CHEATING IN EXAMINATIONS: FEAR OF FAILURE AND TEST ANXIETY AMONG COLLEGE STUDENTS

Dissertation submitted to Mahatma Gandhi University for

partial fulfilment of Bachelors Degree in Psychology

Submitted by

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Department of Psychology

MES COLLEGE MARAMPALLY

(Affiliated To Mahatma Gandhi University, Kottayam)

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CERTIFICATE

Certified that this research project contains a genuine account of **"CHEATING IN EXAMINATIONS: FEAR OF FAILURE AND TRST ANXIETY AMONG COLLEGE STUDENTS"** done by NAWRIN SHAJI, Reg. No. 200021045621 during the sixth semester B.sc. Psychology (2020-2023) at MES College, Marampally, Aluva.

Submitted for the B.sc. degree examination held on………………

Staff in charge: Head of the department:

Examiners:

DECLARATION

I, the undersigned, do hereby declare that this research work **"CHEATING IN EXAMINATIONS: FEAR OF FAILURE AND TRST ANXIETY AMONG COLLEGE STUDENTS"** was carried out in the Department of psychology, MES College Marampally, supervised by Uvaiz Haneefa and submitted to Mahatma Gandhi University as a part of partial fulfillment of the Undergraduate Bachelor's Degree in Psychology of the year 2020-2023. This work is bonafide and has not been submitted by me for the award of any degree, diploma, titles and recognition before.

Nawrin Shaji

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MES College Marampally,

Aluva

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The work entitled "CHEATING IN EXAMINATIONS: FEAR OF FAILURE AND TRST ANXIETY AMONG COLLEGE STUDENTS" is carried out under the supervision and guidance of Uvaiz Haneefa and I would like to express my deep and sincere gratitude to my research supervisor Uvaiz Haneefa, Assistant professor, Department of Psychology, MES College Marampally, Aluva, who provided invaluable guidance and support throughout this research. His dynamism, vision, sincerity, and motivation have deeply inspired me. Much gratitude is extended for his valuable time, able guidance and whole hearted support throughout the duration of my study. It was a great privilege and honour to work and study under his guidance. I am extending my heartfelt thanks to his family for their acceptance and patience during the discussion I had with her/him on research work and dissertation preparation.

TABLE OF CONTENTS

LIST OF TABLES

	to carrying cheat sheet to exam hall	
14	Mean, standard deviation, t-value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat sheet to exam hall among males	
15	Mean, standard deviation, t-value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat sheet to exam hall among females	
16	Mean, standard deviation, t-value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams	
17	Mean, standard deviation, t-value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams among males	
18	Mean, standard deviation, t-value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams among females	
19	ANOVA table of test anxiety, FDSE, FUF and G.FOF and those who responded positive, negative and neutral towards cheating behaviour	

LIST OF ABBREVIATIONS

Abbreviations	Full form
G.FOF	General Fear of Failure
FSE	Fear of Experiencing Shame and Embarrassment
FDSE	Fear of Devaluing One's Self Esteem
FUF	Fear of Having an Uncertain Future
FIOLI	Fear of Important Others Losing Interest
FUIO	Fear of Upsetting Important Others
SPSS	Statistical Package for Social Sciences
ANOVA	Analysis of Variance

ABSTRACT

The present research work was conducted with the aim of examining the relationship between test anxiety and fear of failure among college students and to study the cheating behaviour during exam. The participants compromised of 164 college students, who completed the questionnaire of Westside test anxiety scale and performance failure appraisal inventory. Open ended questions were created to assess the cheating behaviour. The data collected were analysed by SPSS statistical program. The relationship between test anxiety and fear of failure was examined using Pearson's product moment correlation. The difference in gender and cheating behaviour on test anxiety and fear of failure was examined using t-test and ANOVA. The research revealed that there is significant positive correlation between test anxiety and fear of experiencing shame and embarrassment and fear of devaluing one's self esteem. The study also revealed that there is significant difference between gender and test anxiety, general fear of failure, fear of experiencing shame and embarrassment, and fear of having an uncertain future. From the research, it was also found that there exists significant difference between general fear of failure, fear of having an uncertain future and fear of losing interest of important others among those who carried cheat sheet to exam hall and those who didn't . There also exists significant difference between fear of having an uncertain future and fear of losing interest of important others, and those who carried cheat sheet to exam hall and those who didn't. The study also revealed that there exists significant difference between test anxiety, fear of devaluing one's self esteem, fear of having an uncertain future and general fear of failure among those who responded positive, negative and neutral towards cheating behaviour.

Keywords: Test anxiety, Fear of failure, College students, Fear of experiencing shame and embarrassment, Fear of devaluing one's self esteem, Fear of having an uncertain future, General fear of failure, Fear of losing interest of important others, Cheating behaviour.

CHAPTER I

INTRODUCTION

Cheating in Examinations: Fear of Failure and Test Anxiety Among College Students

'36 students arrested for cheating using unfair means such as 'Bluetooth devices' in the Bihar Constable Recruitment Exam 2022. These students were arrested from examination centers across' (Times of India, 2022).

People frequently must decide whether to engage in various forms of opportunistic or even illegal behavior to improve their well-being or further their own goals. Putting big crimes aside, there is ample proof that tax fraud and free riding are widespread. On public goods, claiming benefits without entitlement, bribing and corrupting public officials, abusing drugs and alcohol, smoking when it's not allowed, as well as other types of dishonest behavior, are widely disseminated phenomena in most countries (Kleven et al., 2011; Powell et al., 2010; Clark & Loheac, 2007; Fortin et al., 2007).

On the other side, Lasch (1984) noted that "competition (in the business community), not so much on the desire to excel, as on the effort to escape crushing-defeat". Young people experience these pressures as well; for instance, exam anxiety might tempt some students to engage in academic dishonesty, including illegal behaviour like cheating. Most instances where cheating is evident are in the classroom (Ferrer-Esteban, 2012; Bertoni et al., 2012; Carrel et al., 2008; Mc Cabe, 2005; McCabe & Trevino, 1999). According to Callahan (2004), academic success in today's culture is a function of economics because students are aware that earning a degree (with good grades) increases their chances of success in the marketplace. Additionally, there is a general perception that 20-year-olds today have a much greater sense of entitlement

than previous generations did. As a result, employers have dubbed this generation the "Entitlement Generation" because they believe they demand higher wages, flexible work schedules, instant gratification, and instant success (Associated Press, 2005).

The shift from high school to college, however, is typically marked by occasionally startling experiences (new-freedoms and new-demands). A cultural shock caused by the differences between the former and current environments, disappointed expectations, and a fear of the unknown are only a few of the personal obstacles that Kenyan university students endure, according to Wagneri et al. (2012). To succeed in academic life, kids must acclimatise quickly. The degree of autonomy, social relationships, and compatibility with other students in the hostels, access to support services, eating habits, and adjustment to academic programmes were among the factors used to identify the transitional challenges experienced by male and female students at Kenyatta University.

There are 23 possible behaviours that could be regarded as cheating, according to the University of Texas' cheating prevention guide: coughing or making hand gestures; concealing notes in pockets, on hands, on hats, or on garments; Before exams, writing in the answer book; Keeping notes on the ground or on blackboards, desks, or both; getting advance copies of an exam; transferring knowledge about specific questions or answers from an earlier class to a later class; Leaving documents in the restroom; transferring tests so that neighbours receive identical test forms; arranging for a substitute to take an exam while presenting the substitute with fake identification; creating false data for clinical or laboratory assignments; altering a graded paper or answer sheet and asking for it to be graded; failing to submit a test and implying that a faculty member must have lost it later; taking a graded test from a different student and adding one's name to it; computer programmes that were written by someone else being submitted; two

answers should be entered, one on the exam form and the other on the answer sheet; Marking a student's answer so that the answer is visible to another student; claiming to have the proper response by drawing big circles around two responses that are adjacent; taking an exam or another assignment and transmitting it to a third party, transferring it to a different section, or putting it in a test file; utilising electronic devices, such as a programmed calculator, to save exam results or other passing information; Stealing a printout of an online assignment from a computer lab that belongs to another student; destruction of library resources for academic advantage; computer file transfer from one person to another; or using a pager or radio transmitter to send the answers that have been posted to the exam or to the student in the testing location.

Cheating is an ethical/moral breakdown that affects both the person and society (school, institute, or university) in the ways listed below (Ten Reasons not to Cheat, n.d.):

Cheating hurts a person in four ways: (1) by rationalising their cheating, which encourages more cheating (both in and out of the classroom) and compromises their own ethical/moral code; (2) by neglecting to engage in authentic learning and mastery of academic material, which harms their own education; (3) by damaging their reputation (they are seen as frauds, liars, and intellectual thieves) and suffering potentially serious repercussions; and (4) by reducing the enjoyment of accomplishments they have earned.

Cheating negatively impacts society in six ways: (1) by fostering a climate of distrust, which limits students' and faculty members' ability to work meaningfully and collaboratively; (2) by encouraging more cheating and a lowering of standards as cheating becomes "normal" and the only way to compete in the school culture; and (3) by lowering moral standards, which could

diminish the moral authority of school administrators, (4) making cheaters reliant on genuine learners because they lack the ability to learn or master their own academic work and instead rely on the originality of others' work; (5) making honest and creative students/citizens spend time and effort defending their intellectual property, writings, exam answers, and other works against cheaters, which is unproductive work; and (6) giving cheaters undeserved rights, benefits, and scholarships.

Self-reported frequency of cheating is found to be positively correlated with test anxiety, as determined by the Test Anxiety Questionnaire (Mandler & Sarason, 1952), according to Smith, Ryan, and Diggins (1972). This correlation has been found to exist for both males and females. Similar findings have been made by Heisler (1974), who used the Test Anxiety Scale to quantify his subjects' test anxiety and discovered that high test nervous subjects cheated more than low test worried subjects (Sarason, 1958). The Achievement Anxiety Test, used to quantify test anxiety, was used by Bronzaft, Stuart, and Blum (I973) to find that cheating had no relation to test anxiety (Alpert & Haber, 1960). Like how cheating and the need for approval are related, the association between cheating and exam anxiety has also been described. Test anxiety is a measurement of test takers' fear of failing, and it is claimed that the more anxious a subject is about performing poorly, the more probable it is that the subject will cheat.

Test Anxiety

People from all walks of life may be afflicted by the psychological disorder known as test anxiety. It causes a person to experience significant distress and anxiety prior to writing an exam, while taking the test, and even after the test has been completed (Akinsola & Nwajei 2013). A definition of test anxiety is attempted. According to Farooqi, Ghani, and Spielberger (2012), test

anxiety is a crippling emotion that causes pupils to feel agitated and distressed and can affect their performance. Test anxiety is characterised by internalising behaviours among students and a serious emotional issue that has a detrimental impact on learning, according to Alvarez, Carrion, Casanova, Rubio, Miras, Salas et al. (2008). Many pupils interpret it as a danger to the person since it is perceived as the emotional negative character's reaction to the expectation brought on by the test's appearance. Anxiety related to a person's experience with a test or evaluation method is known as test anxiety (Stangier, Clark, Ehlers 2006). Test anxiety was also defined by Spelberger (1995) as a situation-specific attribute, a feeling of anxiety felt during an exam. He defines anxiety as a multifaceted concept that includes various individual perceptions as well as physiological and behavioural responses.

