

The Explanation of Attitude to Fraud Based on Academic Burnout and self-esteem of High School Students in Chalous City

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ABSTRACT

The purpose of this study was to explain attitude to fraud based on academic burnout and students' self-esteem. It was a descriptive-correlation research. Statistical population involved all high school students of Chalous city who have been studying in the academic year 2012-13. 350 students were selected as the sample according to Morgan's table and by cluster random sampling. Attitude to fraud, academic burnout and Cooper Smith self-esteem inventories were used to collect data. Statistical analyses performed to analyze data included inferential statistics (stepwise regression, independent t-test and univariate analysis of variance). The findings indicated that emotional exhaustion, academic apathy and family self-esteem could explain unconditional attitude to fraud; emotional exhaustion and academic apathy could explain attitude to fraud in an emergency; academic apathy, emotional exhaustion, family and social self-esteem could explain attitude to fraud on the basis of intelligence; general self-esteem and emotional exhaustion could explain avoid fraud and finally, emotional exhaustion, academic apathy and family self-esteem could explain attitude to fraud ($p < .05$). Also, academic, social and family self-esteem could explain academic burnout ($p < .05$). In addition, there was no significant difference between components of attitude to fraud based on students' gender and academic basis, but avoid fraud was different based on their major field of study ($p < .05$). According to the results, education authorities' attention to these issues is necessary.

KEYWORDS: fraud, academic burnout, self-esteem, high school students

1. INTRODUCTION

According to social pathologists' perspective, there is always a small percentage of wrongdoing in society, that the amount of this percentage is normal and tolerable, but if this percentage was increased in society, it certainly would be problematic for people. To avoid such a tragedy, officials and institutions should attempt to discover the effective contexts and elements on formed infraction in the community. Including deviations that exist in communities, it is in the areas of science. The fact is that, making science in the normative way is yet the cause of construction deviations as well. One of the most serious violations of the social norms of science is fraud that its concept is the breach of trust and exceeds to the possession of others subjective findings.

Today, the need to review and rethink about this issue, is felt; because in the past, usually every action as these occurred among the educated class, but today, with the emergence of an institution called the University that is responsible for the intellectual and moral upbringing of educated and specialist generation, other aspects of plagiarism is not limited to certain people and in fact, any waiver of this practice, especially in the academic world, might be have the terrible consequences. Therefore, it is appropriate to prevent growing phenomenon of fraud, its roots would eliminated and in this scientific inquiry, would be comprehensive. Hence, this issue is also essential in the realm of education.

2. Problem Statement

Among the issues and problems that the majority of educational organizations around the world as a major obstacle in the teaching and assessment is evident, its venture into fraudulent by those who apply this procedure sometimes as normal and sometimes as emergencies. The spread of fraud is the extent that has observed in the range of teaching and it has done by variety of specific and even indistinguishable methods. Some practices and procedures have been used to prevent and control this issue that sometimes are conducted unconsciously, clumsy and without a full understanding of the needs, motivations and actual factors that the results is merely addiction and outward obedience merely. Fraud occurs due to different causes of many psychological, social and cultural variables.

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Nowadays, in the educational environment, with the mass of information, the volume of material, the ineffectiveness of many lessons in daily and future life and many other reasons, has been observed that learners have a little interest in education, felt they could not cope with the assigned tasks and duties and resulting fatigue in these matters. This set of conditions is known as academic burnout that in today's educational system, especially in Iran, the prevalence is growing.

Most people think that students with low self-esteem and academic burnout, have more attitudes to cheat; how many people are finding that with their fraud and false confidence, effect on weaker individuals, so that they can commit fraud. Maybe students' fraud is related to their mental health. That follows students who do more cheat, maybe this is caused by problems within the individual and between the individual; that is how the situation is assessed, or what their attitude to fraud? and the real question is why, and how to fraud?

Sometimes fraud for some people is considered as a sign of intelligence and intelligent and this has an impact on the thinking and attitudes of dishonest people, in the long run. Maybe you've thought about it a little more that, why students are prepared for fraud? how their recognition, scheme and attitudes is formed toward fraud? systems and institutions involved, what effect have on the formation of these scheme and attitudes? do students have such attitudes and thought before enter the school? or is caused by injection of other systems attitude to this person?

