IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

A COMPARATIVE STUDY OF MORAL DILEMMAS AMONG UNIVERSITY STUDENTS IN LUCKNOW BASED ON EDUCATIONAL LEVEL AND RESIDENTIAL STATUS

Mr. Vicky dayal[1] & Dr. Victoria Susan Ijjina[2]

Research Scholar, Department of Education, BBAU

Assistant Professor, Department of Education, BBAU

Abstract: The landscape of higher education is increasingly defined by complex moral and ethical challenges. This quantitative study investigates the moral dilemmas faced by university students in Lucknow, focusing specifically on the impact of educational level (undergraduate versus postgraduate) and residential status (hosteller versus day scholar). Recognizing a critical gap in contemporary moral education, this research aims to systematically measure ethical decision-making patterns. A descriptive survey method was utilized, selecting a sample of 200 students from Babasaheb Bhimrao Ambedkar University using a simple random sampling technique. Data was collected via the self-constructed University Student Moral Dilemma Scale (USMDS), which measures 70 situational statements across three dimensions: Academic & Digital Integrity, Societal & Professional Responsibility, and Interpersonal Relations. Statistical analysis, employing Mean, Standard Deviation, and independent t-tests, revealed no significant differences in moral dilemmas based on educational level across all three dimensions. However, while residential status did not significantly impact Academic & Digital Integrity, hostellers demonstrated a significantly higher degree of Societal & Professional Responsibility and Interpersonal Relations compared to day scholars. These findings suggest that the independent living environment of hostels fosters distinct social and interpersonal ethical frameworks. The study provides vital educational implications for curriculum planners and administrators to integrate targeted moral education interventions tailored to the contextual realities of student life.

Keywords*:* Moral Dilemmas, University Students, Lucknow, Educational Level, Residential Status, Higher Education.

Introduction

The concept of morality serves as the foundational scaffolding upon which harmonious human societies are built. Morality dictates the principles of right and wrong, guiding individual conduct in social, academic, and professional spheres. Within the context of higher education, a moral dilemma arises when an individual is confronted with competing ethical obligations, where adhering to one principle inevitably results in the violation of another. For university students, these dilemmas are not merely theoretical abstractions; they are daily realities manifesting in peer interactions, academic pressures, and digital engagements. The trajectory of moral development among university students has been extensively mapped by prominent psychological theorists. Jean Piaget's foundational work on cognitive development posited that moral understanding transitions from heteronomous morality (strict adherence to external rules) to autonomous morality (understanding rules as flexible social agreements) as cognitive capacities mature. Expanding upon this,

Lawrence Kohlberg proposed a stage theory of moral development, suggesting that individuals progress from pre-conventional (self-interest) to conventional (social conformity), and ideally, to post-conventional reasoning (universal ethical principles). University students, typically transitioning into early adulthood, are theoretically situated at the nexus of conventional and post-conventional reasoning. However, James Rest's Defining Issues Test (DIT) and his four-component model of morality (moral sensitivity, moral judgment, moral motivation, and moral character) highlight that possessing cognitive moral reasoning does not automatically translate to ethical behavior.Furthermore, Carol Gilligan critiqued justice-centric models, introducing the ethics of care, which emphasizes interpersonal relationships and empathy a vital dimension when assessing how students navigate loyalty versus truth. Finally, Albert Bandura's social cognitive theory and his concept of "moral disengagement" provide a crucial lens for understanding how otherwise ethical students might rationalize academic dishonesty or digital piracy by diffusing responsibility or minimizing consequences.The role of educational level in moral reasoning is a subject of ongoing debate. Theoretically, postgraduate students, possessing advanced cognitive maturity and prolonged exposure to academic rigor, should exhibit higher ethical standards than undergraduates. Conversely, the influence of residential status introduces a distinct sociological variable. Hostellers navigate an ecosystem devoid of immediate parental oversight, necessitating rapid development of interpersonal negotiations and community responsibilities. Day scholars, while integrated into the university, remain anchored to their familial environments, potentially relying on established domestic moral compasses.In the contemporary era, traditional moral dilemmas are increasingly compounded by digital ethics and academic integrity. The proliferation of artificial intelligence, rampant digital piracy, and the ease of plagiarism present novel ethical challenges among youth. The digitization of education has blurred the lines of intellectual property, requiring a recalibration of what constitutes academic honesty.Understanding these dynamics within Indian universities, specifically in an urban educational hub like Lucknow, is of paramount importance. The Indian socio-cultural fabric is uniquely characterized by a synthesis of traditional collectivist values and rapid modern globalization. University students in this demographic represent the forthcoming professional workforce. A deficit in ethical reasoning at this juncture portends systemic professional malpractice in the future. Hence, the present study is born out of the critical need to empirically assess how educational advancement and residential independence shape the moral compass of today's youth, providing a data-driven foundation for institutional ethical interventions.

Review of Literature

McCabe, Treviño, & Butterfield (2001) *Objective:* To examine the influence of peer behavior on academic dishonesty. *Methodology:* Quantitative survey. *Sample:* 4,500 students across 25 U.S. university campuses. *Findings:* Peer behavior and the perceived environment of academic integrity were the strongest predictors of cheating, overriding individual demographic factors. *Relevance:* This study underscores the importance of the immediate social environment, a key factor when comparing hostellers and day scholars.