Spelberger (1995) went on to say that test anxiety is an unpleasant mood with cognitive, affective, and behavioural characteristics that is experienced in a formal examination or evaluation setting, and that it unfortunately prevents people from giving their best efforts and makes them even more anxious. Test anxiety is also viewed by Zeldner (1998) as potential negative effects of exams or other evaluation situations, as well as phenomenological, psychological, and behavioural reactions associated by dread about failing. Childhood is when test anxiety first emerges, and it gradually becomes more of an issue as people age (Erozkan 2004). Those who are extremely test-anxious perceive a threat to their very survival. When they speak in front of an audience, this emotion frequently fuels anger. Test anxiety is a sort of anxiety that is commonly felt and is related to tests and their outcomes, according to Perkin (2001). Test anxiety can occur prior to, during, or following the exam, he added. The affective, physiological, and cognitive components of test anxiety were identified by Perkin (2001). Depending on their expectations, most people experience anxiety prior to taking a test, while a

smaller percentage do so during the test or immediately afterwards. According to Nemati (2012), test anxiety is a sensation of dread and unease that people exhibit before, during, or after an exam. It's not unusual for people to have text anxiety; it's a universal human feeling that can have both helpful and hindering impacts on learning (Mohamadi, Alishashi, and Soleumani 2014). Moreover, test anxiety can be defined as a sort of distress that consists of both physiological and psychological elements (Paiul, Elam, and Verhulst, 2007). In accordance with Candy and Jonson's descriptions of emotion and anxiety, the physiological and psychological components represent these (2002). The psychological effects' knowledge, however, can make performance much more difficult. According to Egbochukwu, Obodo, and Obadar (2008), most students who are anxious about an exam would feel unpleasant, afraid, or act sick.

When it comes to studying for and passing an exam, the psychological condition of fear of failing can be extremely stressful. Regardless of how much study time was put into the exam, if it isn't dealt with, it might impede thinking and result in subpar test performance (The American Board of Perianesthesia Nursing Certification, 2023).

Fear of Failure

The definition of fear as a concept has long been a goal of research. According to Bauman (2006, pp. 1-2), fear is the term we use to describe our "uncertainty" and "ignorance of the threat." Fear is a sense that all living things experience. In the same line, it is also described as the "natural reaction to a genuine or imagined threat" (Gullone, 2000, p. 429) and the "feeling of unsettling suspense, the tense expectation of a hazardous but obscure event" that enhances the impulse to "leave or avoid" (Rachman, 1998, p. 26). According to McGregor and Elliot (2005), failure fear is conceptualised as "a need, a motive, and an affective propensity," and it is thought to affect

"how the individual defines, orients to, and experiences failure in accomplishment circumstances" (Conroy, 2003).

According to several studies (Griffore, 1977; Pantziara & Philippou, 2015; Caraway, Tucker, Reinke, and Hall, 2003; and others), one of the many antecedent variables influencing students' academic motivation and success is their fear of failing. Researchers have shown that pupils who are consumed by their dread of failing exhibit depressive or panic-like symptoms (Entwistle, Thompson, & Wilson, 1974; Entwistle, 1988).

A motivator for successful performers to "achieve a high level of performance" or a factor that can keep them from reaching their full potential was fear of failure (Conroy, Willow, & Metzler, 2002, p. 76). Entwistle's (1988) research revealed that whereas failing students perceive failure as an assault on their self-esteem and self-worth, successful students use their fear of failure as a motivation to persist in their efforts to succeed.

It has been said that fear of failure prevents pupils from achieving their full potential and affects their expectations and behaviors (Cox, 2009). Students who are worried about failure question their capacity for success and suffer from anxiety that has a negative impact on their level of academic enthusiasm and involvement (Covington, 1992). It has remained a "ill-defined and fluid" (Jackson, 2010, p. 40) construct that has received very little attention, despite how failure fear has been portrayed in the literature and despite researchers' repeated recommendations to investigate dread in education (Jackson, 2013). Fear of failure has not yet been given a precise definition in the literature or an accepted way to operationalize it. In order to grasp the complicated nature of human behaviour and use such understandings to improve students'

academic performance, it is crucial to concentrate on the various and frequently incongruent ways that fear acts in education (Jackson, 2010).

Experts have asserted that if the repercussions of failing are not considered, fear of failure may lose all its significance (Conroy & Elliot, 2004). According to Conroy (2001), Conroy, Metzler, & Hofer (2003), Conroy, Willow, & Metzler (2002), Hagtvet & Benson (1997), McGregor & Elliot (2005), and others, fear of failure is thought to be linked to adverse outcomes such as feeling shame and embarrassment, devaluing one's self-estimate, having an uncertain future, losing social influence, and upsetting important others. Also, when students are prepared for a test, it is thought to negatively predict changes in their emotional health (Berger & Freund, 2012).

According to Entwistle (1988), fear of failure was linked to a perceived danger to one's self-esteem and includes emotions of incompetence, a low opinion of oneself, and the expectation of failure (McGregor & Elliot, 2005; Pantziara & Philippou, 2015). According to Entwistle and Ramsden (1983), travel and fear of failure were linked to superficial study methods and were indicative of sentiments of worry, tension, and inadequacy more generally.

Need and Significance

The literature review shows that there is no studies that has taken into account the three factors, cheating in exams, fear of failure and examination anxiety together in the Indian setting. Additionally, it was discovered from newspaper reports that cheating related behaviors has increased over the recent past in national level examinations like JEE, NEET, UPSC, and so forth. Furthermore, it is evident that numerous restrictions on clothing choices, such as giving up

the hijab and putting on full sleeves, are being made to curb these behaviours. Thus, this research aids in assessing college students' exam anxiety and fear of failure, thereby helping in developing strategies to lessen both. The goal of the research is to identify various academic dishonesty techniques that can be used to mitigate these behaviours. The study will be useful in determining the effects of test anxiety and fear of failure on cheating in exams, which could be used to effectively guide students to prevent academic dishonesty and diminish the level of anxiety and fear of failure that is frequently experienced by students. The study contributes to our knowledge of college students' perspectives on cheating.

Statement of the Problem

To find the relationship between test anxiety and fear of failure in examinations among college students and to study the cheating behaviour during exam.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a summary of the earlier works on a subject that have been released. This chapter contains information about previous studies, research papers and articles on the topic of the study from research gate, link springer, academia edu and so on.

The research conducted by Salehi and Gholampour (2021), titled "Cheating on exams: Investigating Reasons, Attitudes, and the Role of Demographic Variables" that investigated motivations, attitudes, and the impact of demographic factors on cheating in exams. 310 samples were used in the investigation. The participants were given a cheating questionnaire that had been created. Investigated were a few demographic factors. To evaluate the collected data, both descriptive and inferential statistics were used. Descriptive statistics results showed that cheating was prevalent among participants and that most students either had a positive attitude about cheating or at the very least were neutral towards it. "Letting people look at their papers while taking tests" was the most widely used kind of cheating. Cheating was most frequently done because a person was "not prepared for the exam." Regarding inferential statistics, correlational analyses, an independent t-test, and one-way analyses of variance were employed to examine the impact and connection between participant cheating practices and the demographic characteristics. It was discovered that neither of the two demographic factors, gender nor academic year had any bearing on students' cheating habits. Age and achievement levels did not significantly correspond with cheating behavior scores, however.

An investigation titled "A systematic review of research on cheating in online exams from 2010 to 2021" was undertaken in 2022 by Noorbehbahani, Mohammadi and Aminazadeh. A review of 58 articles about online cheating that were released between January 2010 and February 2021 was conducted. They provided the research categorization and issue trends in

online exam cheating. The research synthesis of the fifty-eight records on online cheating that were chosen produced several discoveries. The research that was chosen were divided into four primary categories: cheating types, cheating motives, cheating detection, and cheating prevention. Three specialists investigate the studies under each of the four primary areas, and then each category is given a list of the things they found. To further categorize each major theme, several brainstorming sessions have been held. The XMind tool, a reputable and well-liked mind mapping programme, was used to extract the classes. For educators and academics working around online learning, the study can be a useful resource for gaining a thorough understanding of cheating mitigation, detection, and prevention.

Chala (2021), did a study titled "Perceived seriousness of academic cheating behaviors among undergraduate students: an Ethiopian experience" to determine how seriously undergraduate students in an Ethiopian university considered academic cheating habits. A total of 245 normal undergraduate students were chosen at random from three colleges: business and economics, natural and computational science, and social science located in a university (146 men and 99 women). An online survey was used to gather data. The findings showed that most cheating actions were judged as "severe" by many respondents. The study discovered that despite students' awareness of the significance of many cheating practices, they still engaged in it actively. Also, significant disparities in how seriously students perceived academic cheating practices according to their field of study and gender were discovered.

Ifeagwazi et al (2019) conducted a research on "Peer pressure, fear of failure and examination cheating behavior in the university: Does gender make the difference?" which documented the predictors of cheating such as fear of failure and peer pressure, but there could be gendered patterns of explanatory variables in cheating. The purpose of the current research

was to determine whether gender in the setting of a university influences the relationships between two predictor variables, peer pressure and fear of failure and examination cheating behavior. The Peer Pressure Inventory, Performance Failure Appraisal Inventory, and ECB Scale were performed by 308 undergraduate students from Nigeria. Gender, peer pressure, and failure fear were important main effects, according to the PROCESS macro analysis's findings.

Malesky et al. (2021) tested 361 undergraduate students in a lab environment with an experimental design. Deception was used in the trial for the author's research, "The Effects of Peer Influence, Honor Codes, and Personality Traits on Cheating Behavior in a University Setting," which sought to understand how personality, an honor code, and peer influence all affected cheating behavior. The outcomes showed that peer pressure had the biggest effect on cheating behavior. Additionally, those with a high openness trait score had a considerably higher likelihood of cheating than those with a low openness score based on their personality. These results have implications for combating academic dishonesty in higher education.

The study titled "The Influence of Self Efficacy, Peer Conformity, Parenting Style, and Academic Procrastination on Student Cheating Behavior" by Amelia & Usman (2020) aims to determine and analyze the effect of self-efficacy, peer conformity, parenting style, and academic procrastination on student cheating behavior. This research used a sample testing method called Smart PLS with 200 respondents who were students at DKI Jakarta. According to the findings, each element has a sizable impact on the others. It has been discovered that pupil cheating behavior is influenced by self-efficacy and peer conformity. Although of minimal importance, parenting style does have an impact on students' cheating behavior. A similar relationship exists between academic procrastination and pupil cheating.

Rinn & Boazman (2014), conducted research on the topic "Locus of control, academic self-concept, and academic dishonesty among high ability college students." The present study's objectives were to assess an indicator of academic dishonesty and look at high ability college students' locus of control and its impact on academic dishonesty behaviors, as moderated by academic self-concept. This research involved 357 high ability college students who were enrolled at two universities in the southwest of the United States. For the aggregate group, disaggregate honors, and non-honors groups, variables and the moderation of scholastic self-concept were investigated. The Self-Description Questionnaire III, the Rotter Internal-External Locus of Control Scale, and a scale to assess academic dishonesty based on Geddes' research were filled by the students. (2011). A 17-item scale to assess scholastic dishonesty was created. According to the findings, for non-honors students, locus of control does not substantially predict academic dishonesty.

The study titled "Academic dishonesty: Does Social Media Permit Higher and More Sophisticated Levels of Student Cheating?" by Best and Shelley (2018), aims to determine the impact of texting, different smartphone applications, and social media sites like Facebook, Twitter, Snap Chat, and Instagram on academic dishonesty in higher education. A student survey with 20 items was sent by email as part of the study's mixed-methods methodology. The study's findings showed that most college students use Facebook, Twitter, Snap Chat/Instagram, and smart phones for social media purposes to help them with their scholastic work. Although some students claim to use these social media platforms to help them with their studies, many of them do not use them for any kind of deception.