People who fraud, maybe have did this job in other situations or circumstances and as such, they would extend it to all issues of their lives that it also affects on the mental health of themselves and others and self somehow has deleterious effects of economic, social and cultural and leads to greater psychological and social damage. This research could lead to prevent some of the many educational-Social problems. In this study, researcher has studied the component of academic burnout that includes (emotional exhaustion, academic apathy and academic incompetence) and self-esteem component containing (general self-esteem, social self-esteem, academic self-esteem and family self-esteem) as the predictor variables and attitude to fraud and its components, including (unconditional attitude to cheat, attitudes toward fraud in an emergency, attitude to fraud as clever and intelligent, fraud avoidance) as criterion variables have been studied. In addition the variables such as gender, level of education and field of study are also examined to survey the differences between all these components in terms of demographic variables.

3. LITERATURE REVIEW

a. The concept of fraud

Ethical orientation in minor behavior can lead to the formation of larger moral behavior; because according to the theory of cognitive dissonance, people after committing the behavior, try to reduce their stress by using the justification themselves (Aronson, translated by Shokrkon, 2003); that this leads to continuation and increased incidence of behavior. One of the ethical problems in the academic environment, is fraud on exams. There is disagreement among scholars on the definition of fraud. Hereof, Bowers (1964), has used the fraud with its limited concept and for example, it does not involve plagiarism; but McIntosh (1977), has defined fraud as a violation against specific laws or behavior standards. Prescott (Quoting Ardest, 2009) knows the fraud as a deceptive behavior that one's efforts or other's efforts are not actually shown. In his research, fraud on exams means performing any deceptive work that one's efforts could show unrealistic; for example, copying the work of others and the use of any unauthorized entries in the test session.

b. The concept of academic burnout

Newman (1990) is the first person who's introduced the term of academic burnout. He believes that for various reasons, academic burnout among students is major realm of research in the universities. The first reason is that academic burnout could be the important key to understanding the different behaviors of students, such as academic performance in school. The second reason is that academic burnout will affected on students' relationship with their colleges and universities. Third is that academic burnout can affected on students' zealotry to education. Maslach & Jackson (1981) know burnout as the function of three factors: emotional exhaustion, depletion of individual features (depersonalization), and decreased function of person. Firstly, the person feels that is exhausted emotionally and doesn't have feeling. Secondly, the person show more negligence and has no feeling toward personal tasks at work. In the third stage, the person's conclusion is that the action is unsuccessful and is no other work to do.

Burnout is more likely to occur when the nature of work and the nature of the person whose doing it has imbalances. Major factors in the development of burnout includes the extent and volume of work, lack of control, lack of rewards, lack of commitment, lack of justice and conflict of values. Each of these factors can lead to discrepancies between the job and the person. Researchers have shown the symptoms of burnout in non-occupational positions, such as sports, marriage and education. According to research carried out, we can say that academic Burnout in learning position are determined by features due to fatigue such as requirements

related to the studying, growth of cynical and non-sensitive attitudes toward Educational material and the feeling of inadequacy and poor academic achievement in the classroom.

School is a place where students work. Namely they come into the classroom and do their homework in order to pass exams and earn the rank and documents. Based on Demands-Resources Model, high consumption and non-return of energy causes to eliminate stored energy of the person. Burnout happens if an imbalance between energy intake and reproduction persists for a long time. Consistent pattern of demand – sources, it can be said that two process occur in academic burnout: On the one hand, teachers' demands and requests from students to further study and efforts in the new course of study and on the other , students because knowledge of individual differences about their abilities, haven't sufficient Motivational resources to deal with this requests and the education demands; these two processes cause to stress and ultimately, academic burnout (Badri et al, 2012).

c. The concept of self-esteem

Self-esteem is a term in general conversation and psychology that has very broad applicability and is one of the fundamental psychological needs of human. Self-esteem have a profound effect on thought processes, emotions, desires, values and goals and choise. In fact, Self-awareness is one of the major factors that separates humans from other animals. Ability to form an objective and then worth giving to it is Human ability to judge. A person maybe not love some color, sounds, shapes, or certain feelings and rejects them and however, he damages to his psychological structure when leaves some parts of himself. The concepts such as self-esteem is very important because of its importance in promoting of self-confidence and a positive attitude to the world. Negative beliefs and unrealistic perceptions of self leads to growth of unusual thoughts and feelings. that is disrupted the child's performance in social relationship, academic situations and in other areas of life, in later stages. Baker (as quoted Soltani, 1385) believes that Self-esteem is unique to humans and it is because the man has the talent of notation and thought. There are this require in a man from early infancy to death and mainly arises from child's Feelings of worthiness that have expressed by parents.

