Impact of cognitive behavioral remediation program for children with academic dishonest behaviors at preparatory school in Assiut city

Reda Abd Elaal Thabet*, Eman Sayed Masood, Salwa Ali Marzouk and Ola Ali Abd El-Fatah Ali Saray

Assistant Professor, of Psychiatric Mental Health Nursing, Faculty of Nursing, Assiut University, Egypt

Assistant Professor, of Pediatric Nursing, Faculty of Nursing, Minia University, Egypt

Assistant Professor, of Pediatric Nursing, Faculty of Nursing, Assiut University, Egypt

Lecturer of Psychiatric Mental Health Nursing, Faculty of Nursing, Suez Canal University, Egypt

Abstract
Academic dishonesty becomes a widespread problem among early adolescent and high school students, students who believe that academic dishonesty is an acceptable practice may bring these behaviors with them as they move into postsecondary education and into the workplace. Thus, there is a need for this type of study to enhance the students' behaviors. Therefore, this study aimed to determine the impact of the Cognitive Behavioral Remediation Program for Preparatory School Students on Reducing Academic Dishonest Behavior. A quasi-experimental (pre posttest design was used. A convenient sample of 50 Preparatory students from general and private school in Assiut city was included in this study. Three tools were used in this study, Tool 1 Interview Questionnaire Sheet, Tool II: Academic dishonest behavior scale developed by Iyer and Estman (2008) and Tool III: The program. Results: all students have a high mean score of academic dishonest behaviors preprogram. Post-program the dishonest behaviors were reduced from 76.6% to 53.2%. Conclusion & Recommendation: There was a great improvement in behavior after an intervention program with highly statistically differences. Students from rural areas show signs of academic dishonest behavior than other students. Therefore, it is necessary for Counselors are to be employed in schools, to counsel the child who shows some signs of academic dishonest behaviors, professionally trained teachers are to be employed in schools so that academic dishonest behavior of the children can be properly managed and controlled.

Keywords: *Cognitive Behavior Remediation, Preparatory Schoolchildren, Academic Dishonest Behaviors*

Introduction

Academic dishonesty is a widely discussed subject about students ' success and behavior trends in preparatory school**.** Preparatory school students often participate in activities and practices that are considered academic dishonesty. There are numerous reasons for academic dishonesty; students may cheat for a single reason or be influenced by social pressures (Hosny and Fatima, 2014) [12].

Not within the walls of our educational institutions is the issue of academic dishonesty. Students who believe academic cheating is an acceptable practice will carry these habits with them as they transition into post-secondary and workplace learning. Academic dishonesty is the term used to describe activities or acts commonly regarded as cheating. These behaviors may include but are not limited to peer rejection, cheating, rule violation, or seeking help from others. That form of academic dishonesty is related to a specific set of actions deemed immoral and unacceptable. (Strom & Strom, 2007) [25]. Nevertheless, technology has made fraud more common as the Internet offers more ways to find academically dishonest service providers (Nworie & Haughton, 2008) [20].

Honesty is a highly valued virtue in all cultures of the world. However, people regularly lie in their daily live and such deceit begins as early as two years of age, although extensive behavioral research has examined deception in children and adults for nearly a century (Evans & Lee, 2013) [6]. Academic dishonesty has been a consistent problem at all educational level for many years; however, many studies have shown that the level of academic dishonesty among school students has gradually increased over the past 40 years (Hartshorne & May, 2013) [10]. Recent economic papers have stated that children between the ages of 5 and 15 are deceptive when they can do so (Bucciol and Piovesan, 2011) [2] and are also willing to act falsely if they can preserve a decent appearance before the experimenter (Shaw *et al*. 2014) [23].

In very young children, a broad literature for developmental psychology explored the nature of dishonesty**.** Children learn to lie while learning about the social norms encouraging honesty. Lying behavior growth is not linear, according to (Talwar and Crossman 2011) [26], and instead follows an inverted' u-shaped' pattern–telling children's lie will increase from preschool to elementary school years as they learn how to lie, but later decreases through socialization processes of adults and peers. The comprehension of children of ' what is a lie ' progresses during pre-school and elementary school – lie concepts begin from rule-based (i.e., incorrect statements are always a lie) and become more complex as children get older (including the motivations of the speaker and the social acceptability of the lie).

