



## Examining the factors influential on students' lying in Tabriz high schools in District One

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### Abstract

In this research the reasons or influential factors on lying among the high school students of Tabriz District One were investigated. The aim of this research was to identify the cause or effective factors on lying among the high school students. The sample consisted of 370 male and female students selected via simple sampling method from 12 classes (6 male classes and 6 female classes) of five schools among 60 schools of the district. For analysis of descriptive data, SPSS software and for inferential data t-test and Pearson correlation and analysis of variance were used.

### Results:

- 1- There was a significant relationship among the students fear of their parents, and the school authorities, relatives and level of lying.
- 2- There was no significant relationship between mother and father educational level and their lying.
- 3- Need for attention and kindness was influential in the students' lying.
- 4- There was no significant difference between male and female students in lying.

**Keywords:** Lack of honesty- Student- Secondary- Influential

### 1- Introduction

One of the abnormal behaviors of the youth is lying (not speaking the truth) which is seen in different forms. Lying is an abnormal behavior which is observed in some children and adults overtly. This disorder is sometimes so severe that is considered as a bad habit. Most parents get angry for lying of their children and they do not know the ways to prevent and treat it and sometimes they do not react to it thus they pave the way for spreading this behavior. Understanding the difference between truth and lie is difficult and this perception requires time. Piaget writes on the age of lying:

One of the common problems among students is lying. This behavior as other behaviors occurs as the result of a cause or specific causes which occurs in children and they behave based on their parents' content until four years. It means that everything seems bad for the parents is bad and everything makes them happy is good. Lying begins since 5 to 6 years old and the child can distinguish between the truth and the lie and learns that lie is lie. The child feels bad at the time of lying and places it in the rank of abnormal behaviors and he or she is afraid of lying. Later lying, particularly among boys can be done due to subtlety and escape from punishment for violation and offences (Navabinejad, 2000).

Therefore, correct distinguishing lying requires investigation on students, in other words, for recognition of problem, it is necessary to identify the causes and dealing with lying rarely solves the problem (ibid).

The mentioned issues have showed the necessity of investigation on the effective factors on lying among students and have encouraged the researcher to conduct such a research. It is hoped that the results of this research to aid all teachers and authorities in identification and treatment of this behavior.

One of the abnormal behaviors among students is lying so that they try to impose their views or attract others by lying. They might cause problems at school or family by lying. It is obvious that indifference to these students will cause spreading of lying and also various mental disorders so that continuation of such behavior leads to distrust and gradually disrespect by others and as a result these students might suffer from anxiety and distrust. There are arguments on the effective factors on lying among education researchers and some of them suggest lying with family cause and others believe in personal problems.

In this research, the effective factors on lying are investigated. Identification of effective factors on the students lying should be researched comprehensively. In order to identify the reasons for lying correctly, studying the students is necessary. In other words, for identification of such problem, it is essential to find the roots of lying and identify to causes of such behavior. In this research, the effective factors on lying among high school students in district 1 were investigated. Thus, the main goal was to identify the effective factors on lying among high school students. Therefore, the main goal can be divided into following secondary goals:

- 1- Examining the impact of fear of the parents on the students lying
- 2- Examining the impact of the students' needs on their lying



- 3- Examining the impact of mother's education level on the students lying
  - 4- Examining the impact of father's education level on the students lying
- According to the mentioned goals, following hypotheses were set:
- 1- Fear of the parents or the school authorities impacts on the students lying.
  - 2- Mother's education level impacts on the students lying.
  - 3- Father's education level impacts on the students lying.
  - 4- Need for attention and kindness impacts students lying.
  - 5- There is a significant relationship between lying of female and male students.

## 2-Review of literature

Abbassi(1994) in his research entitled "The impact of absent of parents on the children behavioral disorders in electuary schools under the coverage of Tehran Imam Khomeini Relief Committee related of the effect of the parents' education and cultural variables" concluded that the parents' education had no significant effect on the studied population behavioral disorders.