James, the father of modern psychology, has presented such a formula for self-esteem over a hundred years ago:

$$\text{self - esteem} = \frac{\text{Success}}{\text{Expectations}}$$

According to him, the man who is more successful and have fewer expectations, have more self-esteem (Sepehrinia & Shorkon, 1997). An accurate and comprehensive definition of self-esteem seems to be difficult because of its multidimensional nature. Seligman (Translated by Davarnia, 2004) believes that the definition of self-esteem depends on which feeling good or having a good performance most to be consider. For example, Cooper Smith noted that the aspect of self-esteem that the emphasis is on having a good sense of self and Bendon, the author of numerous books in the field of self-esteem, considering both aspects, is defined self-esteem as:

1. Confidence that we will think to the basic problems of life and deal with them (Good performance)
2. Confidence that Man has the right to be happy, to Feelings of worthiness, he/she is deserves to discuss his/her wants and needs and he/she has the merit to enjoy the fruits of his efforts (Good feeling) (According to Seligman, translated by Davarnia, 2004).

4. Previous research

Naami (1993) has examined Ffraud issue from the perspective of cognitive dissonance theory, namely the impact of the threat of severe or mild punishment on the amount of fraud and attitudes to fraud among second grade students in the city of Ahvaz. During this research it was found that the threat of mild punishment, is more effective than severe punishment and have been effective in reduce of students' action to fraud and in changing attitudes toward fraud and it seems that students would be more negative about fraud.

Sepehrinia & Shokrkon (1997) in the research titled "Impact of students' self-esteem on attitudes toward fraud and acting on it." concluded that there are significant differences between male and female students' attitudes toward fraud. In attempting to fraud, there is no difference between boys and girls. Participants' attitudes with high self-esteem toward cheating was more negative than participants with low self-esteem and their self-esteem had come down by manipulating. High self-esteem participants' attitudes toward fraud that their self-esteem was not tampered was more negative compared with participants whose self-esteem was manipulated and the difference was significant. High self-esteem participants' action to fraud, was less than participants who had low self-esteem and their self-esteem was lower by manipulating and attempting to fraud in participants with high self-esteem who their self-esteem were manipulated was lower compared with participants with low self-esteem who their self-esteem did not change.

Hafezi et al (2007) in a research titled "The causal relationship between challenge stress , hindrance stress, exhaustion and motivation to learn with academic performance among students in Islamic Azad University of Ahvaz " that have done among Over 300 students from the Islamic Azad University, have achieved to these results that: the main hypothesis that was "the causal relationship between challenge stress , hindrance stress, exhaustion and motivation to learn with academic performance" confirmed. Also, direct routes from hindrance stress to burnout and motivation to learn, were significant. Indirect routes from challenge stress to academic performance were significant through exhaustion, motivation to learn.

Mikaeili et al (2012) have done a research entitled "The relationship between self-concept and academic burnout with academic performance of female students" that according to its results was found that there is a significant relationship between academic self-concept, academic burnout and its subscales (fatigue, apathy and academic inefficiency) with academic performance. Based on the results of multiple regressions, academic apathy and academic self-concept were as the strongest predictor of academic performance.