 Diego (2017) conducted a research on "Friends with Benefits: Causes and Effects of Learners' Cheating Practices During Examination" to understand the motivations and goals of the respondents towards cheating. From June to October 2016, 16 key informants were

chosen by random sampling from Junior and Senior High School students at Roxas National Comprehensive High School in Palawan. They submitted open-ended questionnaires and participated in interviews. This research found that friendship is manipulated because it renders morally correct behavior as unacceptable and morally incorrect behavior, such as cheating, as acceptable. Cheating during exams is a behavior with a long history of societal acceptance and debt of gratitude. A learner will be classified as "no concern" if they don't share their responses. The thesis of this article is that honesty should not only be a policy but should be the only policy in this situation. Academic dishonesty must not only be condemned on enrollment forms; instructors must also constantly intervene and remind students of their moral obligations to uphold honesty and maturity in their conduct.

An investigation titled "The Relationships Among Attitudes Toward Cheating, Academic Self-Confidence, and General Language Ability Among Iranian EFL Learners" was carried out in 2021 by Khodabakhshzadehs & Shoahosseini. The current research investigated the connections between Iranian EFL (English as a Foreign Language) students' attitudes toward cheating, academic self-confidence, and general language proficiency. Participating in this research were 139 university bound EFL students. The results demonstrated a negative correlation between attitudes toward cheating and academic self-confidence and aptitude. It was also looked at how views toward cheating related to age, gender, education level, and other factors. Studies revealed a bad correlation between views toward cheating and age. Gender, educational attainment, or perspectives on deception, however, were not found to be related.

CHAPTER III

METHOD

The study aims to explore test anxiety and fear of failure in examinations among college students and to study the cheating behaviour during exam. The was conducted in a holistic approach. Random sampling method was used in this study; the data were collected from the sample by directly approaching the participants of the selected group. Correlation, t-test and ANOVA were used to analyze the data.

Objectives

1. To find out the relationship between test anxiety and fear of failure (subcomponents).

2. To find out the relationship between test anxiety and fear of failure (subcomponents) among males and females.

3. To examine the significant difference in test anxiety and fear of failure (subcomponents) with respect to gender.

4. To examine the significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour.

5. To examine the significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour with respect to gender.

6. To find out the difference in fear of failure (subcomponents) and test anxiety among those who responded positive, negative, and neutral towards cheating behaviour.

Hypothesis

1. H_0: There will be no significant relationship between test anxiety and fear of failure (subcomponents).

   H_1: There will be significant relationship between test anxiety and fear of failure (subcomponents).

2. H_0: There will be no significant relationship between test anxiety and fear of failure (subcomponents) among males and females.

    H_1: There will be significant relationship between test anxiety and fear of failure (subcomponents) among males and females.

3. H_0: There will be no significant difference in test anxiety and fear of failure (subcomponents) with respect to gender.

    H_1: There will be significant difference in test anxiety and fear of failure (subcomponents) with respect to gender.

4. H_0: There will be no significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour.

    H_1: There will be significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour.

5. H_0: There will be no significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour with respect to gender.

    H_1: There will be significant difference in test anxiety and fear of failure (subcomponents) among those who responded yes and no towards cheating behaviour with respect to gender.

6. H_0: There will be no significant difference in fear of failure (subcomponents) and test anxiety among those who responded positive, negative, and neutral towards cheating behaviour.

H_1: There will be no significant difference in fear of failure (subcomponents) and test anxiety among those who responded positive, negative, and neutral towards cheating behaviour.

Research design

The research design for the investigation is a mixed approach. Descriptive statistics was used in the research. In the first phase, correlation type research design was conducted to find out the relationship between test anxiety and fear of failure. In the second phase, qualitative research was done. Open-ended questions were used to assess the cheating behaviour and attitude towards cheating among college students. The study was conducted in an experimental type.

Operational Definitions

Test Anxiety

Test anxiety is an unpleasant mood with cognitive, affective, and behavioural characteristics that prevents people from giving their best efforts and makes them anxious.

Fear of Failure

Fear of failure can negatively impact students' ability to perform, leading to feelings of incompetence, low opinion, and expectation of failure.

Cheating in Examinations

Academic dishonesty is an ethical/moral breakdown that affects both the individual and society.

Population and Participants

The population selected for the study was college students (18-25 years). The sample consist of 164 participants. Total number of males participated in the study is 82 (50.0%) and the total number of females participants in the study is 82 (50.0%).

Inclusion Criteria

- Participants from Ernakulam district were included.

- Participants between the age of 18-25 were included.

- Both male and female participants were included

- Both UG and PG students were included.

Exclusion Criteria

- Participants below the age of 18 were excluded.

- Participants above the age of 25 were excluded.

- Students pursuing studies in distant mode were excluded.

Measures

College students' examination anxiety, fear of failure, and exam cheating were the three variables that were examined in the research. Open ended questions were used to find out students' opinion about taking examination, their perspectives towards cheating, and the different methods that students used for cheating. Several themes were found out and was grouped accordingly. (Reference Appendix 2). Tools used in this study are:

- Westside Test Anxiety Scale
- Performance Failure Appraisal Inventory

The Westside Test Anxiety Scale

The Westside Test Anxiety Scale was the tool used to measure exam anxiety. Richard Driscoll developed the Westside Test Anxiety Scale, a condensed, ten-item standard measure used to identify students with anxiety deficits who can benefit from an anxiety-reduction intervention. The self-assessed anxiety impairment and performance-impairing thoughts are covered by the instrument. The tool's ability to measure reductions in anxiety and improvements in test performance were utilized as the validation criteria. Changes in the Westside scale accounted about 20% of changes in these objective assessments, according to the average correlation, which was 0.44. The Westside Test Anxiety Scale has no items assessing physiological over-arousal and only six measures evaluating impairment and four items measuring anxiety and dread. Every item was scored using an ordinal 5-point Likert-type scale, with the following 5 alternatives and scores: *"Never" = 1, "Rarely" = 2, "Often" = 3, "Often" = 4, and "Always" = 5.* (Reference Appendix 3)

The Performance Failure Appraisal Inventory (PFAI)

The Performance Failure Appraisal Inventory (PFAI), a 25-item assessment tool for evaluating belief in adverse consequences of failure, was used to measure fear of failure. On a five-point scale, from *-2 to +2*, the responses to the PFAI are rated. Five subscales of the PFAI are concerned with the following: fear of shame and embarrassment (seven items, for example, "When I am failing, I am less valuable than when I succeed"); fear of lowering one's self-esteem (four items, for example, "When I am failing, it is usually because I am not smart enough to perform successfully"); fear of an uncertain future (four items, for example, "When I am failing, my future seems uncertain"); fear of upsetting important others and fear

of important others losing interest. Evidence of the construct validity of this survey has been discovered. Estimates of internal consistency varied from 0.69 to 0.90. (Reference Appendix 4)

Procedure

Data was collected from 164 samples using probability sampling method in which simple random sampling was used. College students between the age of 18-25 years represent the sample. Prior to collection of the data, their consents were acquired. The data was collected through paper- based means. This contained socio-demographic details, open-ended questions to assess cheating behaviour and 2 set of questionnaires was set and printed, containing Westside Test Anxiety Scale as part A and Performance Failure Appraisal Inventory as part B. These print- based questionnaires were distributed manually.

The instructions for the students were given in the form. The participants were assured that their data will be used only for the research. The participants took 15-20 minutes to complete the questionnaire. The data was collected and coded.

The participant responses were input into Microsoft Excel, and the gathered data underwent statistical analysis using IBM SPSS software.

Statistical Analysis

Descriptive and inferential statistics were done for the research. The frequency and percentage of gender, students' opinion about taking examinations, their perspectives about cheating behavior and methods currently used for cheating were calculated. Correlation was used to study the relationship between test anxiety and fear of failure with and without respect to gender. Correlation was also done to find out the relationship between test anxiety and fear

of failure among males and females. Independent sample test was used to analyze the significant difference between test anxiety and fear of failure with and without respect to gender. It was also done to analyze the significant difference between test anxiety and fear of failure among those who carried cheat sheet to exam hall and those who didn't. Independent sample test was used to analyze the significant difference between test anxiety and fear of failure among those who got caught during cheating in exams and those who didn't. ANOVA was done to assess the difference between test anxiety and fear of failure among those who responded positive, negative and neutral towards cheating behavior.

CHAPTER IV

RESULT AND DISCUSSION

This chapter contains the findings and discussion of the data that was analysed. The discussion section of a research paper is an important part in which the researcher describes, analyses, and interprets their findings.

Table 1

Gender

Gender	Frequency	Percentage
Male	82	50.0
Female	82	50.0

Table 1 shows the frequency and percentage of males and females participated in the study. The male and female frequencies and percentages are 82 and 50.0, respectively.

Table 2

What is your opinion about taking examinations?

Opinions	Frequency	Percentage
Positive	87	53.0
Negative	46	28.0
Neutral	14	8.5
Reform	13	7.9
No opinion	4	2.4

Table 2 indicates the frequency and percentage of participants who responded positive, negative, neutral, reform and no opinion to the question "what is your opinion about taking examinations?". The frequency and percentage of students responding positively are 87 and 53.0, respectively. The frequency and percentage of negative responses are 46 and 28.0 respectively. The frequency and percentage of neutral

responses are 14 and 8.5 respectively. The frequency and percentage of students who responded that education system reform is required are 13 and 7.9, respectively. The frequency and percentage of responses with no opinion are 4 and 2.4, respectively.

From the table it is clear that, most of them reported positively towards taking examinations. About one-fourth of the population showed a negative response towards taking examinations. Almost 1/8 of the population had a neutral attitude and wish to have a reform in the education system, when asked about their opinion about taking examinations. The least reported response was no response to the question.

Table 3

Why do you think people cheat during exams?

Reason	Frequency	Percentage
To get good results	52	32.0
Lack of preparation	46	28.0
Fear of failure	23	14.0
Lack of interest	13	7.9
Lack of confidence	12	7.3
Exam Anxiety	9	5.4
Lack of access to proper education	5	3.0
Time constraints	4	2.4

Table 3 shows the reasons, frequencies, and percentages of the participants to the question "why do you think people cheat during exams?". The frequency and percentage of students who responded to get good results is 52 and 31.7, respectively. The frequency and percentage of students who responded lack of preparation is 46 and 28.04, respectively. The frequency and percentage of students who responded fear of

failure is 23 and 14.02, respectively. The frequency and percentage of students who responded apathy is 13 and 7.9, respectively. The frequency and percentage of students who responded lack of confidence is 12 and 7.3, respectively. The frequency and percentage of students who responded exam anxiety is 9 and 5.4, respectively. The frequency and percentage of students who responded lack of access to proper education is 5 and 3.04, respectively. The frequency and percentage of students who responded time constraints is 4 and 2.43, respectively.

From the table it can be seen that, most of the students reported the reason for cheating as to get good results in the test. It is also observed that almost half of the participants find people cheat during examinations because of lack of preparation. Other 1/4th of the population responded fear of failure as a reason for cheating during examinations. About 1/8th of the population reported the reasons as lack of interest and lack of confidence. The least number of responses were given for exam anxiety, lack of access to proper education and time constraints.

Table 4

Have you ever carried a cheat sheet to exam hall?