Although early work (Piaget, 1932/1965) [21] indicated that children could not discern the complexities of a lie, more recent work found that children as young as 4-7 could determine the suitability of lies based on motives and consequences (Heyman *et al*., 2009) [11]. The most of 4-7-year-old children are going to lie about peeking at a game, while 2/3 of 3-year-olds are going to be. Something later becomes pro-social deception or cheating to help someone, or to protect his or her feelings. About 72% of children, aged 3-5 registered a white lie in one study, while 80% of children aged 6-8 and 84% of children aged 9-11 did so (Talwar *et al*., 2007) [26].

By adolescence, lying begins to take on a new significance and parents are likely to become more alarmed by the lies their adolescents tell. Adolescents clearly understand the difference between fantasy and reality and are aware of the possible

consequences of telling lies. They have also become better at it. However, not all lies that an adolescent tells should be taken as a sign that he or she is up to something dangerous or forbidden. Adolescents may lie simply to protect their privacy, to establish their independence, to avoid embarrassment, or to spare another's feelings. Of course, they may also lie to avoid punishment or doing chores, or to try to get something that they think they may not be able to get by telling the truth. (Stone & Kisamore, 2010) [24]

Children often respond to parental coaching at a young age, with 68% of children spontaneously telling a white lie and 87% of children telling a white lie when their parents ask them. Nevertheless, lying frequencies among adolescents decrease significantly, (Glätzle-Rützler and Lergetporer, 2015) [9] noticed that lying frequencies are lower in the16/17 age group compared to the 10/11 age group. Academic cheating during examinations is strongly related to the low grades of students and poor achievements, according to common stereotypes. (Jones, 2011) [14] Study analysis showed that grades are the most important reason for lying in the statements of students.

Parents and teachers have experimented with various approaches to change the behavior of children. There has been some hope to change these patterns through interventions such as cognitive and behavioral, as well as through positive reinforcement. Even though, these forms of adjustment have been hindered by negative reinforcement. Intelligence screening is carried out to understand and assess if children with low IQ or self-control are the beneficiaries of behavioral problems. Modification of actions is just looking at things differently. The goal of changing behavior is not only to avoid the behavior but also to substitute it with more behavior that is appropriate (Clair *et al.*, 2018) [3].

Such approaches can be mental, repetition, classical conditioning, operant conditioning, and reinforce to change children's behaviors. The cognitive approach is one of the most common methods used. This approach involves arguing, giving lectures, nagging, justifying and remembering. Classical conditioning is a learned activity that induces improvement. This approach. This method states that overtime two things that occur simultaneously and one of them causes a third thing to occur, the other will also cause the third thing to occur. (Clair *et al.*, 2018) [3].

Positive reinforcement is a way to identify children who are healthy and effective activities and who are not. Use positive reinforcement; one assumes the desired behavior will be strengthened by the act of recognizing and promoting such behavior. Praise, on the other hand, is an accolade intended for the behavior, not the child. Praises towards the child would be to the effect of "good boy or good girl." Praises towards the behavior would be "that's a good decision." Through praising and acknowledging the act, children can then be allowed to conclude the act is praiseworthy (Moore *et al.*, 2018) [19]

Significance of the study

Students perceive benefits since the prevalence of academic dishonesty remains high. A nationwide survey revealed that 60% of 36,000 preparatory school students admitted to cheating on exams and assignments for their classes (Westacott, 2008) [28]. The rate of academically dishonest behaviors among academically elite students has increased by 10% over the past 20 years. Other research reported that 75% of students admitted to cheating, and at least 50%, and

perhaps as high as 80% of high school students have committed other acts of academic dishonesty (Edgren & Walters, 2006) [5].

Furthermore, Strom and Strom (2007) [25] reported that many other nations are experiencing increasing academic dishonesty rates and this issue is being examined in Japan, China, Australia, and other developed countries. In our nation and others, with the levels of academic dishonesty increasing, one may wonder what causes this situation to happen.