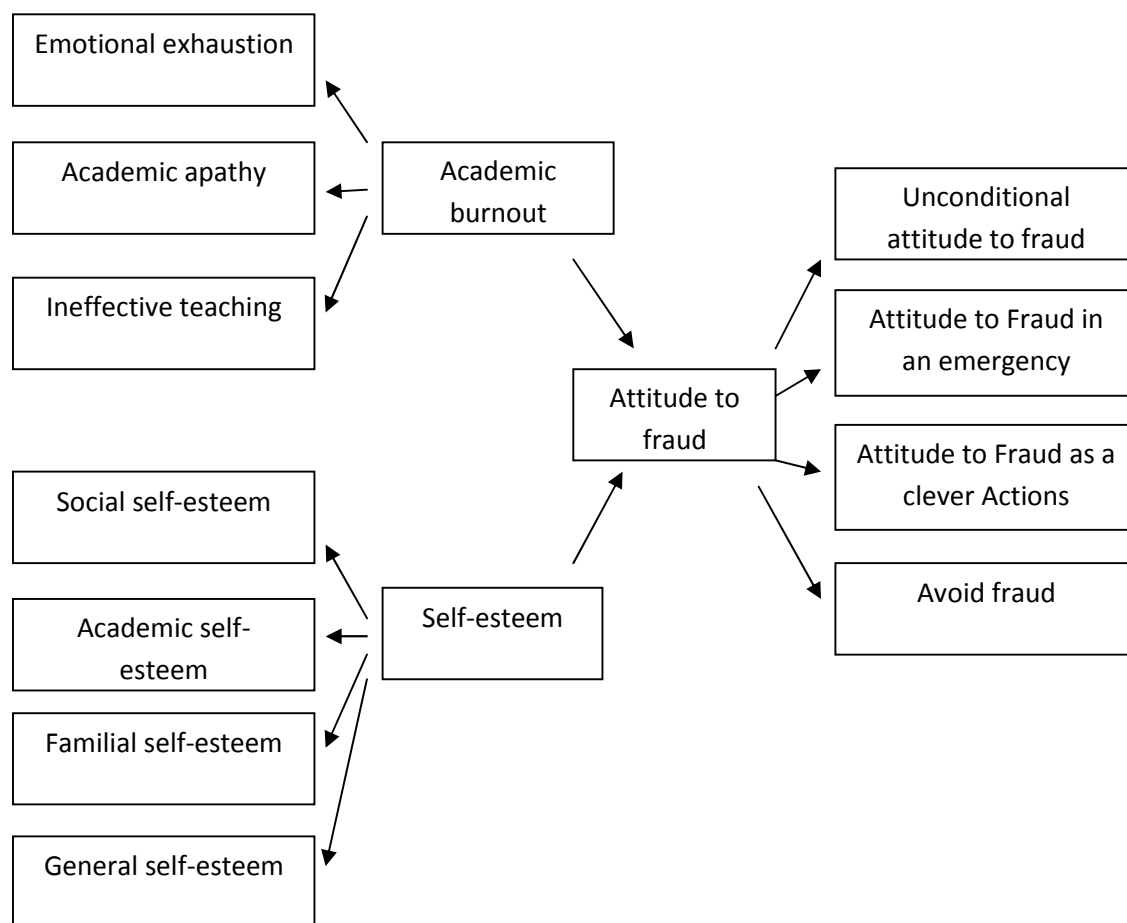
Hartshon & Mei (quoting Ardest, 2009) examined four common types of fraud behavior on the test with the development of moral judgment in high school students and concluded that 7% of the participants did not attempt to fraud but 4% of the participants attempted to fraud in every opportunity that achieved and when environmental conditions were not binding, they didn't attempted to fraud and in some conditions were attempting to fraud for their immediate needs. The researchers concluded that the correlation is very weak between personality traits and the development of moral judgment with the practical action in exam. In another study on students, they have investigated fraud in exams from several aspects and noted that when academic grades can be points for entry into prestigious universities and desired businesses, in that case, even intelligent people also action to frauds. In a pilot study, in an interview with People, researchers noted that they know fraud as an act that most students turn to it. These researchers mentioned to Punishment as worst way to deal with fraud in exams but the normal pattern, especially peers and group discussion ways have known as a valid way to deal with wrongdoing.

DeAndrea et al (2009) in their study conducted on 105 undergraduate students, had provided opportunity to frauds for students in a real situation. They concluded that there is a positive relationship between sensitivity-seeking as a personality trait and academic frauds. They were defined sensitivity-seeking as tendency to experience new, complex and unusual stimuli.

Aronson and Matthew (quoting Ardest, 2009) during another experimental study by the California Personality testing on a group of students came to these results that low self-esteem group showed the largest amount of frauds in order to win; while high self-esteem group showed the least amount of attempting to frauds. Also, it was found that low self-esteem is one of the causes of criminal behavior and contrary to social and educational provision and respecting and valuing children's character is an effort to develop high self-esteem that is the key to happiness and mental health of individuals and society.

5. Conceptual model

This conceptual model is extracted and plotted according to the purpose of this study that is "to explain attitude to fraud based on academic burnout and students' self-esteem" and the study of the theoretical and research literature on this topic; because the in the relation of these three structures, there was no educational experience and this is the first time that such a question has added to the literature in the area of curriculum.



6. Research questions

- main question

Could the attitude to Fraud explained based on academic burnout and self-esteem in among high school students of Chalous city?

- Sub-questions:

1. Could the unconditional attitude to Fraud be explained based on the components of academic burnout and self-esteem in among high school students of Chalous city?
2. Could the attitude to Fraud in an emergency be explained based on the components of academic burnout and self-esteem in among high school students of Chalous city?
3. Could the attitude to Fraud as a clever actions be explained based on the components of academic burnout and self-esteem in among high school students of Chalous city?
4. Could the avoidance of Fraud be explained based on the components of academic burnout and self-esteem in among high school students of Chalous city?
5. Is there a relationship between the components of academic burnout and high school students' self-esteem in the Chalous city?
6. Is there difference between the rates of attitudes toward fraud based on high school students' gender, in Chalous city?
7. Is there difference between the rates of attitudes toward fraud based on high school students' grade, in Chalous city?
8. Is there difference between the rate of attitudes toward fraud based on high school students' academic disciplines, in Chalous city?

