

# Effects of Intellectual Honesty on Decision Making Among Higher Secondary Students

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**ABSTRACT:**The study aims to find out the effect of intellectual honesty on higher secondary students. Convenient random sampling technique is used for the selection of the sample. From the total population of 350, 47 higher secondary students are selected from Chennai city. Intellectual Honesty scale prepared and validated by Dr. (Mrs.) K.Saraladevi and Mr.D.Arnold Robinson (2016) is used for measuring its scores. Reliability of intellectual Honesty tool is measured by test-retest method and is equal to 0.83 and validity of the tool is equal to 0.91. Decision Making Scale by Dr. R. Selvaraju and Dr.T. Ranjithkumar are used for the present study to collect data. It is assumed that Intellectual Honesty does not play significant role over decision making power of students. Results are statistically analysed through Critical Ratio and correlation coefficient. In this present research it has been concluded Intellectual Honesty plays a significant role on decision making power among higher secondary students.

**KEYWORDS:**Intellectual Honesty, Decision making.

## I. INTRODUCTION

Education is a developmental process which takes place on an individual as a result of his exposure and interaction with people and other stimuli in his environment. As a result of this interaction the individual acquires a store of knowledge as well as attitudes, appreciations, skills, thoughts and processes which enable him to utilize his knowledge and prepare him to live in the society. During this interaction and thought process students are facing intellectual honesty in making decisions. They use intellectual honesty and decision making process in various academic situations. During examinations, students are using extreme measures to earn their qualification – everything from storing answers in packets, shoes and socks. A significant number of studies on self-reported cheating behaviours reveal high levels of academic misconduct in higher education – cheating on exams, plagiarizing other scholastic works kiehl, e. m. (2006), fabricating research results, and forging academic documents. Academic misconduct is not only prevalent among students, but the egregious natures of the incidents are sharing the headlines alongside business and political scandals. Previous studies reveal inconsistencies between the beliefs of students regarding the need for ethical behaviour in a business and their actions in a school situation (lawson, 2004).some students considered unethical behaviour on inherently stronger than the factors that encourage ethical behaviour which affects decision making process. Generally moral judgement and honesty are not related, but higher levels of cheating behaviour are related to intellectual dishonesty. Psychologists view the decision making as the result of cognitive process that involves considerable planning. Gaps and lapses in professional judgment and personal moral standards are problematic in many segments of society and have undoubtedly influenced the high levels of cheating in higher education among students.

## II. RELATED WORK

In many colleges and universities around the world, there are rules of conduct and codes of honour (Rujoiu 2009) they require certain ethical and professional standards that shape the behavior and attitudes of students who wish to gain

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access to different areas. ethical behavior is very important for academic environment (McCabe and Trevino (1993). intellectual honesty and influential physical model of integrity are inter-related according to Louis M. Guenin (2009). like the student interviewed by Fordham (1980), several students were interviewed and admitted to checking and even copying results from other students. they didn't perceive this behaviour as stealing or cheating because they had actually carried out the experiment. instead, they justified it in terms of data verification. we too, value data verification between groups and recognise the potential for learning as students negotiate the meaning of discrepant results. if intellectual honesty and the pursuit of viable knowledge are to be valued by teachers as realistic and desirable outcomes of school science, a change in emphasis in many classrooms is required. by disrupting the routine of submitting traditional lab reports, teachers are likely to place greater emphasis and value on more authentic scientific discourse. here, discussion of discrepancies and anomalies might lead to the exploration of alternative solutions and the need for a refinement in techniques. Stephen M. Ritchie and Donna L. Rigano(1996). Helge Gresch, et.al. (2013) conducted a study on training in decision-making strategies: an approach to enhance students' competence to deal with socio-scientific issues. Dealing with socio-scientific issues in science classes enables students to participate productively in controversial discussions concerning ethical topics, such as sustainable development. In this respect, well-structured decision-making processes are essential for elaborate reasoning. 386 students were tested in a pre-post-follow-up control-group design that included two training groups. Gains in competence when reflecting upon the decision-making processes of others were found, to a lesser extent, in the training group that received the additional meta-decision training. Chan Ling Meng, et.al. (2014) given that ethical ideology provides guidance in judging right and wrong, duty, obligation and moral responsibility, it is an appropriate tool for the researcher, who needs better understanding to diagnose the influences of ethical ideology on unethical behaviour.