Khatibi(2014) concluded that the authoritative parenting style is effective in reduction of the children behavioral disorders. In other research, Asgharipour(1994) concluded that if the students' needs are not met in usual way or they are afraid of something it will cause the context for emerging anxiety and lying. Sadafi(1994) investigated the effective factors on social deviations (by emphasis on family, social and cultural factors) and concluded that children sometime lie or conceal the facts for fulfilling their goals. Kaheni(1994) concluded that the level of lying among the ill-organized families youths is more than normal families with mean difference of 2.68 and standard deviation of 0.82.

## 3-Statistical population

The statistical population consisted of all high schools students in District 1 in Tabriz. For doing so, a list of 60 schools was prepared and then 5 schools were chosen with simple random method and from these schools, 12 classes (6 females a 6 males) were chosen by simple random sampling method and the sample size was determined 370 female and male students using Morgan Table).

## 4-Data collection tool

The data collection tools were 1-an author-made questionnaire including 21 closed questions and 1 open question and 6 demographic questions related to the sample population. The closed questions were designed carefully in which each question to measure one of the aspects of this research hypotheses.

The questions measuring the students lying are questions 14, 15, 16, 17 and 18.

The questions on the parents' education level were used for measuring the parents' education level.

Questions 10, 11, 12 and 13 measure the students need for attention and kindness.

2-The author-made questionnaire 2 for measuring the students' lying

3-The author-made questionnaire 3 for measuring the students' fear

The questionnaires primary questions were designed for the respondents' personal information and the opinions of Dr. Maryam Seif Naraghi and Dr. Ezzatollah Naderi were used for removing ambiguities in order to replace unperceivable questions with understandable questions and the questions were prepared without ambiguities and the names of the respondents.

The topics of the questionnaire 1 were as follows:

Meeting the students mental needs by the parents

Respecting the students personality by family members

The students need to kindness level

Non-statement of truth by the students due to different factors

The student hatred on people

And an open question about the effect factors on the students lying

The topic of questionnaire 2

The students lying level due to different reasons

The topic of questionnaire 3

The students level of fear due to different reasons

For measuring validity of the questionnaires (1, 2 and 3), the opinions of experts were considered and final questionnaires were prepared after imposing changes.

Also, for measuring reliability of the questionnaires, after confirming their validity, the questionnaires were distributed among 30 students and finally, Cronbach's alpha coefficient was calculated via software SPSS. Cronbach's alpha coefficient of questionnaire 1 was 0.7, questionnaire 2 (lying) was 0.78 and questionnaire 3(fear) was 0.71.

The data were analyzed by descriptive methods of software SPSS and the descriptive statistics of the questionnaire qualitative variables was calculated and using descriptive statistics, frequency, percentage, cumulative frequency and graphs, the independent and dependent variables were explained. In inferential statistics, t-test, Pearson correlation and analysis of variance were employed. The research method was descriptive.



## 5- Methodology

A descriptive research includes a set of research that the aim is to describing the studied phenomena and events. Such research can be carried out merely for identification of the current statue in order to aid decision making process. Most behavioral sciences research is in the rank of descriptive research.

In this research descriptive and survey method was used in order to identify the effective factors on the students lying and making appropriate decisions by parents and school authorities. On the other hand, for determining the relationship among variables, Pearson correlation coefficient, analysis of variance and t-test were used.

## 6-Inferential statistics

H1: Fear of the parents or the school authorities impacts on the students lying.

One of the effective and important factors on independent variable (lying) in this research was fear of the parents or the school authorities. As most psychologists have pointed out fear of punishment is one of the most effective and important factors in lying.

In this hypothesis, the relationship between level of fear of the parents or the school authorities and level of lying has been tested. For measuring the students lying, questionnaire 2 and for measuring level of fear in students questionnaire 3 were administered (there are no standard questionnaires on these subjects). Pearson correlation test was used for this hypothesis.

The results are shown in table 1. The results showed that the relationship between the students lying and their fear was confirmed by  $R=0.445$  and confidence level of  $P=0.001$ . In other words, there was a significant relationship between these variables in  $R=0.445$ . By increase of fear of family members and school the level of lying is increased. Thus, first hypothesis is confirmed.

**Table 1: Descriptive statistics of the first hypothesis correlation test**

Description	No.	Mean	SD	T	P-value
Lying	275	28.50	3.09	0.445	0.001
Fear	275	38.31	6.01		

- Difference between 275 and the sample size is due to non-respondents of this hypothesis questions

H2: Mother's education level impacts on the students lying.