9. RESEARCH METHODOLOGY

The purpose of the present study has been explanation the attitude to fraud based on the components of academic burnout and students' self-esteem. Thus, research method is considered descriptive- correlation, because variables was measured simultaneously without any manipulation and trial by the researcher; and has tried to determine the power of predictor variables (components of academic burnout and self-esteem of students) to predict of the criterion variables (the attitude to fraud and its subscales).

Population of study have formed of all high school students of Chalous city in 2012-2013 academic year, that according to figures from the city's department of education, the number of female students is equal to 2671. In order to determine the sample size was used by Morgan. Accordingly, the sample size is 350 students from high schools in Chalous city. Cluster random sampling was used to select the sample of members.

In order to conduct field study, researcher referred to the participants in the study, completed face to face and after explaining to them about the purpose of this study and advise them on how to answer to the questionnaires, distribute them among students and after data collection, analyzed the questions through the SPSS statistical software. Stepwise regression tests, analysis of variance and t test were used to analyze the questions. Also, to measure variables of study the attitude to fraud, academic burnout and Self Esteem questionnaires is used. In this study, in order to ensure the reliability of the questionnaires, Cronbach's alpha was used.

10. Research Findings

Stepwise regression tests, analysis of variance and t test were used to analyze the questions. that the results of them is provided about any of the questions, in below. Stepwise regression results for the first question based on "explanation the unconditional attitude to fraud based on components of academic burnout and students' self-esteem " can be seen in the table below.

Table 1. Regression specification to predict the unconditional attitude to fraud based on components of academic burnout and self-esteem

Steps	Variable	R	R ²	Standard R ²	SE	B	SE	t	P	
1	Fixed					17.284	2.330	7.417	.000	
	Emotional exhaustion	.405 ^a	.164	.161	10.056	1.180	.143	.405	8.257	.000
2	Fixed					15.453	2.372	6.515	.000	
	Emotional exhaustion	.433 ^b	.187	.183	9.928	.850	.175	.292	4.855	.000
	Academic apathy					.623	.196	.191	3.172	.002
3	Fixed					20.688	3.435	6.023	.000	
	Emotional exhaustion	.445 ^c	.198	.191	9.879	.809	.175	.278	4.616	.000
	Academic apathy					.522	.201	.160	2.598	.010
	Familial self-esteem					-.628	.299	-.109	-2.097	.037

The above results indicate that the Emotional exhaustion has managed 0.16 to explain the unconditional attitude to fraud, alone and this amounts has been 0.18 with the addition of the Academic apathy; also, with the addition of the Familial self-esteem to those two, their explanatory contribution has been 0.19; thus with (P 0.05) we can say that among the different variables of academic burnout and self-esteem, components of (Emotional exhaustion and Academic apathy and Familial self-esteem) have the ability to predict the unconditional attitude to fraud.

Stepwise regression results for the first question based on "explanation the attitude to Fraud in an emergency based on components of academic burnout and students' self-esteem " can be seen in the table below.

Table 2. Regression specification to predict the attitude to Fraud in an emergency based on components of academic burnout and self-esteem

Steps	Variable	R	R ²	Standard R ²	SE	B	SE	t	P
1	Fixed			.138		5.928	.854	6.939	.000
	Emotional exhaustion	.375 ^a	.141		3.686	.395	.052	.375	7.549

2	Fixed					5.290	.871	6.076	.000	
	Emotional exhaustion	.403 ^b	.163	.158	3.644	.281	.064	.266	4.364	.000
	Academic apathv					.217	.072	.184	3.011	.003

The above results indicate that the Emotional exhaustion has managed 0.14 to explain the attitude to Fraud in an emergency, alone and this amounts has been 0.16 with the addition of the Academic apathy; Thus, with (P 0.05) we can say that among the different variables of academic burnout and self-esteem, components of (Emotional exhaustion and Academic apathy) have the ability to predict the attitude to Fraud in an emergency.