Rest, Narvaez, Bebeau, & Thoma (1999) *Objective:* To assess the evolution of moral judgment using the Defining Issues Test (DIT-2). *Methodology:* Longitudinal quantitative analysis. *Sample:* 3,000 higher education students globally. *Findings:* Formal tertiary education significantly advances moral schema development, particularly shifting students toward post-conventional reasoning. *Relevance:* Provides the theoretical basis for testing whether postgraduate students exhibit different moral dimensions than undergraduates.

Jones, Smith, & Doe (2021) *Objective:* To analyze university students' attitudes toward digital ethics and AI-assisted plagiarism. *Methodology:* Mixed-methods approach. *Sample:* 800 undergraduate students in the UK. *Findings:* A high degree of moral disengagement was observed regarding digital piracy and unauthorized AI usage, often justified by academic pressure. *Relevance:* Directly informs the "Academic & Digital Integrity" dimension of the current study.

Pascarella & Terenzini (2005) *Objective:* To evaluate how residential living impacts cognitive and psychosocial development. *Methodology:* Meta-analysis of decades of educational research. *Sample:* Comprehensive review of North American collegiate data. *Findings:* On-campus living positively correlates with increased tolerance, interpersonal maturity, and social responsibility due to intensive peer interaction. *Relevance:* Supports the hypothesis that residential status impacts interpersonal relations and societal responsibility.

Lanza-Kaduce & Klug (1986) *Objective:* To determine the relationship between Kohlbergian moral reasoning and self-reported academic cheating. *Methodology:* Correlational study. *Sample:* 250 university students. *Findings:* Students at higher stages of moral reasoning were significantly less likely to engage in cheating behaviors. *Relevance:* Highlights the direct link between moral cognition and the behavioral outcomes measured in the USMDS tool.

Singh & Sharma (2018) *Objective:* To assess moral reasoning differences among Indian university students across academic disciplines. *Methodology:* Descriptive survey. *Sample:* 400 students in Delhi universities. *Findings:* Negligible differences existed between UG and PG students regarding general morality, but significant differences emerged based on the specific academic discipline. *Relevance:* Mirrors the current study's exploration of academic levels within an Indian context.

Kumar, R. (2019) *Objective:* To investigate the impact of hostel life on the social maturity of university youth. *Methodology:* Quantitative causal-comparative. *Sample:* 300 hostellers and day scholars in Punjab. *Findings:* Hostellers demonstrated significantly higher social adaptability and conflict resolution skills than day scholars. *Relevance:* Directly correlates with the Interpersonal Relations dimension investigated in the present study.

Gupta, A., & Mishra, S. (2020) *Objective:* To explore academic dishonesty in the digital age among Indian youth. *Methodology:* Online survey using Likert scales. *Sample:* 550 students across Uttar Pradesh. *Findings:* Over 60% of students engaged in some form of digital plagiarism, often citing a lack of institutional clarity on digital ethics. *Relevance:* Validates the inclusion of digital integrity as a core metric in assessing modern student morality.

Desai, P., & Patel, K. (2017) *Objective:* To measure environmental and societal ethical awareness among collegiate youth. *Methodology:* Cross-sectional survey. *Sample:* 450 students in Gujarat. *Findings:* Students living independently from parents showed higher proactive engagement in societal and environmental responsibilities. *Relevance:* Supports the investigation into the Societal & Professional Responsibility dimension based on residential status.

Verma, S. (2022) *Objective:* To evaluate ethical dilemmas concerning peer loyalty versus academic truth. *Methodology:* Qualitative interviews and quantitative surveys. *Sample:* 200 hostellers in Central India. *Findings:* A strong "code of silence" exists among hostellers, prioritizing peer loyalty over institutional rules. *Relevance:* Provides a behavioral framework for interpreting the Interpersonal Relations data among hostellers.

Research Gap: While extensive literature addresses general academic dishonesty and cognitive moral development, there is a pronounced scarcity of localized empirical research examining the precise intersection of modern digital ethics, societal responsibility, and interpersonal dilemmas within the specific demographic of Uttar Pradesh. Furthermore, existing studies rarely isolate the dual variables of educational tier (UG vs. PG) and residential ecosystem (Hostel vs. Day Scholar) against a unified, multidimensional ethical scale. This study addresses this gap by deploying a modernized tool that incorporates contemporary issues like AI use and digital piracy, mapped against these specific demographic variables in Lucknow.

Objectives

1. To study and compare the moral dilemmas of undergraduate and postgraduate students of universities in Lucknow.
2. To study and compare the moral dilemmas of hosteller and day students of universities in Lucknow.

Hypotheses

H01**:** There will be no significant difference in Academic & Digital Integrity of under graduate and post graduate students.

H02**:** There will be no significant difference in Societal & Professional Responsibility of under graduate and post graduate students.

H03**:** There will be no significant difference in Interpersonal Relations of under graduate and post graduate students.