Aim of the study

This study aimed to assess the impact of the Cognitive Behavioral Remediation Program for Preparatory School Students on Reducing Academic Dishonest Behavior.

Research Hypothesis

The following hypotheses were expected:
1. Academic dishonest behavior of preparatory school students will reduce after cognitive-behavioral remediation program.
2. There is an association between students' dishonest behaviors and their personal characters.

Subject and method
Research Design:
A Quasi-experimental research design (pre/ post-test) was used in the study.

Setting

The study included a sample of prep school children in

Assiut city. The selected schools represented all geographical areas of Assiut city, including both private school (Assiut Experimental Language) and public school (El-Wheda El-Arabea).

Subject

The study included of both sexes enrolled in the first and second grades. The sample size selected by choosing random number of classes from the total classes in school and represented 10% from the total number of the school's students (860). All children are screened by Academic dishonest behavior scale to detect the students with dishonest behavior and the researcher applied the program with the students who have highest score in this scale in addition to teacher's opinion in these students. The program of remediation was applied in 50 children with dishonest behaviors according to Academic dishonest behavior scale.

Tools of data collection: Each child was evaluated individually through three tools

Tool 1 Interview Questionnaire Sheet: include two parts:
(1) Personal data, including name, age, sex, birth order, residence, parents' education, and parents 'occupation.
(2) Socioeconomic status collected using a socioeconomic status scale developed by Abd El Tawab (2004). It consisted of four dimensions: parents' level of education, parents' occupation, income of the family, and lifestyle of the family. Each item of the four domains has one score. The total score was divided into three classes: high degree, 85–100%; moderate degree, 60–84%; low, less than 60%. The items of family's income of social class has been modified by the AQ5 researchers as following; according to the rate of inflation and increase to be conforming with recent income through comparing difference of the value

of the golden pound at 2004 to that at 2018 and multiplying the rate of inflation to the scale.

Tool II: Academic dishonest behavior scale developed by Iyer and Estman (2008) [13]

This scale used to assess academic dishonest behavior among children and translated to Arabic by the researchers. It consisted of 4 dimensions with total 33 items. First dimension, peer disapproval contained of 6 items (9, 14, 21, 23, 30, 32) that described behaviors of rejection to other; the second about rule violation related to violence toward others and break the school's rules and consisted of 6 items (3, 4, 5, 10, 25, 26). The third one is seeking help from others (impede the conduct of educational activities and inappropriate demands from others) and consisted of 16items (1, 2, 7, 8, 11, 12, 13, 15, 17, 18, 19, 20, 22, 24, 27,

29). Finally, fourth dimension chaotic behavior consists of 4 items (16, 28, 31, 33) reflected behaviors lead to attribute the effort of others to him without allowing to do so.

Scoring system

The response to each item is given on a five Likert scale ranging from 'not done', 'rarely', 'sometimes', 'often' to 'a lot of'. Each item has grades from zero to four points and a high score indicates higher perceived dishonest behaviors. The total score for all questions related to knowledge was 21 points. The children who obtained less than (50%) considered normally and those having 50% to less than 80%

are normal but showed some dishonest behaviors that may develop and need guidance. While those who obtained (80%) and more were need immediate treatment and may turn into a delinquent.

Tool III: The program.

The program was developed by Iyer and Estman (2008) [13] and adopted by the researchers. Then, a panel of experts before its implementation reviewed it. The main objective of the program was to decrease and modify behavioral manifestations in 50 children with dishonest behaviors.

Content of the program

The methods included in the program were behavioral therapy (positive reinforcement) and educational therapy. The duration of the program was 3 weeks and children were met two times a week for one session each time. This was done in the activity room.

Validity: The five experts in the pediatric and psychiatric field of nursing and medical reviewed translated tools to ascertain their content validity and it was 97.6%.

Methods of Data Collection

Administrative approval was obtained from the authorities (in the Ministry of Education) to carry out the study after explaining its purpose. Meetings with school managers were conducted to explain the objectives of the program and methods for applying it to help gain their cooperation and allow the children to attend the program during minimal work periods.