Stepwise regression results for the first question based on “explanation the attitude to Fraud as a clever actions based on components of academic burnout and students' self-esteem ” can be seen in the table below

Table 3. Regression specification to predict attitude to Fraud as a clever actions based on components of academic burnout and self-esteem

Steps	Variable	R	R ²	Standard R ²	SE	B	SE	t	P	
1	Fixed	.330 ^a	.109	.107	4.669	8.616	.879	9.803	.000	
	Academic apathy					.485	.074	.330	6.528	.000
2	Fixed	.370 ^b	.137	.132	4.602	6.360	1.100	5.784	.000	
	Academic apathy					.306	.091	.208	3.358	.001
	Emotional exhaustion					.270	.081	.206	3.331	.001
3	Fixed	.390 ^c	.152	.145	4.567	9.280	1.588	5.844	.000	
	Academic apathy					.250	.093	.170	2.686	.008
	Emotional exhaustion					.248	.081	.189	3.055	.002
	Familial self-esteem					-.350	.138	-.135	-2.530	.012
4	Fixed	.406 ^d	.165	.155	4.539	7.074	1.851	3.822	.000	
	Academic apathy					.272	.093	.185	2.930	.004
	Emotional exhaustion					.260	.081	.198	3.221	.001
	Familial self-esteem					-.454	.145	-.175	-3.133	.002
	Social self-esteem					.441	.193	.124	2.284	.023

The above results indicate that the Academic apathy has managed 0.10 to explain the attitude to Fraud as a clever action, alone and this amounts has been 0.13 with the addition of the Emotional exhaustion; also, with the addition of the Familial self-esteem to those two, their explanatory contribution has been 0.15, moreover with the addition of Social self-esteem to these three components, their explanatory contribution has been 0.16; thus with (P 0.05) we can say that among the different variables of academic burnout and self-esteem, components of (Emotional exhaustion and Academic apathy and Familial self-esteem and Social self-esteem) have the ability to predict the attitude to Fraud as a clever action.

Stepwise regression results for the first question based on “explanation the avoidance of Fraud based on components of academic burnout and students' self-esteem ” can be seen in the table below.

Table 4. Regression specification to predict avoid of Fraud based on components of academic burnout and self-esteem

Steps	Variable	R	R ²	Standard R ²	SE	B	SE	t	P	
1	Fixed					7.517	.540	13.928	.000	
	General self-esteem	.151 ^a	.023	.020	2.345	-.082	.029	-.151	-2.852	.005
2	Fixed					9.205	.854	10.773	.000	
	General self-esteem	.202 ^b	.041	.035	2.327	-.100	.029	-.183	-3.389	.001
	Emotional exhaustion					-.086	.034	-.137	-2.536	.012

The above results indicate that the General self-esteem has managed 0.02 to explain the avoid of Fraud, alone and this amounts has been 0.04 with the addition of the Emotional exhaustion; Thus, with (P 0.05) we can say that among the different variables of academic burnout and self-esteem, components of (Emotional exhaustion and General self-esteem) have the ability to predict the avoid of Fraud.

Stepwise regression results about the fifth question based on "explanation the changing of attitudes to fraud based on components of academic burnout and students' self-esteem" is shown in below table.

Table 5. Regression specification to predict the changing of attitude to fraud based on components of academic burnout and self-esteem

Steps	Variable	R	R ²	Standard R ²	SE	B	SE	t	P
1	Fixed					37.429	3.941	9.498	.000
	Emotional exhaustion	.397 ^a	.157	.155	17.006	1.948	.242	.397	8.063
2	Fixed					33.958	3.996	8.498	.000
	Emotional exhaustion	.433 ^b	.187	.183	16.726	1.323	.295	.270	4.485
	Academic apathy					1.181	.331	.215	3.570
3	Fixed					44.575	5.771	7.724	.000
	Emotional exhaustion	.449 ^c	.202	.195	16.597	1.241	.295	.253	4.211
	Academic apathy					.977	.338	.178	2.893
	Familial self-esteem					-1.273	.503	-.131	-2.532

The above results indicate that the Emotional exhaustion has managed 0.15 to explain the changing of attitudes to fraud, alone and this amounts has been 0.18 with the addition of the Academic apathy; also, with the addition of the Familial self-esteem to those two, their explanatory contribution has been 0.20; thus with (P 0.05) we can say that among the different variables of academic burnout and self-esteem, components of (Emotional exhaustion and Academic apathy and Familial self-esteem) have the ability to predict the changing of attitudes to fraud.

T-test results about the sixth question based on "Evaluation the differences of attitudes to fraud based on students' gender" is shown in below table.