### III. NEED FOR THE STUDY

Over the past couple of decades, a significant number of stories have filled newspapers and business journals with reports on the poor ethical judgment exercised by top political, business as well as religious leaders. In this scenario it is felt by the investigator that intellectual honesty is a necessary one for each and every student life. Incidents of academic misconduct are not only prevalent but now sharing the headlines alongside business and political scandals. Gaps and lapses in professional judgement and personal moral standards are problematic in many segments of society and have undoubtedly influenced the high levels of cheating in higher education among students. Students suspected of intellectual dishonesty shall be so informed and are entitled to an opportunity to reveal the understanding of cheating in a private discussion with the teacher to the assessment of any penalty.

In Future when students become corporate managers and entrepreneurs they have to face the situation of making tough decisions and seeking out the best possible solution to everyday problems in order to reach leadership position they probably have a knack for decision making which is very important for reducing cognitive biases. Not all incidents of dishonesty deserve the imposition of most extreme penalties. So it is recommended that teacher should consider intellectual integrity when evaluating to address an incident of dishonesty that they are encountered. When intellectual integrity is considered teachers are advised to discuss with the students about dishonesty.

### DEFINITIONS OF VARIABLES

#### INTELLECTUAL HONESTY

Intellectual Honesty is nothing but an active and reflective process, as opposed to a mere absence of conscious deception.

"Intellectually honest" means one makes arguments he/she thinks are true, as opposed to making the arguments he/she is "supposed" to make and/or avoiding making arguments that they think are true that they aren't "supposed" to make.

Intellectual honesty is an applied method of problem solving, characterized by an unbiased, honest attitude, which can be demonstrated in a number of different ways:

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One's personal beliefs do not interfere with the search of truth; relevant facts and information are not purposefully omitted even when such things may contradict one's expected result;

Facts are presented in an unbiased manner, and not twisted to give misleading impressions or to support one view over another.

## DECISION MAKING

Decision-making is the process of identifying and choosing alternatives based on the values and preferences of the decision-Maker.

Every decision-making process produces a final choice; it may or may not prompt action.

Psychologists view the decision making as the result of cognitive process that involves considerable planning.

## IV. SAMPLE

A convenient random sampling technique was adapted for the selection of sample the schools selected for this study. Then random convenient sampling technique was adopted to select the sample. 47 students were taken for the study. The students studying in XII standard were chosen as the sample.

## V. TITLE OF THE PROBLEM

The topic, “**Effects of intellectual honesty on decision making among higher secondary students**” was chosen for the study.

## VI. OBJECTIVE

To find out the effects of Intellectual Honesty and its determining factors on Decision making among higher secondary students

## VII. HYPOTHESES

1. There are no significant relationships between intellectual honesty and decision making of boys, girls and total sample.

2. Factors (Personal factors, School and Home Environment, Peer Group and Moral and Ethical Factors) of intellectual honesty have no impact on decision making among boys and girls.

## VIII. RESEARCH TOOLS SELECTED FOR THE PRESENT STUDY

The following tools have been used by the investigator to carry out this study.

1. Intellectual Honesty Scale K. Saraladevi and D. Arnold Robinson (2016)
2. Decision Making Scale R. Selvaraju and T. Ranjithkumar (2014)

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**ANALYSIS AND INTERPRETATIONS**

**TABLE-1**

Relationships between of intellectual honesty and decision making of Girls.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Intellectual Honesty Vs Decision Making</b>	<b>18</b>	<b>32.944</b>	<b>0.451</b>	<b>0.01</b>

From the table 1, it is understood that calculated correlation coefficient values is more than that of table correlation coefficient values ( $P < 0.01$ ,  $N=18$ ). Hence hypothesis is rejected and proved that there is significant relationship between intellectual honesty and decision making of Girls.