Pilot study: It was carried out including on 10% () of the study sample to assess the tool clarity, applicability, and time needed to fill each sheet. The participants of the pilot study were excluded from the main study sample. The reliability was assessed in the pilot study and it was estimated by Alpha Cronbach's test for the tools and its result was R=0.883. 2.1.

Fieldwork The study passed through four Phases: assessment, planning, implementation, and follow-up evaluation

Phase I (Assessment Phase):

The actual fieldwork started from beginning of data was collected in the period from first of October 2018 to the end of December 2018. Investigators interviewed the children to explain the purpose of the study and reassure them that all data and results will be confidential. Pretest Arabic structured questionnaire was distributed in order to collect the required data then the researcher assess these students byAcademic dishonest behavior scale to detect the students with dishonest behavior. The researcher was available for more clarification whenever needed and it took about 15-20 minutes for each one.

Phase II (Planning Phase)

The program was implemented on children with dishonest behaviors (n=50) in the form of scheduled sessions. The students were classified into three groups each involved 15-17 students. The total number of sessions for each group was 6 sessions. The session of each group was scheduled based on the availability of time and place, which was

common in the morning between 10.30 am until 11.30 am. Through two days/week, each session lasted 45- 60 minutes. The cognitive behavioral remediation program was applied for each students.

Phase III (Program Implementation)
Implementation of this program sessions included different types of activities received by every subject in the group as the following sessions:
Session 1: Orientation and building trustful relationship
Session 2: began with a few minutes of relaxed breathing, performed in sitting positions; students were instructed to take deep breathing.

Explain personal space included: Explain to the child that having some personal space is necessary for everyone to feel comfortable and practice appropriate ways of interacting with someone during playtime. Practice social openings: teach the child the right way to behave honestly, or join a group of kids who are already playing together.

Session 3: Teach good behavior related to (rule violation and peer disapproval) through the different situation by asking the child two situations
1. Asking students how other children might feel when having bad behavior happen, what do you want to tell him in this situation
2. Asking students how another child might behave when rejected by others, what do you want to tell him in this situation

Session 4: (Practical session)
Role-play and demonstration, remonstration about good behavior related to (rule violation and peer disapproval)

Session 5: Reinforcing honest behavior (Chaotic and seeking help from others) as part three included activities and games can provide additional help in developing specific skills, and can reinforce the child's honest behavior development and interaction by playing the guessing game;

Session 6: (Practical session)
Role-play and demonstration, remonstration about **Reinforcing honest behavior (Chaotic and seeking help from others) through** activities and games can provide additional help in developing specific skills, and can reinforce the child's honest behavior development and interaction by playing the guessing games

Evaluation stage
Firstly, pre- test was done for students before application the program and then posttest was immediately done, post-program implementation to evaluate the effectiveness of the program.

Ethical consideration
All relevant ethical aspects were considered for ensuring students' privacy and confidentiality of the collected data through; gaining formal consent for participation in the study, explaining the purpose of the study, right to refuse to continue participation.

Statistical method
After completing the fieldwork, data were processed, extensively reviewed. Each answer sheet was coded and scored, So that data could be prepared for computer use. Data were statistically analyzed using SPSS Version 16.0 statistical software packages. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, and cross-tabulation variables. Test of significance was used and the level of significance is $P < 0.05$, is used if the P-value is less than 0.01, it was highly significant if the P-value is < 0.001.

Results

Table 1: Sociodemographic data of the studied students

	No. (50)	%
Age: (years)		
12 - < 13	14	28.0
13 – 15	36	72.0
Mean ± SD (Range)	13.22 ± 1.43 (11.0 – 15.0)	
Sex:		
Male	25	50.0
Female	25	50.0
Residence:		
Rural	17	34.0
Urban	33	66.0
No. of siblings:		
1 – 3	31	62.0
4 – 6	15	30.0
> 6	4	8.0
Family history:		
Negative	45	90.0
Positive	5	10.0
Personality:		
Withdrawn	14	28.0
Socialized	36	72.0
Relation with colleges:		
Good	44	88.0
Not good	6	12.0
Relation with teachers:		
Good	45	90.0
Not good	5	10.0
Relation with workers:		
Good	45	90.0
Not good	5	10.0
Birth order:		
First	18	36.0
Middle	16	32.0
Last	16	32.0
Social class:		
Low	15	30.0
Middle	21	42.0
High	14	28.0