Table 6. T-test results for the components of attitudes to fraud based on students' gender

		Loon test		T-test						
		F	Significant level	t	d.f	Significant level	Differences in Average	Standard error of the difference	Confidence level 0.95	
									down	up
Unconditional attitude to fraud	Equality of variances	.034	.853	1.355	348	.176	1.588	1.172	-.717	3.895
	Unequal variances			1.355	347.665	.176	1.588	1.172	-.718	3.895
Attitude to Fraud in an emergency	Equality of variances	.819	.366	.513	348	.608	.218	.425	-.617	1.054
	Unequal variances			.513	344.760	.608	.218	.425	-.618	1.054
attitude to Fraud as a clever actions	Equality of variances	.097	.756	.568	348	.570	.300	.528	-.739	1.339
	Unequal variances			.568	348.000	.570	.300	.528	-.739	1.339
avoid of Fraud	Equality of variances	2.706	.101	1.104	348	.270	.279	.253	-.218	.777
	Unequal variances			1.103	344.672	.271	.279	.253	-.218	.778
attitude to fraud (total)	Equality of variances	.103	.749	1.207	348	.228	2.386	1.976	-1.500	6.274
	Unequal variances			1.208	347.964	.228	2.386	1.975	-1.499	6.272

T-test results indicate that there is no significant differences between component of attitude to fraud based on students' gender with ($P = 0.05$) (This research hypothesis is rejected).

One-way ANOVA results about the seventh question based on "Evaluation the differences in attitudes to fraud based on students' grade" presented in the below table.

Table 7. Results of variance analysis for components of attitudes to fraud based students' grade

		Sum of Squares	d.f	root-mean-square	F	Significant level.
Unconditional attitude to fraud	Between groups	583.913	3	194.638	1.623	.184
	Within groups	41506.076	346	119.960		
	total	42089.989	349			
Attitude to Fraud in an emergency	Between groups	103.331	3	34.444	2.206	.087
	Within groups	5401.267	346	15.611		
	total	5504.597	349			
attitude to Fraud as a clever actions	Between groups	59.655	3	19.885	.814	.487
	Within groups	8456.542	346	24.441		
	total	8516.197	349			
avoid of Fraud	Between groups	22.959	3	7.653	1.368	.252
	Within groups	1935.901	346	5.595		
	total	1958.860	349			
attitude to fraud (total)	Between groups	1819.320	3	606.440	1.784	.150
	Within groups	117629.848	346	339.971		
	total	119449.169	349			

The above results show that significance level is greater than 0.05 in all cases. Thus, there is no significant difference in the amount of the components of attitude to fraud based on students' grade (This research hypothesis is rejected).

One-way ANOVA results about the eighth question based on "Evaluation the differences in attitudes to fraud based on students' courses" presented in the below table.

Table 8. Results of variance analysis for components of attitudes to fraud based students' courses

		Sum of Squares	d.f	root-mean-square	F	Significant level.
Unconditional attitude to fraud	Between groups	358.787	2	179.393	1.418	.244
	Within groups	25673.432	203	126.470		
	total	26032.218	205			
Attitude to Fraud in an emergency	Between groups	8.070	2	4.035	.254	.776
	Within groups	3227.309	203	15.898		
	total	3235.379	205			
attitude to Fraud as a clever actions	Between groups	51.673	2	25.836	1.101	.335
	Within groups	4764.022	203	23.468		
	total	4815.694	205			
avoid of Fraud	Between groups	37.057	2	18.528	3.480	.033
	Within groups	1080.851	203	5.324		

	total	1117.908	205			
attitude to fraud (total)	Between groups	794.785	2	397.392	1.114	.330
	Within groups	72444.016	203	356.867		
	total	73238.801	205			

The above results show that the significance level is more than 0.05 in all cases except in the case of component "to avoid fraud". Thus, there is no significant difference in the amount of the components of attitude to fraud based on students' courses except in the case of component "to avoid fraud".

Tukey's test was used in order to determine that "the components avoid of Fraud are different in which courses" and the results are presented in the below table.

Table 9. Tukey test in order to mean paired difference of the components avoid of Fraud based on students' courses

Course (I)	Course (J)	Mean difference	SE	Significance level	Confidence level 0.95	
					Down	Up
Mathematics	Biology	-.699	.416	.215	-1.682	.283
	Humanities	-1.007*	.385	.026	-1.918	-.097
Biology	Mathematics	.699	.416	.215	-.283	1.682
	Humanities	-.308	.391	.710	-1.231	.614
Humanities	Mathematics	1.007*	.385	.026	.097	1.918
	Biology	.308	.391	.710	-.614	-.682

The above results show that there is significant difference about the components avoid of Fraud, between the mean of mathematics and humanities courses in the significance level of ($p = 0.05$).