**TABLE-2**

Relationships between of intellectual honesty and decision making of Boys.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Intellectual Honesty Vs Decision Making</b>	<b>29</b>	<b>35.0348</b>	<b>0.041</b>	<b>N.S</b>

From the table 2, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between intellectual honesty and decision making of Boys. This study is supported by the work of Jacob, D.L. (1957)

**TABLE-3**

Relationships between of intellectual honesty and decision making of Total Sample.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Intellectual Honesty Vs Decision Making</b>	<b>47</b>	<b>34.234</b>	<b>0.114</b>	<b>N.S</b>

From the table 3, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between intellectual honesty and decision making of Total Sample. The above mentioned study is supported by the work of Kirkland, (2009) Jacob, (1957) and Grijalvanowell&Kerkvliet, (2006). Roig and Ballew and Stevens and Stevens (cited in Rawwas& Isakson, 2000) suggest that the decision of whether or not to cheat inherently lies within the individual's personal value system

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**TABLE-4**

Relationships between personal factor of intellectual honesty and decision making of girls.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Personal Factor Vs Decision Making</b>	<i>18</i>	<i>12.277</i>	<i>0.339</i>	<i>N.S</i>

From the table 4, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between personal factor of intellectual honesty and decision making of girls.

**TABLE-5**

Relationships between School and Home environment factor of intellectual honesty and decision making of girls.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>School and Home Environment factor Vs Decision Making</b>	<i>18</i>	<i>7.833</i>	<i>0.1989</i>	<i>N.S</i>

From the table 5, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between School and Home environment factor of intellectual honesty and decision making of girls.

**TABLE-6**

Relationships between Peer Group factor of intellectual honesty and decision making of girls.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Peer Group factor Vs Decision Making</b>	<i>18</i>	<i>4.889</i>	<i>0.484</i>	<i>0.05</i>

From the table 6, it is understood that calculated correlation coefficient values is more than that of table correlation coefficient values ( $P < 0.05$ ,  $N=18$ ). Hence hypothesis is rejected and proved that there is significant relationship between Peer Group factor of intellectual honesty and decision making of girls. Steinberg & Monahan (2007), work and observational data point to the role of peer influences as a primary contextual factor contributing to adolescents' heightened tendency to make risky decisions.

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**TABLE-7**

Relationships between Moral and Ethical factor of intellectual honesty and decision making of girls.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Moral and Ethical factor Vs Decision Making</b>	<i>18</i>	<i>8.111</i>	<i>0.419</i>	<i>N.S</i>

From the table 7, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between Moral and Ethical factor of intellectual honesty and decision making of girls.

According to Davis' (1993) "theory of understanding", one naturally resists cheating because cheating deprives individuals of opportunities to test their personal theories of understanding. Rettig and Rawson's (cited in Sinha, 1968) "ethical risk" hypothesis (ERH) proposes that ethical behavior varies depending on the perceived risk of the misconduct. A natural experiment conducted by West, Ravenscroft, and Shrader (2004) revealed that moral judgment and honesty were not related, but higher levels of cheating behavior related to less honesty.

**TABLE-8**

Relationships between personal factor of intellectual honesty and decision making of boys.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Personal Factor Vs Decision Making</b>	<i>29</i>	<i>11.896</i>	<i>0.124</i>	<i>N.S</i>

From the table 8, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between personal factor of intellectual honesty and decision making of boys.

**TABLE-9**

Relationships between School and Home environment factor of intellectual honesty and decision making of boys.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>School and Home environment factor Vs Decision Making</b>	<i>29</i>	<i>8.275</i>	<i>0.231</i>	<i>N.S</i>

From the table 9, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between School and Home environment factor of intellectual honesty and decision making of boys.