Personal characteristics of the studied children presented in Table (1). It was noticed that, nearly three-quarters of the children (72%) aged from 13 to 15 years with mean 13.22 ± 1.43 years old. About two-thirds of the studied childrencame from an urban area and had 1-3 siblings (66% and62% respectively). Besides, the majority of them had good relationships with teachers, workers, and colleges (90%, 90%, 90%, and 88% respectively).

Table 2: Academic dishonest scale and its domains throughout intervention program phases (pre and post-intervention)

	Pre-test (n= 50)	Post-test (n= 50)	P-value
	Mean ± SD	Mean ± SD	
Rules violation	11.78 ± 4.42	8.84 ± 3.03	0.000*
Peer disapproval	36.96 ± 10.93	24.74 ± 7.52	0.000*
Chaotic	10.04 ± 3.29	7.28 ± 1.99	0.000*
Seeking help from others	17.82 ± 4.81	12.34 ± 4.60	0.000*
Academic dishonest total score	76.60 ± 16.92	53.20 ± 13.64	0.000*

Table (2) It points to highly statistically significant differences between the pre and posttest in the areas of dishonest scale and its domain throughout intervention program phases (p= 0.000) with greet improvement in the behaviors of the studied children after the intervention.
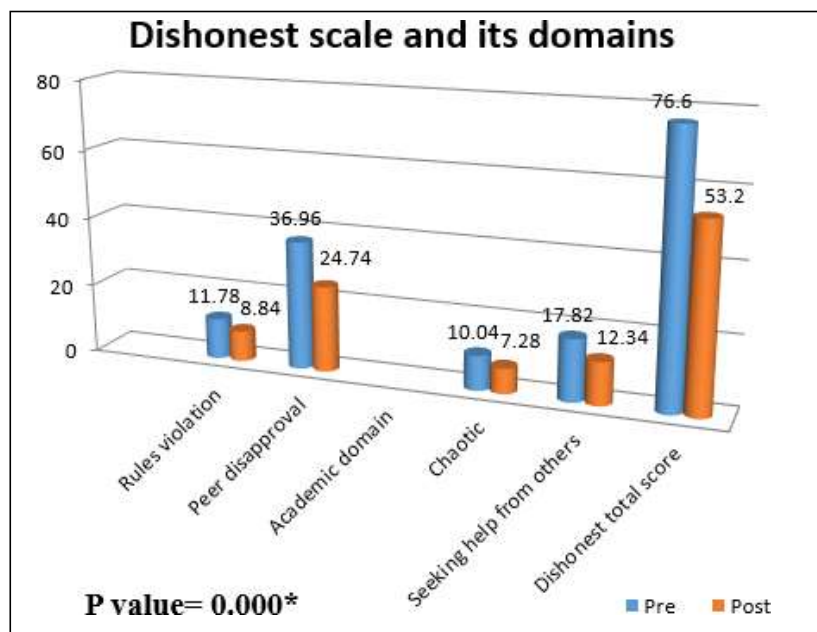

Fig 1: Percentages distribution of academic dishonest scale and its domains throughout intervention program phases (pre and post-intervention)

Figure (1) clarifies the percentages distribution of the academic dishonest scale and its domains throughout intervention program phases (pre and post-intervention). It points to a statistically significant rise in the percentage of total dishonest behavior score from (53.20 %) at pre- program to 76.60 % at post-test level (*p<0.000*)

Table 3: Correlation among academic dishonest total score and its domains throughout intervention program phases (pre and post-intervention)

