 77 (77.0%) students who belonged to 9th class while mothers of 65 (65%) students were illiterate. Majority of the participant's families, 72 (72%) had no psychological illness (Table-1).

Table-1: Descriptive Statistics of the Study Participants (n=100)

Variables	Mean±SD	Frequency (%)
Age in years	14.23±1.05	
Birth Order	2.80±1.47	
Number of siblings	3.19±1.04	
Maternal age	46.21±9.13	
Study class		
8 th		14 (14)
9 th		77 (77)
10 th		9 (9)
Maternal Education		
Literate		35 (35)
Illiterate		65 (65)
Maternal occupation		
Working		48 (48)
Housewife		52 (52)
Psychological Illness in Family		28 (28)
Physical Illness in Family		12 (88)

Our findings revealed that Cronbach alpha of "Academic Entitlement Questionnaire" (0.87) and "Attitude towards Cheating Scale" (0.90) had high reliability scores while "Subjective Happiness Scale" had moderate reliability (0.70) as shown in table-2.

Table-2: Psychometric Properties of Questionnaires (n=100)

Variables	Number of Items	Mean	Standard Deviation	Range		α (Reliability Co-efficient)
				Potential (Minimum Score-Maximum Score)	Actual (Minimum Score-Maximum Score)	
Academic Entitlement Questionnaire	08	26.04	8.03	8-48	8-56	0.87
Attitude toward Cheating Scale	34	122.77	19.37	34-156	34-170	0.90
Subjective Happiness Scale	04	12.82	3.68	4-20	4-28	0.70

Table-3 indicated the pearson product moment correlation analysis that revealed academic handicap had a significant positive relationship with level of cheating ($r = .33, p < 0.01$) and academic handicap had a significant negative relationship with level of happiness ($r = -.62, p < 0.01$). Whereas, cheating and disruptive behavior had a significant negative relationship with level of happiness ($r = -.36, p < 0.01$).

Table-3: Pearson Product Moment Correlation Analysis between Study Variables (n= 100)

Variables	Academic Handicap	Cheating	Happiness
Academic Handicap	-	.33	-.62
Cheating	-	-	-.36
Happiness	-	-	-

Table-4: Hierarchical Regression Analysis used to predict the Academic Handicap and Cheating in Happiness (N=100)

Predictors	B	SE	B	R2	F
Step 1				.38	59.59**
Constant	24.41**	1.41			
Academic Handicap	-.42**	.06	-.62**		
Step 2				.41	33.09***
Constant	30.29**	3.11			
Academic Handicap	-.38**	.006	-.56**		
Cheating	0.06*	0.03	-.18*		

* $p < 0.05$; ** $p < 0.01$

Academic handicap was entered in step-1, and cheating and disruptive behavior were entered in step-2. In step-1, the model explains 38% of the variance in happiness, with $F(1, 98) = 59.59, p < .01$. In this model, academic handicap found to be significant predictors of happiness. In step-2, the model explains 41% of the variance in happiness, with $F(2, 99) = 33.09, p < 0.01$. In this model, academic handicap and cheating and disruptive behavior were significant predictors of happiness (table-4).

DISCUSSION

We studied in our research the cheating and troublesome behaviors of the academic handicap school children of the local community and their degree of happiness. The purpose of the study was to create awareness and broaden the vision of both educationists and clinicians regarding level of happiness and its benefits. We experienced and examined the academic handicap and the cheating behavior of the Pakistani school children to compile our results. The first hypothesis of our study was that the students who were academic handicap had a lower level of happiness. We found that majority of the school children who were academic handicap showed negative relationship towards the level of happiness. In a cross-sectional study, 280 students were investigated to evaluate the factors responsible for the academic failure. Results showed that academic handicap and the negative level of happiness were significantly associated to each other.^{11,12}

Moreover, according to some studies, there were various

factors leading towards academic failure and drug addiction was found to be one of them.^{13,14} Others evaluated that among school children, personality features, motivation and thoughtfulness, gratification, loneliness, hope for success and family environment were capable of affecting the academic achievements.^{15,16} Academic handicap has categorized into three groups with respect to its different aspects; individual aspects (inspiration, stress, casual approach, mental power, carefulness, organization, mood and mental status and lack of presence), internal structural aspects (expertise of educationists, suitable facilities and environment), and external structural aspects (educational standings of the parents and how they treat the students, social and financial position of the families and job-specific uncertainty).^{17,18}

The second assumption made in our study was that there was inverse relation between cheating and happiness and we found it in accordance with our hypothesis. Callender et al conducted a study in 2010 to observe the overall happiness of the students who were involved in cheating practices. They classified the students as; profound cheaters, highly emotional, and having low leveled adoptive behavior regarding their educational achievements.¹⁹

Lastly we supposed that the academic handicap students were generally involved in cheating. Results showed that there was significant relationship between academic handicap followed by cheating behavior and level of happiness. As far as examination system of higher education is concerned, cheating have been found to be the most frequent activity and it is augmenting as the time passes through.²⁰ For decades, most of the researchers kept focusing on the university students for their cheating behaviors.¹³

Some of the researchers had also been in the process to investigate the cheating behaviors of college and university students.²¹ Among the students who were undergraduate, different types of cheating behaviors were observed.²² In educational institutions, cheating had been found to be a serious problem, the frequency of the students who admitted cheating varied between 40% to 80% and male factor was dominant.²³

In a study, factors which might instigate towards cheating were discussed as; lack of time, toughness of syllabus, laziness, difficult examination system, less severe punishments, pressure of classmates, frustration, "Everybody does it", family pressure, behavior of teachers, and lack of intellect.²⁴ Some of the other researchers claimed that poor educational skills, behaviors and atmosphere, structure of the educational system, lack of time management, improper application of the ways to involve the students towards learning were the most common factors which led the students towards cheating.^{13,25-27} There were some limitations to conduct the study. The relation between academic handicap, misconduct and happiness of the local students has been explained in the study. Demographic questions and 4 scales were used to collect the data. To understand it completely, reduced sample size was preferred. Researchers may enhance the size of the sample to attain more data for its better explanation

CONCLUSION

Academic handicap reduces the level of happiness among school students. Students with cheating and disruptive behavior also report low level of happiness. Academic handicap students have more chance of cheating and disruptive behavior.

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