Opinion	Frequency	Percentage
Yes	48	29.3
No	116	70.7

Table 4 indicates the responses, frequencies, and percentage of the participants to the question "have you ever carried a cheat sheet to exam hall?". The frequency and percentage of those who carried cheat sheet to exam hall is 48 and 29.3, respectively. The frequency and percentage of those who didn't carry cheat sheet to exam hall is 116 and 70.7, respectively.

Table 5

Have you ever been caught for cheating in exams?

Opinion	Frequency	Percentage
Yes	38	29.3
No	126	76.8

The table 5 shows the opinions, frequencies, and percentages of the students to the question "have you ever been caught for cheating in exams?". The frequency and percentage of those who have been caught for cheating in exams is 38 and 29.3, respectively. The frequency and percentage of those who haven't been caught for cheating in exams is 126 and 76.8.

Table 6

What are the methods students currently use for cheating in exams conducted in your college/universities?

Methods	Frequency	Percentage
Cheat sheets	83	50.6
Use of gadgets	47	28.6
Copying	14	8.5
Other methods	13	8.0
Exchange of answer/ question paper	7	4.3

Table 6 indicates the responses, frequencies, and percentages of the participants. The frequency and percentage of those who responded cheat sheets is 83 and 50.6, respectively. The frequency and percentage of those who responded use of gadgets is 47 and 28.6. The frequency and percentage of those who responded copying is 14 and

8.5. The frequency and percentage of those who responded is 13 and 7.9. The frequency and percentage of those who responded is 7 and 4.2.

From the table it was observed that most of the students reported that people carry cheat sheets to exam hall for cheating in exams. About half of the participants reported that people use the gadgets to cheat in exams. Another $1/8^{th}$ reported that other methods like writing on body parts, writing/scribbling on the bench, etc are also used by students for cheating during exams. A few of the respondents reported that methods like exchange of answer/question papers were also used by students to cheat in exams.

Table 7

Do you used to cheat in exams?

Opinion	Reason	Frequency	Percentage
Yes	To get good results	28	17.1
	Lack of preparation	28	17.1
	Fear of failure	9	5.5
No	Disinterested	38	23.2
	Fear	22	13.4
	Sincere	18	10.9
	Unfair/wrong	10	6.0
	Tension/anxiety	4	2.4
	Time consuming	4	2.4
	Lack of confidence	3	2.0

Table 7 shows the students opinions, reasons, frequencies, and percentages to the question "do you used to cheat in exams?". The frequency and percentage of those

who responded yes is 65 and 39.7, respectively. The participants who reported the reason to the question as to get good results and lack of preparation is 28 and their frequencies is 17.1, respectively. The frequency of participants who reported it is due to fear of failure to the question is 9 and the percentage is 5.5.

The frequency and percentage of those who responded no is 99 and 60.3, respectively. The participants who reported the reason as disinterest to cheat in examination is 38 and the percentage is 23.2. The frequency and percentage participants who reported the reason to the question as due to fear is 22 and 13.4 respectively. The participants who reported the reason as due to sincerity is 18 and their percentage is 10.9. The frequency and percentage those who reported cheating is wrong/unfair is 10 and 6. The participants who reported the reason to the question as due to tension/anxiety and it is time consuming is 4 and the percentage is 2.4, respectively. Those who reported the reason as due to lack of confidence is 3 and percentage is 2.

Table 8

If you watch another student cheating during examinations what will be in your mind?

Opinion	Frequency	Percentage
No botheration	79	48.2
Desire	27	16.5
Pitiful	17	10.4
Lack of preparation	13	8.0
Brave/courageous	10	6.1
Hope that the student don't get caught	7	4.3
Fear	6	3.5
Inform invigilator	5	3.0

Table 8 represents the opinions, frequencies, and percentages of the respondents to the question "if you watch another student cheating during examinations what will be in your mind?". The frequency of participants who has no botheration is 79 and the percentage is 48.2. Those who reported a desire to cheat is 27 and the percentage is 16.5. The participants who feel pitiful towards those who cheat is 17 and their percentage is 10.4. The frequency of students who responded as lack of preparation is 13 and the percentage is 8. The participants who reported that the students who cheat are brave/courageous is 10 and their percentage is 6.1. The participants who hope that the student doesn't get caught is 7 and the percentage is 4.3. The frequency and percentage of participants who feel fear when watching another student cheating is 6 and their percentage is very mild, which is 3.5. The percentage and frequency of people who will inform the invigilator about the cheating is lower, which is 3 and 5, respectively.

From the table, we can observe that the most reported opinion is 'no botheration' when asked about their opinion on the question, 'if you watch another student cheating during examinations what will be in your mind?'. A ¼ of the population responded that the will have a desire to cheat if they watch another student cheating in exams. Another 1/8 of the students reported that they feel pitiful and think that they cheat because of lack of preparation. A small proportion think that they were brave or courageous. The least reported opinions were that, the respondents hope the student don't get caught, fear and inform invigilator.

Correlation

Table 9

Correlation between test anxiety and fear of failure.

Variables	Test anxiety	G.FOF	FSE	FDSE	FUF	FIOLI	FUIO
Test anxiety	-	-	-				
G.FOF	-	-	-				
FSE	**0.164***	**0.76****	-				
FDSE	**0.182***	**0.65****	**0.55****				
FUF	0.03	**0.69****	**0.41****	**0.35****			
FIOLI	0.01	**0.67****	**0.44****	**0.36****	**0.37****		
FUIO	0.05	**0.69****	**0.40****	**0.27****	**0.43****	**0.45****	

*Correlation is significant at the 0.05 level(2-tailed)
** Correlation is significant at the 0.01 level(2-tailed)
General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 9 shows the correlation between test anxiety and fear of failure among college students. From the table, we can observe there exists a positive correlation between test anxiety and fear of experiencing shame and embarrassment (FSE) at the level of significance 0.05 and r = 0.164. This indicates that when test anxiety increases fear of shame and embarrassment also increases. Therefore, we reject the null hypothesis that there will be no significant relationship between test anxiety and fear of experiencing shame and embarrassment.

It was found that there is a significant relationship between test anxiety and fear of experiencing shame and embarrassment, and they are often closely interlinked. For instance, students who experience test anxiety may be afraid of shame and embarrassment due to their perceived inability to perform well on the test. They may

fear the judgment of their peers or the instructor and feel embarrassed about their perceived failure. As a result, they tend to avoid situations that may trigger their anxiety, such as taking the test or seeking help from the teacher. This avoidance, in turn, reinforces their fear of experiencing shame and embarrassment and can lead to a worsening of test anxiety. Moreover, fear of shame and embarrassment can intensify test anxiety symptoms, leading to a vicious cycle of worry and avoidance. For example, if a student feels embarrassed about their poor performance on a test, they may become increasingly anxious about future testing situations, which can further exacerbate their fear of experiencing shame and embarrassment. Research studies have shown that individuals who experience fear of experiencing shame and embarrassment are more prone to developing test anxiety compared to those who do not.

A study published in the Journal of Counselling Psychology (2006) examined the bidirectional relationship between test anxiety and fear of shame and embarrassment in a sample of college students. The study found that high levels of fear of shame and embarrassment predicted higher levels of test anxiety, and vice versa. The study also demonstrated that the relationship between the two variables was stronger for students who had experienced more negative feedback in the past. Another study published in the Journal of Educational Psychology (2016) investigated the role of coping strategies in the relationship between test anxiety and fear of shame and embarrassment. The study found that students who used more adaptive coping strategies, such as problem-focused coping and positive reframing, were less likely to experience fear of shame and embarrassment and lower levels of test anxiety. A study published in the Journal of Adolescent Health (2018) examined the relationship between test anxiety and fear of shame and embarrassment in a sample of adolescents. The study found that students who reported higher levels of fear of shame and embarrassment demonstrated higher

levels of test anxiety and avoidance behaviour. The study also demonstrated that students who had more negative attitudes towards receiving help were more likely to experience fear of shame and embarrassment.

In conclusion, these studies highlight the complex relationship between test anxiety and fear of shame and embarrassment. The studies demonstrate that the two variables are closely related and that the effects of one can lead to the development of the other. These studies also highlight the importance of coping strategies, parental behaviour and attitudes towards seeking help as important factors in the development and maintenance of test anxiety and fear of experiencing shame and embarrassment.

From the table it is also evident that there exists a positive correlation between test anxiety and fear of devaluing one's self-esteem (FDSE) at 0.05 level of significance and the correlation coefficient $r = 0.182$. Therefore, we reject the null hypothesis that there will be no significant relationship between test anxiety fear of devaluing one's self-esteem.

The fear of devaluing one's self-esteem is related to test anxiety in the sense that people who experience test anxiety often fear that underperforming could lead to a decline in their self-esteem. If someone perceives failure on an exam as a reflection of their incompetence or lack of intelligence, the fear of devaluing one's self-esteem becomes a significant source of anxiety. In a longitudinal study published in 2013, McMillan found that self-esteem mediated the relationship between test anxiety and academic performance. Specifically, the study found that test anxiety led to a decrease in academic self-esteem, which in turn led to lower grades. A study published in 2018 explored how self-efficacy affected the relationship between test anxiety and worry about devaluing oneself. The results showed that individuals with lower levels of self-

efficacy were more likely to experience worry about self-devaluation. In a 2019 study published in the Journal of Affective Disorders, researchers investigated how rumination affected the relationship between test anxiety and self-esteem. The study found that rumination, or repetitive negative thinking about past negative experiences, was a significant predictor of anxiety and self-esteem. Specifically, the study found that test anxiety led to an increase in rumination, which in turn led to decreased self-esteem. In conclusion, the studies demonstrate a significant relationship between test anxiety and fear of devaluing one's self-esteem. The studies highlighted that individuals with high levels of test anxiety might experience lower self-esteem, and it could lead to decreased academic performance. The studies also highlighted the role of self-efficacy and rumination in mediating the relationship between test anxiety and fear of devaluing one's self-esteem.

There is a positive relationship between test anxiety, fear of experiencing shame and embarrassment, and fear of devaluing one's self-esteem among college students for several reasons. Firstly, test anxiety can lead to fear of failure, which can be particularly damaging to self-esteem. College students who experience test anxiety may worry that they will perform poorly on an exam and may believe that this will reflect poorly on their abilities and intelligence. This fear can lead to a negative self-image, decreased confidence, and a reduced sense of self-worth. Secondly, fear of experiencing shame and embarrassment can also be related to test anxiety. If a student is anxious about taking a test, they may worry about making mistakes, being unable to answer questions, or performing poorly in front of others. These fears can lead to feelings of shame and embarrassment, which can be damaging to self-esteem. Finally, fear of devaluing one's self-esteem can also be linked to test anxiety. If a student believes that their performance on a test will determine their worth as a person, they may experience extreme anxiety

and pressure to perform well. This pressure can be overwhelming and may lead to negative thoughts about one's abilities and self-worth. Overall, test anxiety, fear of experiencing shame and embarrassment, and fear of devaluing one's self-esteem can be closely interconnected among college students. It is important for students to recognize these feelings and seek support from a counsellor or mental health professional if they are experiencing negative impacts on their mental health and academic performance.

From the table it can be seen that there is no relationship between test anxiety and general fear of failure (G.FOF) since the $p > 0.05$ and $r = 0.087$. Therefore, we accept the null hypothesis that there will no significant relationship between test anxiety and general fear of failure.

From the table it is also evident that there is no relationship between fear of an uncertain future (FUF) and test anxiety since p value > 0.05 and $r = 0.038$. Thus, we accept the null hypothesis there is no significant relationship between test anxiety and fear of an uncertain future.