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**TABLE-10**

Relationships between Peer Group factor of intellectual honesty and decision making of boys.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Peer Group factor Vs Decision Making</b>	<i>18</i>	<i>6.137</i>	<i>0.097</i>	<i>N.S</i>

From the table 10, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between Peer Group factor of intellectual honesty and decision making of boys. The development of child is initially the outcome of family, however; peer overtakes the socialization process with the selection and adoption of lifestyle, appearance, social activities and academics etc [Sebald, H., 1992]. Similarly, peer and friends are pivotal and dramatic in shaping individual's perceptions, attitudes and ideas to understand the outside world as well as decisions in future lives while [Baron, RS., N.L. Kerr and N. Miller, 1992.] accounted such relations as major supporting pillar in times of distress and comforts. Summarizing the contents, peer and friends narration of the given data while focusing to analyse the play a significant role in changing the behaviour of relation of peer and friends in career decision is making individuals, personality development and decision making process. The study was therefore conducted at graduate regarding career, adaptation as well as positive and level in the University of Malakand KhybrPakhtunkhwa negative behaviour in future life

**TABLE-11**

Relationships between Moral and Ethical factor of intellectual honesty and decision making of boys.

<i>Variable</i>	<i>N</i>	<i>Mean</i>	<i>R</i>	<i>L.S</i>
<b>Moral and Ethical factor Vs Decision Making</b>	<i>29</i>	<i>8.344</i>	<i>0.092</i>	<i>N.S</i>

From the table 11, it is understood that calculated correlation coefficient values is less than that of table correlation coefficient values. Hence the hypothesis is accepted and proved that there are no significant differences between Moral and Ethical factor of intellectual honesty and decision making of boys. Above mentioned study is supported by following research work. We may not factor ethical considerations into our typical ways of thinking or mental models. (Werhane, P. (1999). We may be reluctant to use moral terminology (*values, justice, right, and wrong*) to describe our decisions because we want to avoid controversy or believe that keeping silent will make us appear strong and capable.5 we may even deceive ourselves into thinking that we are acting morally when we are clearly not, a process called *ethical fading*. The moral aspects of a decision fade into the background if we use euphemisms to disguise unethical behaviour, numb our consciences through repeated misbehaviour, blame others, and claim that only we know the "truth." (Tenbrunsel, A. E., & Messick, D. M. (2004).

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## IX. EDUCATIONAL IMPLICATIONS

- ❖ We all know that decision making depends upon intellectual honesty especial in citizenship education among students to do this teachers should emphasize on socialisation and counter socialisation.
- ❖ In the lower grades socialisation helps to understand the basic elements of democratic culture of citizenship education.
- ❖ In the higher grades counter socialisation provides Students with opportunities for support to develop their critical thinking skills and individual sense of responsibility.
- ❖ To create faith in the democratic ideal of basic value of all individuals, the school themselves must provide opportunities for students to practice democracy and teachers must respect the intellectual honesty in students.
- ❖ Critically teachers cannot solely rely on training students in the methods of social sciences, because they do not help students to make proper decisions.
- ❖ While no one is perfect, and even those who strive or intellectual honesty can have a bad day, simply be on the lookout for how many and how often these criteria apply to someone.
- ❖ In the arena of public discourse, it is not intelligence or knowledge that matters most – it is whether you can trust the intelligence or knowledge of another.
- ❖ After all, intelligence and knowledge can sometimes be the best tools of an intellectually dishonest approach.
- ❖ Without intellectual honesty, the data are flawed and unreliable. Flawed data lead to poor decision-making; it's usually better to use only one's gut than to rely on a poorly formed data set.
- ❖ And unfortunately, many people are using data in intellectually dishonest ways. To attain explorative success in decision making we need a combination of both intellectual honesty and decision making. This research will explore how we can balance the two.

## X. DELIMITATIONS OF THE STUDY

- The study was restricted to Higher Secondary School Students.
- Schools were selected from Chennai District of Tamil Nadu.
- A Sample size was 47 Higher Secondary School Students.

## XI. EDUCATIONAL IMPLICATION

Students should accept intellectual honesty into their heart for just a little while and they all have biases; so let them view what is obviously and inherently biased as biased and not as intellectual fact then their decision making will be superb.

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