			Peer disapproval	Rules violation	Seeking help from others	Chaotic	Academic Dishonesty Total Score
Pre-test	Peer disapproval	r-value					
		P-value					
	Rules violation	r-value	0.166				
		P-value	0.248				
	Seeking help from others	r-value	0.252	0.684			
		P-value	0.077	0.000*			
	Chaotic	r-value	0.107	0.093	0.108		
		P-value	0.458	0.520	0.454		
	Dishonest total score	r-value	0.511	0.768	0.917	0.319	
		P-value	0.000*	0.000*	0.000*	0.024*	
Post-test	Peer disapproval	r-value					
		P-value					
	Rules violation	r-value	0.315				
		P-value	0.026*				
	Seeking help from others	r-value	0.472	0.771			
		P-value	0.001*	0.000*			
	Chaotic	r-value	0.239	0.279	0.369		
		P-value	0.095	0.050	0.008*		
		r-value	0.702	0.794	0.935	0.492	

	Dishonest total score	P-value	0.000*	0.000*	0.000*	0.000*	

Table (3) Shows Correlation between mean and 'r' values of academic dishonest behavior total scores throughout the intervention program. Statistically, a significant difference was found between the standard deviation and 'r' values of pre-test and the post-test dishonest total score (*p* <0.001).

Table 4: Relationship between academic dishonest score and sociodemographic data

	Dishonest score Mean ± SD	P-value
Age: (years)		
12 - <13	78.29 ± 15.95	0.665
13 – 15	75.94 ± 17.46	
Sex:		
Male	78.48 ± 16.79	0.438
Female	74.72 ± 17.20	
Residence:		
Rural	83.41 ± 15.01	0.040*
Urban	73.09 ± 16.99	
No. of siblings:		
1 – 3	79.26 ± 18.37	0.318
4 – 6	71.13 ± 14.19	
> 6	76.50 ± 11.85	
Family history:		
Negative	75.89 ± 16.58	0.378
Positive	83.00 ± 20.72	
Personality:		
Withdrawn	81.79 ± 19.25	0.179
Socialized	74.58 ± 15.76	
Relation with colleges:		
Good	74.55 ± 15.82	0.018*
Not good	91.67 ± 18.58	
Relation with teachers:		
Good	75.31 ± 16.64	0.107
Not good	88.20 ± 16.65	
Relation with workers:		
Good	76.24 ± 17.32	0.660
Not good	79.80 ± 13.90	
Birth order:		
First	82.83 ± 20.68	0.127
Middle	74.75 ± 13.43	
Last	71.44 ± 13.85	
Social class:		
Low	71.27 ± 16.60	0.034*
Middle	75.00 ± 14.91	
High	84.71 ± 18.25	

When examining the relationship between dishonest scores and their personal characteristics table (4) revealed that there were significant relations between the total academic dishonest scores of the studied children and some of their characteristics (Residence, relation with colleges and Social classes). It was noticed that percentages of dishonest scores were higher among rural areas (p=0.04), with not good relations with colleges (p=0.01) and those having a high social class level (p=0.03).

Discussion

Academic dishonesty is a pervasive issue in schools and can have a detrimental impact on student academic achievement, social development, and career development (Westacott, 2008) [28]. In most forms of educational settings around the world, the prevalence of academic dishonesty is well known, with its severe consequences for the functioning of institutions and learners ' moral development and is proven to be a significant predictor of the future (e.g.,

professional) deviant behavior among graduates (Jones, 2011) [14].

At the beginning of the study, the pretest was applied for students to analyze their sociodemographic data, their academic behavior, and the academic dishonest behavior to develop a specifically targeted program for them. In this context, the results of this study showed that before the implementation of the training program among studied students, they had low scores of their honest academic behavior. This may be attributed to Students who participate in academically dishonest behaviors, directly or indirectly, are striving to appear cleverer, more able, more competent, and more qualified than they truly are (Westacott, 2008) [28]. After the implementation of the program, there was a significant improvement in their academic honest behavior. This may be attributed to early adolescents are more likely to accept a modification of behavioral therapy than older people are; also they are motivated to learn and do so quickly and easily. Students showed great interest in our program, participating actively, asking questions and clarifying many vague impressions they had from the occasional modification of the behavior. In addition, thestudy points to statistically significant differences between the total score of honest behavior for the students in the post-program than in the pre program. These results were in agreement with Mazar *et al*. (2008) [18] and Vohs and Schooler (2008) [27] who reported that dishonesty decreases after the intervention program. Another study showed that cognitive training could lead to enhancement in academic behavior efficiency.