It can also be seen that there is no correlation between test anxiety and fear of important others losing interest (FIOLI) since $p > 0.05$ and $r = -0.005$. Thus, we accept the null hypothesis there is no significant relationship between test anxiety and fear of important others losing interest.

Also, from the table it was found that there is no correlation between fear of upsetting important others (FUIO) since level of significance greater than 0.05 and $r = 0.054$. Thus, we accept the null hypothesis.

Table 10

Correlation between test anxiety and fear of failure among males.

Variables	Test anxiety	G.FOF	FSE	FDSE	FUF	FIOLI	FUIO
Test anxiety							
G.FOF	0.11						
FSE	0.19	0.67					
FDSE	0.11	0.68	0.52				
FUF	0.05	0.68	0.28	0.27			
FIOLI	0.03	0.76	0.45	0.37	0.56		
FUIO	0.05	0.63	0.24	0.19	0.38	0.40	

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 10 shows the correlation between test anxiety and fear of failure among male population. From the table, it is evident that there is no correlation between test anxiety and general fear of failure(G.FOF) since $p>0.05$. Thus, we accept the null hypothesis that there is no significant relationship between test anxiety and general fear of failure(G.FOF) among males.

It can also be seen that there is no relationship between fear of experiencing shame and embarrassment (FSE) among males. Therefore, we accept the null hypothesis that there is no significant relationship between test anxiety and FSE among males.

It also evident from the table that there is no correlation between test anxiety and fear of devaluing one's self-esteem (FDSE) among males. Thus, we accept the null

hypothesis that there is no significant relationship between test anxiety and fear of devaluing one's self-esteem (FDSE) among males.

From the table, it can be seen that there is no relationship between test anxiety and fear of having an uncertain future (FUF). Thus, the null hypothesis is accepted that is there is no significant relationship between test anxiety and FUF among males.

Also, it is visible from the table that there is no relationship between test anxiety and fear of important others losing interest (FIOLI). Thus, the null hypothesis is accepted that is there is no significant relationship between test anxiety and FIOLI among males.

It is also evident from the table that there is no relationship between test anxiety and fear of upsetting important others (FUIO). Therefore, the null hypothesis is accepted that there is no significant relationship between test anxiety and FUIO among males.

Table 11

Correlation between test anxiety and fear of failure among females.

Variables	Test anxiety	G.FOF	FSE	FDSE	FUF	FIOLI	FUIO
Test anxiety							
G.FOF	0.03						
FSE	0.09	0.83					
FDSE	0.18	0.62	0.58				
FUF	-0.01	0.68	0.49	0.40			
FIOLI	-0.06	0.60	0.41	0.34	0.21		
FUIO	0.02	0.73	0.53	0.32	0.45	0.49	

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 11 shows the correlation between test anxiety and fear of failure. From the table it is evident that there is no correlation between test anxiety and general fear of failure (G.FOF) since p>0.05. Thus, we accept the null hypothesis that there is no significant relationship between test anxiety and general fear of failure (G.FOF) among females.

It can also be seen that there is no relationship between fear of experiencing shame and embarrassment (FSE) among females. Therefore, we accept the null hypothesis that there is no significant relationship between test anxiety and FSE among females.

It also evident from the table that there is no correlation between test anxiety and fear of devaluing one's self-esteem (FDSE) among females. Thus, we accept the null hypothesis that there is no significant relationship between test anxiety and fear of devaluing one's self-esteem (FDSE) among females.

From the table, it can be seen that there is no relationship between test anxiety and fear of having an uncertain future (FUF). Thus, the null hypothesis is accepted that is there is no significant relationship between test anxiety and FUF among females.

Also, it is visible from the table that there is no relationship between test anxiety and fear of important others losing interest (FIOLI). Thus, the null hypothesis is accepted that is there is no significant relationship between test anxiety and FIOLI among females.

It is also evident from the table that there is no relationship between test anxiety and fear of upsetting important others (FUIO). Therefore, the null hypothesis is accepted that there is no significant relationship between test anxiety and FUIO among females.

T-test

Table 12

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among males and females.

Variables	Male Mean±SD	Female Mean±SD	t-value	p-value	df
Test anxiety	3.17±.77	3.02±.72	1.33	.18	162
G.FOF	-.22±.64	-.50±.70	**2.67**	**.008**	162
FSE	-.04±.93	-.43±.90	**2.65**	**.008**	162
FDSE	-.61±.94	-.78±.95	1.15	.25	162
FUF	-.24±.79	-.55±.99	**2.16**	**.032**	162
FIOLI	-.55±.95	-.74±1.01	1.89	.06	162
FUIO	.15±1.07	-.17±1.06	1.26	.20	162

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 12 shows the mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among males and females. It was found that there is no significant difference between gender and test anxiety since p = 0.18; p > 0.05. Thus, we accept the null hypothesis that there is no significant difference between gender and test anxiety.

It was also found that there is no significance between gender and fear of devaluing one's self esteem (FDSE), fear of upsetting important others (FUIO) and fear of important others losing interest (FIOLI) since $p>0.05$. therefore, we accept the null hypotheses that there is no significant difference between gender and FDSE, FUIO and FIOLI.

It was found that there is significance between gender and general fear of failure (G.FOF) since $p<0.05$. Therefore, we reject the null hypothesis that there is no significant difference between gender and G.FOF.

There exists difference between mean and standard deviation among males and females. When assessing the profile sheet it is evident that males have higher level of general fear of failure than females. here is mixed research on whether males experience a greater fear of failure than females. Some studies suggest that there may be gender differences in the experience of fear of failure, while others do not find significant gender differences. Here are some examples of studies that explore the relationship between gender and fear of failure: A study published in the Journal of Personality and Social Psychology (2001) found that there were no significant gender differences in the level of fear of failure experienced by high school and college students. In contrast, a study published in the Journal of Research in Personality (2006) found that male university students reported higher levels of fear of failure compared to female university students. Another study published in the Journal of Educational Psychology (2012) found that while there were no significant gender differences in overall fear of failure among high school students, males reported a greater fear of failure in the academic domain compared to females. Overall, while there is some evidence that

males may experience a greater fear of failure than females, the research is not entirely consistent, and it may depend on the specific context and population being studied.

It was also evident from the study that there is significant difference between gender and fear of shame and embarrassment [FSE] ($p<0.05$). Therefore, we reject the null hypothesis that there is no significant difference between gender and FSE.

When looking into the mean and standard deviation there exists a difference between males and females. Females have greater rates of fear of experiencing shame and embarrassment than males. There is some evidence to suggest that females may have greater rates of fear of experiencing shame and embarrassment than males, although it is important to note that individual differences and cultural factors can also play a role. One study published in the journal Social Psychology of Education found that female students reported more concern about their academic performance being negatively evaluated by others compared to male students (Finn & Achilles, 2017). This fear of negative evaluation can lead to feelings of shame and embarrassment, which can be detrimental to academic performance and overall well-being. Research has shown that females tend to engage in more self-criticism and rumination than males, which may contribute to greater fear of negative evaluation (Crocker & Wolfe, 2001).

Another implication found was that there is difference between gender and fear of having an uncertain future (FUF). Therefore, we reject the null hypothesis that there is no significant difference between gender and FUF.

From assessing the mean, it was found that males have higher rates of FUF than females. There is no clear consensus in the literature that male students have a greater fear of having an uncertain future than female students in academic contexts. Some

studies suggest that there may be gender differences in academic anxiety and related constructs, but the results are mixed and often dependent on various factors such as the specific academic domain, cultural and societal contexts, and individual differences. For instance, a study conducted by Su et al. (2014) found that male college students reported higher levels of academic anxiety than female students, including anxiety related to uncertainty about the future. However, another study by Liao et al. (2016) found that female college students reported higher levels of academic stress and anxiety than male students, which may be attributed to their higher academic expectations and pressures.

Table 13

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat sheet to exam hall .

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	3.00±.71	3.13±.76	-1.04	.29	162
G.FOF	-.18±.60	-.43±.71	**2.15**	**.032**	162
FSE	-.17±.98	-.26±.91	.55	.58	162
FDSE	-.77±.86	-.66±.97	.65	.51	162
FUF	.06±.91	.53±.95	**3.09**	**.002**	162
FIOLI	-.35±.95	-.77±.98	**2.47**	**.015**	162
FUIO	.15±1.079	-.17±1.06	1.53	.12	162

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 13 indicates mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat to exam hall.

From the data it was found that there is no significant difference between test anxiety and those who responded yes/no to carrying cheat sheet to exam hall since p=.29 (p>0.05). Therefore, we accept the null hypothesis that there is no significant difference between test anxiety among those who carried cheat sheet to exam hall and those who didn't.

It was also found that there is no significant difference between fear of experiencing shame and embarrassment (FSE), fear of devaluing one's self esteem (FDSE), and fear of upsetting important others (FUIO) and those who responded yes/no to carrying cheat sheet to exam hall. Thus, we accept the null hypothesis that there is no significant difference between fear of experiencing shame and embarrassment (FSE), fear of devaluing one's self esteem (FDSE), and fear of upsetting important others (FUIO) among those who carried cheat sheet to exam hall and those who didn't.

When analysing the data, it was found that there exists difference between fear of having an uncertain future and those who responded yes/no to carrying cheat sheet to exam hall since p=0.002 (p<0.05). Therefore, we reject the null hypothesis that there is no significant difference between fear of having an uncertain future among those who carried cheat sheet to exam hall and those who didn't.

Fear of having an uncertain future is a common feeling that many people experience when they are uncertain about what the future holds. It can be caused by a variety of factors, such as financial insecurity, relationship issues, health concerns, or career uncertainty. This fear can lead to anxiety and stress, and may impact an individual's decision-making and future plans. On the other hand, academic dishonesty involves unethical behavior, such as cheating, plagiarism, or fabrication of data, in an academic setting. Academic dishonesty can have serious consequences, such as academic penalties, damage to a person's reputation, and even legal repercussions. While both fear of an uncertain future and academic dishonesty can lead to negative outcomes, they are different in their causes, effects, and solutions. Fear of an uncertain future is a natural human emotion that can be addressed through developing resilience, seeking support, and focusing on personal growth. Academic dishonesty, on the other hand, is a deliberate choice to engage in unethical behavior that can be prevented through education, creating a culture of academic integrity, and enforcing consequences for those who violate academic standards. There are various studies related to fear of an uncertain future and academic dishonesty. A study by D'Angelo and colleagues (2019) explored the relationship between academic stress and academic dishonesty among college students. The results showed that students who experienced high levels of academic stress were more likely to engage in academic dishonesty. In a study by Sweeny and colleagues (2010), researchers found that people who have a high level of intolerance for uncertainty are more likely to experience fear of an uncertain future. They suggest that interventions aimed at reducing intolerance of uncertainty may help alleviate this fear.

From the data it was evident that there is a significant difference between fear of important others losing interest (FIOLI) and those who responded yes/no to carrying

cheat sheet to exam hall since level of significance less than 0.05. Thus, we reject the null hypothesis that there is no significant difference between fear of important others losing interest (FIOLI) among those who carried cheat sheet to exam hall and those who didn't.