The hypothesis that mother's education level impacts on the students lying was tested by analysis of variance. The independent groups were students that their mothers had education level less than diploma, associate, bachelor's degree and master's degree and upper. The students lying was measured as interval variable and questions 14, 15, 16, 17 and 18 (questionnaire 1) were used and for measuring mother's education the questions on mother's education were used. The results of analysis of variance showed that lying of the students with low mother's education had no significant difference with other students. Also, there was no significant difference between lying of the students with high mother's education and other students.

The coefficient of f and confidence level obtained as  $f=0.2606$  and  $p=0.8537$ . It was specified that the confidence level for this hypothesis is higher than 0.05. Thus, it can be concluded that this hypothesis is rejected and null hypothesis is accepted.

**Table 2: Descriptive statistics of analysis of variance of difference between the students lying and mother's education**

Description	No.	Mean	SD	T	P-value
Inter-group	3	18.014	6.004	0.2606	0.8537
Intro-group	258	5944.5	23.04		
	261	5962.58			

H3: Father's education level impacts on the students lying

The parents' education impacts family culture and the students lying is affected by family culture. In this hypothesis, the students lying with different parents' education was measured as interval variable and questions 14, 15, 16, 17 and 18 (questionnaire 1) were used and for measuring father's education the questions on mother's education were used. The results of analysis of variance showed that lying of the students with low father's education had no significant difference with other students. Also, there was no significant difference between lying of the students with high father's education and other students.

The coefficient of f and confidence level obtained as  $f=0.386$  and  $p=0.762$ . It was specified that the confidence level for this hypothesis is higher than 0.05. Thus, it can be concluded that this hypothesis is rejected.

**Table 3: Descriptive statistics of analysis of variance of difference between the students lying and father's education**

Description	No.	Mean	SD	T	P-value
Inter-group	3	27.08	9.02	0.386	0.762



Intro-group	261	6099.6	23.04		
	264	6126.7			

- Difference between 261 and the sample size is due to non-respondents of this hypothesis questions

H4: Need for attention and kindness impacts students lying.

The hypothesis of need for attention and kindness impacts students lying was tested. The students lying was measured by questions 14,15,16,17 and 18(questionnaire 1) and the students need for attention and kindness was measured by questions 10, 11, 12 and 13(questionnaire 1). Pearson correlation coefficient was used for test of hypothesis. Following table shows the results of analysis of variance. The results showed that there was a significant relationship between the students lying and need for attention and kindness and  $R=0.3269$  and also the confidence level is  $p=0.001$  that is less than acceptable level ( $p=0.05$ ). It is concluded that need for attention and kindness impacts on the students lying.

**Table 4: Descriptive statistics of hypothesis 4 Pearson correlation**

Description	No.	Mean	SD	T	P-value
Lying	267	13.17	4.78	0.3269	0.001
Need for kindness	267	13.07	4.15		

- Difference between 267 and the sample size is due to non-respondents of this hypothesis questions

H5: There is a significant relationship between lying of female and male students.

In this section the relationship between lying of female and male students was measured by t-test and the students lying was measured by questions 14,15,16,17 and 18(questionnaire 1). The results of t-test of two independent groups are shown in the following table. The results showed that the mean of the male and female students lying was 13.6 and 12.6 and also  $T=1.62$  and since the confidence level was  $p=0.107$  and it was higher than acceptable level ( $p=0.5$ ), thus, the significant relationship between the male and female students lying is rejected and the insignificant difference can be considered as a results of manner of selection of the sample. Thus, the relationship between female and male students lying was rejected.

**Table 5: Descriptive statistics of hypothesis 5 t-test**

Description	No.	Mean	SD	T	P-value
Male students	139	13.61	4.80	1.62	0.107
Female students	138	12.68	4.69		

## 7-Results and discussion

The results of research by Asgharpour depicted that if the students' needs are not met in usual way or they fear of something they will lie or show other disorders. Regarding these results we concluded that there is a significant relationship between fear of parents or school authorities and the students lying.