Regarding chaotic behavior, the study showed that the student had high prevalence before the intervention this may be attributed to students who have difficulty in meeting the minimal competency skills required for school graduation,or teachers appear to be partially responsible for blame because they ignore evidence of character failure and do not hold their students accountable. These findings suggest that there may be certain common factors that influence an individual's decision to engage in deviant behaviors such as cheating and violating workplace policies. These findings were in agreement with Furrer *et al*., (2014) [8] who reportedthat the high rates of self-reported academic dishonesty that occur among students, may be correlated with high rates of engaging in unethical behavior in school. Moreover, previous studies suggested that increasing student awareness of the issue of academic dishonesty, and its implications, might help in preventing the occurrence of unethical behavior (Edgren & Walters, 2006; LaSalle, 2009) [5, 17].

Concerning peer disapproval and rule violation, the current study showed that the student had high prevalence peer disapproval correlated with high prevalence of rule violation. This finding could be interpreted that during adolescent, peer relationships serve important developmental functions (Lane and Song (2015) [16]. Thus, this rejection by peers may be forced the child to broke the rules related to the school. This perspective is in line with this review's developmental psychopathology framework and focus on individual-environment transactions. As well as other peer relations researches which demonstrated that rule violation increases child exposure to peer rejection and supported from aggressive classmates, in which aggressive friends model and positively reinforce each other's deviant behavior with laughter, interest, and approval (Dishion & Tipsord, 2011) [4].

When the behavioral cognitive program remediation was applied to children with dishonest behavior, most of them showed marked improvement according to their scores in the school. The evidence is strong for the effectiveness of cognitive behavioral remediation in the modification of dishonest behavior. Similar successes of training programs were also reported by Fabiano et al., (2009) [7] Also, Kratochvil et al. (2009) [15] have recommended the behavioral cognitive program as the first line of modification in children with dishonest behavior. Also, on the same line with the results of the Powers et al., (2012) study which confirm these findings.

Concerning the association of deceptive ratings with their characteristics. The findings of the analysis showed that a statistically significant positive association existed between the studied children's overall educational dishonest scores and some of their characteristics. This may be attributed to that child being unprepared, lacking motivation, and perceiving that cheating works were all temptation.

However, or seemed harmless, wanted to avoid conflict, and no one would care. These results were in agreement with Vohs and Jonathan (2008) [27] and (Mazar et al, 2008) [18]

Finally, the present study might represent one of the most comprehensive attempts to document the impact of cognitive behavioral program remediation in children with dishonest behavior. As with any research however, there are several limitations to this study that should be considered when interpreting the current study results. Regarding, the prevalence of dishonest behavior in children in Assiut city could not be generalized because the study sample is small (the possible explanation for this limitation is that the main aim of the study was to decrease and modify dishonest behavior rather than estimate the prevalence. In addition, the effectiveness of cognitive behavioral programs in children with dishonest behavior may vary somewhat after a period of time and therefore follow-up must be done. Likewise, there is no control group in this study that could be a mediator of the effects of the cognitive–behavioral program.

Conclusion
Based on the results of the present study, it can be concluded that there was a great improvement in behavior after an intervention program with highly statistically differences. Students from rural areas show signs of academic dishonest behavior than other students.

Recommendations
Based on the previous finding of the present study, recommended that:
1. Counselors are to be employed in schools, to counsel the child who shows some signs of academic dishonest behaviors.
2. Professionally trained teachers are to be employed in schools so that academic dishonest behavior of the children can be properly managed and controlled.
3. Proper application of reward and punishment by both the teachers and parents can help in tackling academic dishonest behavior in preparatory school children.
4. Well, a conducive school atmosphere should be provided to make children comfortable, thereby reducing the occurrence of academic dishonesty behavior in them.
5. The curriculum of school should always reflect the needs of the children and should be child and activity-centered.
6. Parents and teachers should work hand-in-hand in dealing with academic dishonest behavior of schoolchildren.

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