It is important to note that both of these behaviors may be influenced by various factors, such as personal values, external pressures, and the culture of the academic environment. A study conducted by Elliot and McGregor (2001) found that individuals who experienced FIOLI were more likely to engage in self-handicapping behaviors, such as procrastination and making excuses, which may ultimately lead to poorer academic performance. A study conducted by Murdock, Hale, and Weber (2011) found that students who reported high levels of FIOLI were more likely to cheat on exams and engage in other forms of academic dishonesty. A study conducted by Lawrence and Roy (2016) found that students who reported high levels of FIOLI were more likely to experience anxiety and lower self-esteem, which may contribute to academic underachievement. These studies suggest that there is a relationship between FIOLI and cheating behavior, and that both may have negative effects on academic performance and personal well-being.

From the data it was found that there is a significant difference between general fear of failure (GFOF) and those who responded yes/no to carrying cheat sheet to exam hall (p<0.05). Therefore, we reject the null hypothesis that there is no significant difference between general fear of failure (GFOF) among those who carried cheat sheet to exam hall and those who didn't.

In a study by Steneck and colleagues (2019), researchers explored the factors that predict academic dishonesty among college students. The results showed that fear

of failure was one of the key predictors of academic dishonesty, along with lack of moral development and peer influence. Another study by Kerkvliet and Sigmund (2018) investigated the factors that influence cheating behavior among college students. The results showed that fear of failure was one of the key predictors of cheating, along with factors such as opportunity, motivation, and ethical orientation. In a study by Whitley and colleagues (2016), researchers examined the relationship between cheating behavior and personality traits among college students. The results showed that fear of failure was one of the personality traits that was associated with cheating behavior. Overall, these studies suggest that there is a relationship between general fear of failure and cheating behavior among college students.

Table 14

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat sheet to exam hall among males.

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	3.05±.78	3.20±.76	-1.20	.23	80
G.FOF	-.16±.57	-.26± .69	.65	.51	80
FSE	-.17±.94	.38±.92	-.99	.32	80
FDSE	-.74±.96	-.52±.92	-1.01	.31	80
FUF	.03±.79	.44±.74	**2.72**	**.008**	80
FIOLI	-.26±.93	.75±.93	**2.32**	**.023**	80
FUIO	.15±1.02	.15±1.13	.01	.99	80

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 14 shows mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat to exam hall among males.

From assessing the data, it was found that there is no significant difference between test anxiety and those who responded yes/no to carrying cheat sheet to exam hall among males since p=.23. Therefore, we accept the null hypothesis that there is no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among males.

It was also found that there is no significant difference between general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem and fear of upsetting important others and those who responded yes/no to carrying cheat sheet to exam hall among males. Therefore, we accept the null hypotheses that there is no significant difference between general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem and fear of upsetting important others and those who carried cheat sheet to exam hall and those who didn't among males.

From the data it was found there is significant difference between fear of having an uncertain future and those who responded yes/no to carrying cheat sheet to exam hall among males since p=0.008. Thus, we reject the null hypothesis that there is no

significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among males.

It was also found that there is significant difference between fear of important others losing interest and those who responded yes/no to carrying cheat sheet to exam hall among males. Thus, we reject the null hypothesis that there is no significant difference between fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among males.

Table 15

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat sheet to exam hall among females.

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	2.87±.48	3.05±.76	-.81	.42	80
G.FOF	-.23±.68	-.56±.70	1.60	.11	80
FSE	-.19±1.11	-.47±.82	1.08	.28	80
FDSE	-.86±.66	-.76±1.00	-.32	.74	80
FUF	-.29±.82	-.60±1.02	1.08	.28	80
FIOLI	-.57±1.01	-.78±1.02	1.78	.48	80
FUIO	.29±.91	-.26±1.07	.69	.07	80

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 15 shows the mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to carrying cheat to exam hall among females.

From assessing the data, it was found that there is no significant difference between test anxiety and those who responded yes/no to carrying cheat sheet to exam hall among females since p=.42. Therefore, we accept the null hypothesis that there is no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among females.

It was also found that there is no significant difference between general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who responded yes/no to carrying cheat sheet to exam hall among females. Therefore, we accept the null hypotheses that there is no significant difference between general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among females.

Table 16

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams.

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	3.00±.71	3.13±.76	-1.30	.19	162
G.FOF	-.18±.60	-.43±.71	.71	.47	162
FSE	-.17±.98	-.26±.91	.24	.90	162
FDSE	-.77±.86	-.66±.97	.89	.37	162
FUF	-.06±.01	-.53±.91	1.02	.31	162
FIOLI	-.35±.95	-.77±.98	1.41	.16	162
FUIO	.19±.98	-.09±1.11	.76	.45	162

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 16 shows the mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams. It was found that there was no significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who responded yes/no to being caught for cheating in exams. Therefore, we accept the null hypotheses that there is no significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear

of important others losing interest among those who got caught during cheating in exams and those who didn't.

Table 17

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exam among males.

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	2.93±0.74	3.26±0.77	-1.69	.09	80
G.FOF	-0.29±0.57	-0.19±0.68	1.40	.16	80
FSE	-0.26±0.94	0.02±0.92	1.53	.13	80
FDSE	-0.95±0.954	-0.52±0.92	0.07	.94	80
FUF	-0.29±0.78	-0.23±0.80	1.46	.15	80
FIOLI	-0.38±0.86	-0.61±0.9	.97	.23	80
FUIO	0.10±0.96	0.16±1.12	.21	1.26	80

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 17 shows the mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams among males. It was found that there was no significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who responded yes/no to being caught for cheating in exams among males. Therefore

we accept the null hypotheses that there is no significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who got caught during cheating in exams and those who didn't among males.

Table 18

Mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exam among females.

Variables	Yes Mean±SD	No Mean±SD	t-value	p-value	df
Test anxiety	2.99±0.66	3.02±0.74	-0.17	.95	80
G.FOF	-0.29±0.61	-0.56±0.72	1.40	.17	80
FSE	-0.13±0.95	-0.50±0.87	1.53	.13	80
FDSE	-0.76±0.66	-0.78±1.02	0.07	.91	80
FUF	-0.24±0.75	-0.53±1.03	1.46	.15	80
FIOLI	-0.53±1.00	-0.90±1.01	0.97	.21	80
FUIO	0.12±0.99	-0.25±1.07	1.26	.25	80

General Fear of Failure (G.FOF)
Fear of Experiencing Shame and Embarrassment (FSE)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
Fear of Important Others Losing Interest (FIOLI)
Fear of Upsetting Important Others (FUIO)

Table 18 shows the mean, standard deviation, t- value, p-value and degrees of freedom of test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams among females. It was found that there was no significant

difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who responded yes/no to being caught for cheating in exams among females. Therefore we accept the null hypotheses that there is no significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment, fear of devaluing one's self esteem, fear of having an uncertain future, fear of upsetting important others and fear of important others losing interest and those who got caught during cheating in exams and those who didn't among females.

ANOVA

Table 19

ANOVA table of test anxiety, FDSE, FUF and G.FOF and those who responded positive, negative and neutral towards cheating behaviour.

Variables	Sum of squares	df	Mean of squares	F	Post hoc
Test anxiety	4.19	2	2.09	**3.82**	2<3
FDSE	4.44	2	2.22	**3.24**	2<3
FUF	8.03	2	4.01	**6.06**	1>2
G.FOF	3.86	2	1.93	**4.21**	3>2

General Fear of Failure (G.FOF)
Fear of Devaluing One's Self-Esteem (FDSE)
Fear of Having an Uncertain Future (FUF)
1 = positive
2 = negative
3 = neutral

Table 19 shows the difference in levels of test anxiety, general fear of failure, fear of devaluing one's self esteem and fear of having an uncertain future and those who responded positive, negative and neutral towards cheating behaviour. From the table it

is evident that there is significant difference between test anxiety and those who responded positive, negative and neutral towards cheating behaviour since $p < 0.05$. Therefore, we reject the null hypothesis that there will be no significant difference between test anxiety and those who responded positive, negative and neutral towards cheating behaviour. It was observed that those who responded negative has lower mean than those who responded neutral.

From assessing the data, it was also found that there exists difference between general fear of failure and those who responded positive, negative and neutral towards cheating behaviour. Thus, we reject the null hypothesis that there will be no significant difference between general fear of failure and those who responded positive, negative and neutral towards cheating behaviour. It was observed that those who responded negative has lower mean than those who responded neutral.

It is also clear that there is significant difference between fear of experiencing shame and embarrassment and those who responded positive, negative and neutral towards cheating behaviour. Therefore, we reject the null hypothesis that there will be no significant difference between FDSE and those who responded positive, negative and neutral towards cheating behaviour. It was observed that those who responded positive has a higher mean than those who responded negative.

It was also found that there is significant difference between fear of upsetting important others and those who responded positive, negative and neutral towards cheating behaviour. Thus, we reject the null hypothesis that there will be no significant difference between fear of upsetting important others and those who responded positive, negative and neutral towards cheating behaviour. It was observed that those who responded neutral has a higher mean than those who responded negative.

Discussion

The study was conducted based on test anxiety and fear of failure in examinations among college students and to study the cheating behaviour during exam. From the research it was found that, there existed positive correlation between test anxiety and fear of experiencing shame and embarrassment and fear of devaluing one's self esteem. It was also observed that there was significant difference between fear of failure (subcomponents) with respect to gender, among those who responded yes/no to carrying cheat sheet to exam hall, and among those who responded yes/no to carrying cheat sheet to exam hall in males. It was also observed from the results that there exists difference between test anxiety, general fear of failure, fear of devaluing one's self esteem and fear of having an uncertain future those who responded positive, negative and neutral towards cheating behaviour.

The study examined test anxiety, fear of failure, and cheating behavior among college students. Positive correlations were found between test anxiety and fear of embarrassment and devaluing one's self-esteem. There were significant differences in fear of failure based on gender and cheating behavior. Most students had a positive attitude towards exams, while a quarter had a negative response and some wished for education reform. Cheating was primarily motivated by the desire for good results or fear of failure. Lack of preparation was the main reason cited for cheating.

The study found that most students reported that other students carry cheat sheets and gadgets to cheat during exams, while some also use other methods like writing on body parts or exchanging papers. The most common response to the question of what one would think if they saw another student cheating was "no botheration." Some students expressed a desire to cheat themselves if they saw others cheating, while

others felt pity for the cheater due to lack of preparation. Fewer respondents had opinions of bravery, hoping the cheater doesn't get caught, fear, or informing the invigilator.

The study found a significant relationship between test anxiety and fear of experiencing shame and embarrassment, which can reinforce each other in a vicious cycle. Those who experience fear of shame and embarrassment are more prone to developing test anxiety, and vice versa. Studies have shown that the relationship between the two variables is stronger for students who have experienced more negative feedback in the past. Coping strategies such as problem-focused coping and positive reframing can help lower levels of fear of shame and embarrassment and test anxiety. Adolescents who reported higher levels of fear of shame and embarrassment showed higher levels of test anxiety and avoidance behavior. Students who had more negative attitudes towards receiving help were also more likely to experience fear of shame and embarrassment.

The article discusses the positive correlation between test anxiety and fear of devaluing one's self-esteem (FDSE). Individuals who experience test anxiety often fear that doing poorly on an exam could lead to a decrease in their self-esteem. Studies have shown that self-esteem mediates the relationship between test anxiety and academic performance. Other studies have explored how self-efficacy and rumination affect the relationship between test anxiety and FDSE. The studies suggest that high levels of test anxiety may lead to lower self-esteem and decreased academic performance, and highlight the importance of addressing self-efficacy and rumination in managing test anxiety.