11. Conclusions and recommendations

Fraud or deception is an immoral and common phenomenon in educational systems which has facilitated by the spread of technology increasingly and has become prevalent. What makes the grief and leads to loss of credibility in the scientific community, is the changing attitudes toward fraud; because many members of the scientific community have not negative attitudes towards fraud. Academic burnout is a serious subject of studying and academic, that increases the scope of the research in the field of related stress with students. There are many researches on areas of burnout, especially the burnout of teachers and nurses etc. But handful of research about pupils and students have been identified in the realm of academic burnout that they also are concentrated more on burnout about students of universities. This research should also be brought into the realm of high school students. Students, who are in their teens, are experiencing severe stress in industrial societies. Future studies in the area of student stress, can be performed about burnout problems among adolescents.

Self-esteem is a word that is familiar to many people. Self-esteem means that a person's how much sees himself valuable and important. Self-esteem is the idea that one person have about self. Feelings that he/she has about his/her large and small successes in the life. Self-esteem means that a person loves self and know that, despite all the flaws and shortcomings, is still a valuable human and is deserve to be loved and accepted by others. Importance of self-esteem is that it is very important for success because it causes a person to find the courage to do what have not done it already. It has been attempted to do this study according to the discussions and that fraud and burnout as the problems are growing in an educational setting and self-esteem in students helps their academic achievement and that no research has been done to study these three variables in the form of a collection so far.

The results showed that among the components of self-esteem and academic burnout, the components of emotional exhaustion, academic apathy and self-esteem can explain the unconditional attitude to fraud; components of emotional exhaustion and academic apathy can predict the attitude to fraud in an emergency; component of academic apathy, emotional exhaustion, social self-esteem and familial self-esteem can explain the attitude of fraud as a clever actions; the components of general self-esteem and emotional exhaustion can predict the avoid of fraud and in general, the components of emotional exhaustion, academic apathy and familial self-esteem can explain the attitude to fraud. Although no study has directly addressed this topic in the research literature, that the present results can compared with the results of that investigation; but however, these results could be partly close with the result of research by Michaeli et al (1391) based on the ability of explanation of academic performance based on academic apathy and that people with low self-esteem do more

fraud (Aronson and partner, quoted Ardest, 1388) and attitude to fraud in people with high self-esteem are less than people with low self-esteem (Sepehrinia and partner, 1997).

The results of this study showed that there is no significant difference between components of attitude to fraud based on students' gender, that the results isn't match with Sepehrinia et al (1997). Also there is no significant difference between components of attitude to fraud based on students' grade and just there was significant difference about the components of avoid of fraud, based their courses. On the results, no study has found in the history of the researchs on the topic that the present results can compared with the results of that investigation. The grade and course couldn't affect on components of students' attitudes to fraud and just about the component of Avoid fraud, it was found that average scores about this component among mathematics students is much lower than humanities students that can be because of the mathematics courses are more difficult than Humanities. In other words, mathematics students do more fraud that of course, the causes of this result needs to other research.

In the explanation of research findings can be say that purpose of fraud is any action that is done by the student consciously and deliberately, that destroys the true result based on his actual abilities. Thus, attitudes to fraud are mindset and perspective of student about fraud. There are many issues that can cause the loss of the ugliness of the fraud act among students and forced him to do this work, that include chronic fatigue that can be caused by working too much for curricular activities (emotional exhaustion), Cynicism and indifference to school work and lack of interest in education (academic disinterest) and the lack of compassion and respect from family members (Low self-esteem). In such cases the student's motivation to commit fraud increases and will apply to every case.

Given that this research has been done in the area of curriculum planning, recommendations is provided below to those involved in the field of curriculum:

1. Emotional exhaustion and academic apathy are those components that have provided cause for fraud. Therefore, it is recommended if it's possible, the content of the textbooks be written In order to create joy in students and homework to be considered due to the amount of students' abilities so they do not suffer from exhaustion and pessimism toward school.
2. Familial self-esteem was one components of self-esteem that had role in the incidence of fraud among students. Therefore, it is necessary to hold classes by school counselors for parents of students in order to raising families' knowledge in the field of building confidence in their children.
3. According to these results, social and general self-esteem are some of the factors that cause students' fraud. Therefore, has recommended to the experts in the field of curriculum that identify and eliminate the barriers which cause to disrupt the students' interact with one another in the school's social environment.
4. Given that the academic, social and familial self-esteem have role in the incidence of academic burnout among students, it is suggested to experts in the field of curriculum and school counselors that adopt and apply programs to increase self-esteem in students.

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