In other research conducted by Abbassi(1994) it was concluded that none of the factors of the parents' age and education has no significant relationship with children lying and even it was concluded that absent of father has no impact on the children lying. In this research it was concluded that the family cultural attributes which education is a part of it have no influence on the students lying.

The results of Jalili(1993) research rejected the relationship between lying of the female and male students. The results of this research showed that there is no significant relationship between girls and boys in lying.

Sadafi(1995) in his research entitled the effective factors on social deviations by emphasis on family, cultural and social factors concluded that the youths take refuge on their parents for meeting their needs including need for kindness and attention and in case of the parents unresponsiveness they are guided toward their peers and friends and sometimes they lie. In this research was concluded that need for attention and kindness impacts on the students lying.

## 8-Conclusion

The followings results were drawn in this research:

- There is a significant relationship between fear of parents, school authorities and relatives and the students lying.
- There is no significant relationship between mother's education and the students lying.
- There is no significant relationship between father's education and the students lying.
- Need for attention and kindness impacts on the students lying.
- There is no significant relationship between male and female students lying.

## 9-Limiations

This research limitations were as follows:

- 1- One of the limitations was being survey.
- 2- The tendency toward participation and manner of responding to the questions was low so that inaccuracy was seen in completing questionnaires so that some of the questionnaires were omitted.





- 3- Other limitation was related to experiential resources which confined the possibility of studying former results and using their findings.
- 4- Lack of standard questionnaire on fear which is administered as group.
- 5- Lack of standard questionnaire on lying.

## 10-Propostions

This research findings can be used as follows:

- 1- According to findings of hypothesis 4 it is recommended that to reduce the students behavioral disorders (such as lying), the parents try to meet their mental and psychical needs including need for attention and kindness.
- 2- According to the findings of hypothesis 1, it is recommended that the parents and school authorities to avoid causing fear among students since there is a significant relationship between the children fear and their lying.
- 3- Based on the finding of hypotheses 1 and 4, it is recommended that the parents and school authorities pay attention to the ways of establishing optimal mental health to prevent anxiety, stress and fear and etc. in students.

## 11-Acknowledgment

I would like to thank my parents who aided me in conducting this research.

## 12-Refernces

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Dear student this questionnaire has been designed for conducting academic research. Please respond to the questions honestly without writing your name and specifications.

1-Do you conceal the truth from your parents when you obtain low mark in your lessons?

Never rarely often always

2-Do you say your parents when you commit a mistake in your behavior?

Never rarely often always

3-Do you say your teacher when you did not do your homework at home?

Never rarely often always

4-Do you say the family members when you deteriorate something?

Never rarely often always

5-Have you been in a situation that had lied your friends for concealment of truth?

Never rarely often always

6-Have you lied your classmates for holding your friends?

Never rarely often always

7- Have you lied your relatives on your educational status for protection of your situation?

Never rarely often always

8- Have you lied your mother for attraction of her attention?

Never rarely often always

9- Have you lied your father due to prevention of punishment?

Never rarely often always

10- Have you lied your friends for preventing their ridicule?

Never rarely often always

11-Do you say the truth when you go cinema without permission of your parents?

Never rarely often always

## Questionnaire 3

In the name of God

Dear student this questionnaire has been designed for conducting academic research. Please respond to the questions honestly without writing your name and specifications.

1-Are you afraid of punishment by your father?

Never rarely often always

2- Are you afraid of rejection by your friends?

Never rarely often always

3- Are you afraid of your parents' inattention to you?

Never rarely often always

4- Are you afraid of punishment by your teachers?

Never rarely often always

5- Are you afraid of punishment by your brother or sister?

Never rarely often always

6- Are you afraid of punishment by your relatives?

Never rarely often always

7- Are you afraid of being alone at home?

Never rarely often always

8- Are you afraid when you are late?

Never rarely often always

9- Are you afraid of assessment by your friends?

Never rarely often always

10- Are you afraid of assessment by your relatives?

Never rarely often always

11- Are you afraid of unacceptance of your appearance by your friends and others?

Never rarely often always

12- Are you afraid of tremor of body and sound in a public meeting?

Never rarely often always

13- Are you afraid of stating your parents when you obtain low mark in one of your lessons?

Never rarely often always