The relationship between test anxiety, fear of experiencing shame and embarrassment, and fear of devaluing one's self-esteem among college students is

positive. Test anxiety can lead to a negative self-image and decreased confidence, which can damage self-esteem. Fear of experiencing shame and embarrassment can also be related to test anxiety, leading to feelings of shame and embarrassment that can be damaging to self-esteem. Additionally, fear of devaluing one's self-esteem can be linked to test anxiety, leading to negative thoughts about one's abilities and self-worth. It is important for students to seek support from a counsellor or mental health professional if they are experiencing negative impacts on their mental health and academic performance.

The research suggests that there is a significant relationship between gender and general fear of failure (G.FOF), with males having higher levels of G.FOF than females. However, there is mixed research on this topic, as some studies have found no significant gender differences in fear of failure, while others have found that males may experience a greater fear of failure than females, particularly in academic contexts. Overall, the relationship between gender and fear of failure may depend on the specific context and population being studied.

The study found that there is a significant difference between gender and fear of shame and embarrassment, with females having greater rates of fear than males. Research suggests that females tend to engage in more self-criticism and rumination than males, which may contribute to this fear of negative evaluation. Additionally, one study found that female students reported more concern about their academic performance being negatively evaluated by others compared to male students. Cultural factors and individual differences can also play a role in this gender difference.

The study found that males have higher rates of fear of having an uncertain future (FUF) than females. However, there is no clear consensus in the literature about

whether male students generally have a greater fear of having an uncertain future than female students in academic contexts. Studies on the topic have produced mixed results, and individual differences, cultural and societal contexts, and the specific academic domain may all play a role.

The study found a difference between fear of having an uncertain future and academic dishonesty. Fear of an uncertain future is a natural human emotion caused by factors such as financial insecurity, health concerns, or career uncertainty, while academic dishonesty involves unethical behavior in an academic setting. Both can lead to negative outcomes but have different causes, effects, and solutions. Studies have shown that academic stress is related to academic dishonesty, and people who have a high level of intolerance for uncertainty are more likely to experience fear of an uncertain future. Interventions aimed at reducing intolerance of uncertainty may help alleviate this fear.

The result suggests a significant difference between fear of important others losing interest (FIOLI) and carrying a cheat sheet to an exam hall. Both of these behaviors may be influenced by personal values, external pressures, and the culture of the academic environment. Studies have shown that individuals who experience FIOLI are more likely to engage in self-handicapping behaviors, which may lead to poorer academic performance, and students who report high levels of FIOLI are more likely to cheat on exams and experience anxiety and lower self-esteem, which can contribute to academic underachievement.

The result shows that there is a significant difference between general fear of failure (GFOF) and those who admitted to carrying cheat sheets to exam halls. Several studies have found that fear of failure is a key predictor of academic dishonesty among college students, along with factors such as lack of moral development, peer influence,

opportunity, motivation, ethical orientation, and personality traits. These findings indicate that addressing fear of failure and promoting ethical behavior may be important strategies for preventing cheating behavior among college students.

From the results, it is evident that there are significant differences between various fears and attitudes towards cheating behavior among male college students. Fear of an uncertain future, fear of important others losing interest, general fear of failure, fear of experiencing shame and embarrassment, and fear of upsetting important others are all related to cheating behavior. In addition, there is a relationship between test anxiety and attitudes towards cheating behavior. Those who responded negatively towards cheating behavior had lower means for general fear of failure and fear of experiencing shame and embarrassment, while those who responded positively had a higher mean for fear of experiencing shame and embarrassment. Finally, those who responded neutrally towards cheating behavior had a higher mean for fear of upsetting important others.

In conclusion, the study looked into the connection between college students' exam anxiety, failure dread, and cheating behaviour. The results point to a link between exam anxiety and the worry of feeling humiliated, ashamed, or having one's self-esteem diminished. The study also discovered substantial gender-based and cheating-related differences in the fear of failure. The article offers coping techniques to lessen test anxiety and feelings of shame and embarrassment, such as problem-focused coping and positive reframing. The study emphasises the significance of treating rumination and self-efficacy while controlling exam anxiety. The study also discovered gender variations in the fears of failure, shame and disgrace, and an unclear future, however the research yielded conflicting results. The study's conclusion emphasises that

academic stress and academic dishonesty are associated, and interventions designed to

lessen uncertainty intolerance may assist lessen dread of an unclear future.

CHAPTER V

SUMMARY AND CONCLUSION

The current study was conducted to find out the relationship between test anxiety and fear of failure among college students and to study the cheating behaviour during exam. Using Karl Pearson's correlation, t-test, and ANOVA the data was analyzed, and the results obtained indicated that there exists positive correlation between test anxiety and fear of experiencing shame and embarrassment and fear of devaluing one's self esteem. It was also found that there was significant difference between test anxiety, general fear of failure, fear of experiencing shame and embarrassment and fear of having an uncertain future among males and females. From the data it was also found that there was significant difference between test anxiety and general fear of failure, fear of having an uncertain future, and fear of losing interest of important others among those who responded yes/no to carrying cheat sheet to exam hall. There also exits significant difference between test anxiety, fear of having an uncertain future, fear of losing interest of important others and those who responded yes/no to carrying cheat sheet to exam hall among males. From the analyzed data there was no significant difference between test anxiety and fear of failure and those who responded yes/no to carrying cheat sheet to exam hall among females. It was also observed that there was no significant difference between test anxiety and fear of failure among those who responded yes/no to being caught for cheating in exams. From the data it was evident that there was no significant difference between test anxiety and fear of failure and those who responded yes/no to being caught for cheating in exams among males and females. It was found that there was significant difference between test anxiety, fear of devaluing one's self esteem, fear of having an uncertain future, general fear of failure and those who responded positive, negative, and neutral towards cheating behavior.

Findings of the Study

The major findings of the current research are:

- There is significant positive correlation between test anxiety and fear of experiencing shame and embarrassment.

- There is significant positive correlation between test anxiety and fear of devaluing one's self esteem.

- There is significant difference between gender and test anxiety.

- There is significant difference between gender and general fear of failure.

- There is significant difference between gender and fear of experiencing shame and embarrassment.

- There is significant difference between gender and fear of having an uncertain future.

- There is significant difference between general fear of failure among those who carried cheat sheet to exam hall and those who didn't.

- There is significant difference between fear of having an uncertain future among those who carried cheat sheet to exam hall and those who didn't.

- There is significant difference between fear of losing interest of important others among those who carried cheat sheet to exam hall and those who didn't.

- There exits significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among males.

- There exits significant difference between fear of losing interest of important others and those who carried cheat sheet to exam hall and those who didn't among males.

- There is significant difference between test anxiety and those who responded positive, negative, and neutral towards cheating behavior.

- There is significant difference between fear of devaluing one's self esteem and those who responded positive, negative, and neutral towards cheating behavior.

- There is significant difference between fear of having an uncertain future and those who responded positive, negative, and neutral towards cheating behavior.

- There is significant difference between general fear of failure and those who responded positive, negative, and neutral towards cheating behavior.

Implications

The study looked into the connection between college students' exam anxiety, failure dread, and cheating behaviour. The results point to a link between exam anxiety and the worry of feeling humiliated, ashamed, or having one's self-esteem diminished. The study also discovered substantial gender-based and cheating-related differences in the fear of failure. The article offers coping techniques to lessen test anxiety and feelings of shame and embarrassment, such as problem-focused coping and positive reframing. The study emphasises the significance of treating rumination and self-efficacy while controlling exam anxiety. The study also discovered gender variations in the fears of failure, shame and disgrace, and an unclear future, however the research yielded conflicting results. The study's conclusion emphasises that academic stress and academic dishonesty are associated, and interventions designed to lessen uncertainty intolerance may assist lessen dread of an unclear future.

The present research implies that, when students experience high levels of test anxiety, they may be more likely to cheat as a way of alleviating their anxiety and increasing their chances of success. Similarly, when students have a strong fear of failure, they may be more likely to cheat as a way of avoiding the negative consequences of failure.

The implications of this investigation is significant for both students and educators. For students, it is important to recognize that cheating is not a sustainable or ethical way to

achieve success. They should be encouraged to seek help for test anxiety and to develop healthy coping strategies for managing their fear of failure.

For educators, it is important to create a supportive and low-stress learning environment that helps to reduce test anxiety and fear of failure. This can include providing students with clear expectations and feedback, offering support and resources for students who are struggling, and encouraging students to develop a growth mindset that emphasizes learning and improvement over grades and performance.

A holistic strategy for student success to address test anxiety, failure, and cheating behavior can be adopted.

Tenability of Hypotheses

Hypothesis – 1 (a)

There will be no significant relationship between test anxiety and general fear of failure.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed there is no significant relationship between test anxiety and general fear of failure. Therefore, the hypothesis is accepted.

Hypothesis – 1 (b)

There will be no significant relationship between test anxiety and fear of experiencing shame and embarrassment.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is significant positive relationship between test

anxiety and fear of experiencing shame and embarrassment. Therefore, the hypothesis is rejected.

Hypothesis – 1 (c)

There will be no significant relationship between test anxiety and fear of devaluing one's self-esteem.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is significant positive relationship between test anxiety and fear of devaluing one's self-esteem. Therefore, the hypothesis is rejected.

Hypothesis – 1 (d)

There will be no significant relationship between test anxiety and fear of having an uncertain future.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of having an uncertain future. Therefore, the hypothesis is accepted.

Hypothesis – 1 (e)

There will be no significant relationship between test anxiety and fear of important others losing interest.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of important others losing interest. Therefore, the hypothesis is accepted.

Hypothesis – 1 (f)

There will be no significant relationship between test anxiety and fear of upsetting important others.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of upsetting important others. Therefore, the hypothesis is accepted.

Hypothesis – 1 (g)

There will be no significant relationship between test anxiety and general fear of failure among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and general fear of failure among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 1 (h)

There will be no significant relationship between test anxiety and fear experiencing of shame and embarrassment among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear experiencing of shame and embarrassment among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 1 (i)

There will be no significant relationship between test anxiety and fear of devaluing one's self-esteem among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of devaluing one's self-esteem among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 1 (j)

There will be no significant relationship between test anxiety and fear of having an uncertain future among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of having an uncertain future among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 1 (k)

There will be no significant relationship between test anxiety and fear of important others losing interest among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of important others losing interest among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 1 (l)

There will be no significant relationship between test anxiety and fear of upsetting important others among males and females.

Tenability of the hypothesis was tested using Pearson's correlation and the correlational analysis revealed that there is no significant relationship between test anxiety and fear of upsetting important others among males and females. Therefore, the hypothesis is accepted.

Hypothesis – 2 (a)

There will be no significant difference between gender and test anxiety.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between gender and test anxiety. Therefore, the hypothesis is rejected.

Hypothesis – 2 (b)

There will be no significant difference between gender and general fear of failure.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between gender and general fear of failure. Therefore, the hypothesis is rejected.

Hypothesis – 2 (c)

There will be no significant difference between gender and fear of experiencing shame and embarrassment.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between gender and fear of experiencing shame and embarrassment. Therefore, the hypothesis is rejected.

Hypothesis – 2 (d)

There will be no significant difference between gender and fear of devaluing one's self esteem.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between gender and fear of devaluing one's self esteem. Therefore, the hypothesis is accepted.

Hypothesis – 2 (e)

There will be no significant difference between gender and fear of having an uncertain future.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between gender and fear of having an uncertain future. Therefore, the hypothesis is rejected.

Hypothesis – 2 (f)

There will be no significant difference between gender and fear of important others losing interest.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between gender and fear of important others losing interest. Therefore, the hypothesis is accepted.

Hypothesis – 2 (g)

There will be no significant difference between gender and fear of upsetting important others.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between gender and fear of upsetting important others. Therefore, the hypothesis is accepted.

Hypothesis – 3 (a)

There will be no significant difference between test anxiety among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 3 (b)

There will be no significant difference between general fear of failure among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between general fear of failure among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is rejected.

Hypothesis – 3 (c)

There will be no significant difference between fear of experiencing shame and embarrassment among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of experiencing shame and embarrassment among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 3 (d)

There will be no significant difference between fear of devaluing one's self esteem among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 3 (e)

There will be no significant difference between fear of having an uncertain future among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between fear of having an uncertain future among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is rejected.

Hypothesis – 3 (f)

There will be no significant difference between fear of important others losing interest among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between fear of important others losing interest among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is rejected.

Hypothesis – 3 (g)

There will be no significant difference between fear of upsetting important others among those who carried cheat sheet to exam hall and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others among those who carried cheat sheet to exam hall and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 4 (a)

There will be no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 4 (b)

There will be no significant difference between general fear of failure and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between general fear of failure and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 4 (c)

There will be no significant difference between fear of experiencing shame and embarrassment and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of experiencing shame and embarrassment and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 4 (d)

There will be no significant difference between fear of devaluing one's self esteem and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 4 (e)

There will be no significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is rejected.

Hypothesis – 4 (f)

There will be no significant difference between fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is significant difference between fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is rejected.

Hypothesis – 4 (g)

There will be no significant difference between fear of upsetting important others and those who carried cheat sheet to exam hall and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others and those who carried cheat sheet to exam hall and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 5 (a)

There will be no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (b)

There will be no significant difference between general fear of failure and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between general fear of failure and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (c)

There will be no significant difference between fear of experiencing shame and embarrassment and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of experiencing shame and embarrassment and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (d)

There will be no significant difference between fear of devaluing one's self esteem and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (e)

There will be no significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of having an uncertain future and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (f)

There will be no significant difference between fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of important others losing interest and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 5 (g)

There will be no significant difference between fear of upsetting important others and those who carried cheat sheet to exam hall and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others and those who carried cheat sheet to exam hall and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 6 (a)

There will be no significant difference between test anxiety among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (b)

There will be no significant difference between general fear of failure among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between general fear of failure among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (c)

There will be no significant difference between fear of experiencing shame and embarrassment among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of experiencing shame and embarrassment among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (d)

There will be no significant difference fear of devaluing one's self esteem between among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem between among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (e)

There will be no significant difference between fear of having an uncertain future among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of having an uncertain future among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (f)

There will be no significant difference between fear of important others losing interest among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of important others losing interest among those who got caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 6 (g)

There will be no significant difference between fear of upsetting important others among those who got caught during cheating in exams and those who didn't.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others among those who got

caught during cheating in exams and those who didn't. Therefore, the hypothesis is accepted.

Hypothesis – 7 (a)

There will be no significant difference between test anxiety and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (b)

There will be no significant difference between general fear of failure and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between general fear of failure and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (c)

There will be no significant difference between fear of experiencing shame and embarrassment and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of experiencing shame and embarrassment and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (d)

There will be no significant difference fear of devaluing one's self esteem between and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem between and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (e)

There will be no significant difference between fear of having an uncertain future and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of having an uncertain future and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (f)

There will be no significant difference between fear of important others losing interest and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of important others losing interest and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 7 (g)

There will be no significant difference between fear of upsetting important others and those who got caught during cheating in exams and those who didn't among males.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others and those who got caught during cheating in exams and those who didn't among males. Therefore, the hypothesis is accepted.

Hypothesis – 8 (a)

There will be no significant difference between test anxiety and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between test anxiety and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (b)

There will be no significant difference between general fear of failure and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between general fear of failure and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (c)

There will be no significant difference between fear experiencing of shame and embarrassment and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear experiencing of shame and embarrassment and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (d)

There will be no significant difference fear of devaluing one's self esteem between and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of devaluing one's self esteem between and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (e)

There will be no significant difference between fear of having an uncertain future and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of having an uncertain future and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (f)

There will be no significant difference between fear of important others losing interest and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of important others losing interest and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 8 (g)

There will be no significant difference between fear of upsetting important others and those who got caught during cheating in exams and those who didn't among females.

Tenability of the hypothesis was tested using t-test and revealed that there is no significant difference between fear of upsetting important others and those who got caught during cheating in exams and those who didn't among females. Therefore, the hypothesis is accepted.

Hypothesis – 9 (a)

There will be no difference among test anxiety and those who responded positive, negative, and neutral towards cheating behavior.

Tenability of the hypothesis was tested using ANOVA and revealed that there is significant difference among test anxiety and those who responded positive, negative, and neutral towards cheating behavior. Therefore, the hypothesis is rejected.

Hypothesis – 9 (b)

There will be no difference among general fear of failure and those who responded positive, negative, and neutral towards cheating behavior.

Tenability of the hypothesis was tested using ANOVA and revealed that there is significant difference among general fear of failure and those who responded positive, negative, and neutral towards cheating behavior. Therefore, the hypothesis is rejected.

Hypothesis – 9 (c)

There will be no difference among fear of devaluing one's self esteem and those who responded positive, negative, and neutral towards cheating behavior.

Tenability of the hypothesis was tested using ANOVA and revealed that there is significant difference among fear of devaluing one's self esteem and those who responded positive, negative, and neutral towards cheating behavior. Therefore, the hypothesis is rejected.

Hypothesis – 9 (d)

There will be no difference among fear of having an uncertain future and those who responded positive, negative, and neutral towards cheating behavior.

Tenability of the hypothesis was tested using ANOVA and revealed that there is significant difference among fear of having an uncertain future and those who responded positive, negative, and neutral towards cheating behavior. Therefore, the hypothesis is rejected.

Limitations

The present study has some limitations. The sample of the study was limited to Ernakulam district. Therefore, it is difficult to generalize the results. When data was collected, postgraduate students were very few. Since, the data was collected randomly, there was no equal participation of students from each department. Time constraints was a major limitation of the study. The size of the population is small thus, the results are difficult to be attributed to the larger population of college students. The data collected is

based on self-reported measures, which may lead to self-report bias. Students may underreport or over-report their test anxiety, fear of failure, or cheating behavior. It is challenging to determine whether test anxiety and fear of failure cause cheating behavior or if cheating behavior leads to increased test anxiety and fear of failure. Longitudinal studies that track students over time can help address this limitation. Other factors such as academic pressure, personal values, and beliefs about cheating may also influence cheating behavior among college students. These factors may interact with test anxiety and fear of failure, making it difficult to isolate their effects on cheating behavior.

Scope for Further Study

1. Further study can be conducted in a larger population.

2. The study will help to investigate the underlying causes of test anxiety and fear of failure among college students.

3. To understand why college students, experience test anxiety and fear of failure, researchers could investigate factors such as academic pressure, perfectionism, low self-esteem, and cognitive distortions.

4. Researchers could investigate how test anxiety and fear of failure affect college students' academic performance, including their grades, GPA, and overall academic achievement.

5. Researchers could investigate how individual differences such as personality, gender, and culture influence the relationship between test anxiety, fear of failure, and cheating among college students.

6. Researchers could explore the effectiveness of interventions such as cognitive-behavioral therapy, relaxation techniques, and stress-management

programs in reducing test anxiety, fear of failure, and cheating among

college students.

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Appendices

NAME

AGE

GENDER

MARKS SECURED IN 10TH

MARKS SECURED IN 12TH

STREAM OF STUDY

YEAR OF STUDY

Appendix 2

What is your opinion about taking examinations?

Why do you think people cheat during exams?

Have you ever carried a cheat sheet to exam hall? Yes/No

Have you ever been caught for cheating in exams? Yes/No

What are the methods students currently use for cheating in exams conducted in your

college/universities?

Do you used to cheat in exams?

1. If yes, why?

2. If no, why?

If you watch another student cheating during examinations what will be in your mind?

As a student how do you feel about cheating?

Appendix 3

Westside Test Anxiety Scale

Rate how true each of the following is of you, from extremely or always true,

to not at all or never true. Use the following 5-point scale. Circle your answer:

5	4	3	2	1
extremely	highly	moderately	slightly	not at all
always	usually	sometimes	seldom	never

true   true   true   true   true

__ 1) The closer I am to a major exam, the harder it is for me to concentrate on the material.

         5   4   3   2   1

__ 2) When I study, I worry that I will not remember the material on the exam.

         5   4   3   2   1

__ 3) During important exams, I think that I am doing awful or that I may fail.

         5   4   3   2   1

__ 4) I lose focus on important exams, and I cannot remember material that I knew before the exam.

         5   4   3   2   1

__ 5) I finally remember the answer to exam questions after the exam is already over.

         5   4   3   2   1

__ 6) I worry so much before a major exam that I am too worn out to do my best on the exam.

         5   4   3   2   1

__ 7) I feel out of sorts or not really myself when I take important exams.

         5   4   3   2   1

__ 8) I find that my mind sometimes wanders when I am taking important exams.

         5   4   3   2   1

__ 9) After an exam, I worry about whether I did well enough.

         5   4   3   2   1

__ 10) I struggle with writing assignments or avoid them as long as I can. I feel that whatever I do will not be good enough.

         5   4   3   2   1

_____ Sum of the 10 questions < _____ > Divide the sum by 10. This is your Test Anxiety score.

What does your test anxiety score mean?

1.0—1.9 Comfortably low test anxiety

2.0—2.5 Normal or average test anxiety

2.5—2.9 High normal test anxiety

3.0—3.4 Moderately high (some items rated 4=high)

3.5—3.9 High test anxiety (half or more of the items rated 4=high)

4.0—5.0 Extremely high anxiety (items rated 4=high and 5=extreme)

Appendix 4

Performance Failure Appraisal Inventory

2	-1	0	+1	+2
Do Not Believe		Believe 50%		Believe 100%
At All		of the Time		of the Time

_____ 1. When I am failing, it is often because I am not smart enough to perform successfully.

_____ 2. When I am failing, my future seems uncertain.

_____ 3. When I am failing, it upsets important others.

_____ 4. When I am failing, I blame my lack of talent.

_____ 5. When I am failing, I believe that my future plans will change.

_____ 6. When I am failing, I expect to be criticized by important others.

_____ 7. When I am failing, I am afraid that I might not have enough talent.

_____ 8. When I am failing, it upsets my "plan" for the future.

_____ 9. When I am failing, I lose the trust of people who are important to me.

_____ 10. When I am not succeeding, I am less valuable than when I succeed.

_____ 11. When I am not succeeding, people are less interested in me.

_____ 12. When I am failing, I am not worried about it affecting my future plans.

_____ 13. When I am not succeeding, people seem to want to help me less.

_____ 14. When I am failing, important others are not happy.

_____ 15. When I am not succeeding, I get down on myself easily.

_____ 16. When I am failing, I hate the fact that I am not in control of the outcome.

_____ 17. When I am not succeeding, people tend to leave me alone.

_____ 18. When I am failing, it is embarrassing if others are there to see it.

_____ 19. When I am failing, important others are disappointed.

_____ 20. When I am failing, I believe that everybody knows I am failing.

_____ 21. When I am not succeeding, some people are not interested in me anymore.

_____ 22. When I am failing, I believe that my doubters feel that they were right about
me.

_____ 23. When I am not succeeding, my value decreases for some people.

_____ 24. When I am failing, I worry about what others think about me.

_____ 25. When I am failing, I worry that others may think I am not trying.