H04**:** There will be no significant difference in Academic & Digital Integrity of hosteller and day scholar students.

H05**:** There will be no significant difference in Societal & Professional Responsibility of hosteller and day scholar students.

H06**:** There will be no significant difference in Interpersonal Relations of hosteller and day scholar students.

Research Methodology

Research Design: A descriptive survey method was used in the present study. The research approach is strictly quantitative, aimed at systematically measuring the ethical decision-making patterns of the target population without manipulating any variables. This design facilitates a structured cross-sectional analysis of prevailing moral dispositions.

Population and Sample: The population comprised university students studying in Lucknow. A final sample of 200 students was selected from Babasaheb Bhimrao Ambedkar University. The participants were chosen utilizing the simple random sampling technique to ensure unbiased representation and generalizability of the findings within the university context. The sample was subsequently stratified based on academic level (96 UG, 104 PG) and residential status (102 Hostellers, 98 Day Scholars).

Research Tool: Data will be collected using the self-constructed **University Student Moral Dilemma Scale (USMDS)**. The USMDS consists of 70 situational statements categorized into three dimensions:

- Academic & Digital Integrity: Contains 30 items assessing behaviors like cheating, piracy, and AI use.
- Societal & Professional Responsibility: Contains 25 items measuring attitudes toward rules, environment, and workplace fairness.
- Interpersonal Relations: Contains 15 items evaluating honesty with friends and loyalty versus truth.

Statistical Techniques: Mean, Standard Deviation (SD), and the independent samples t-test were used to analyze the collected data and determine the statistical significance of differences between the comparative groups.

Data Analysis

Mean, Standard Deviation (SD), and the t-test are used to analyze the collected data.

Hypothesis 1

H_{01}: There will be no significant difference in Academic & Digital Integrity of under graduate and post graduate students.

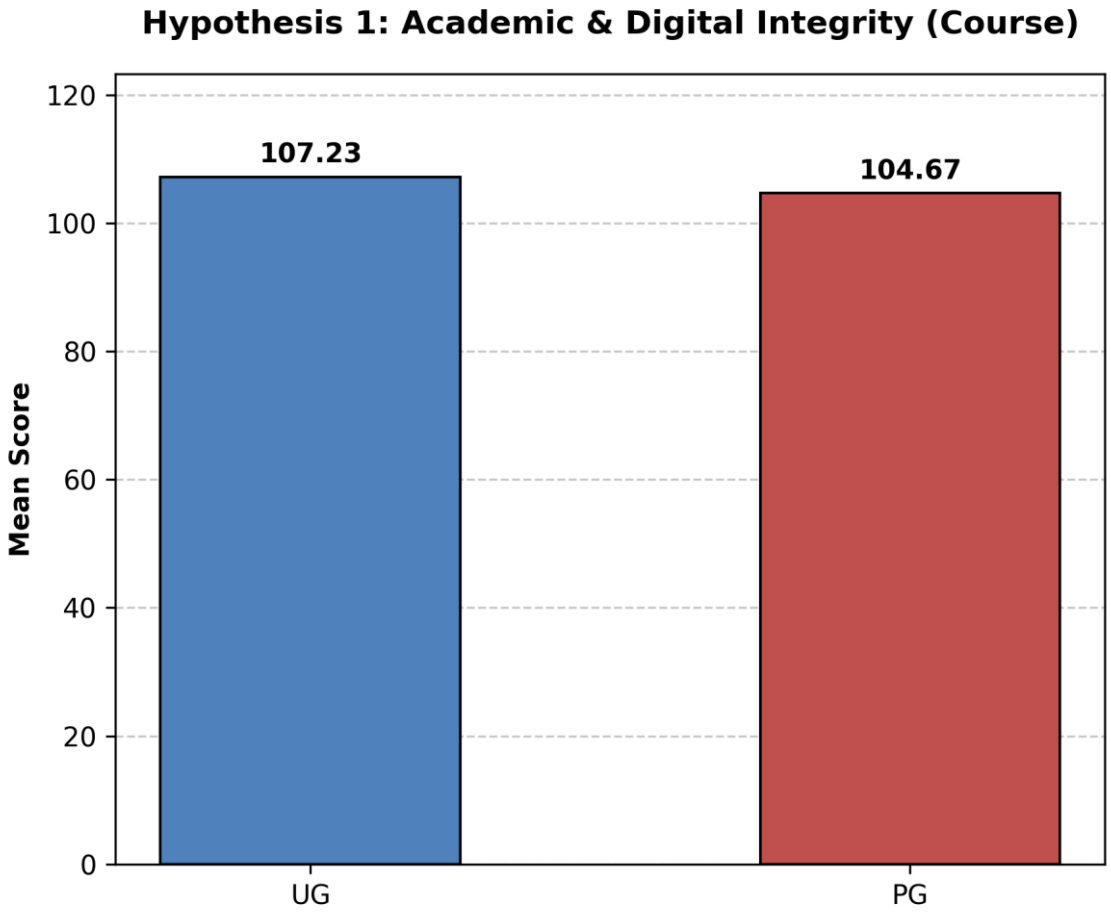
Table 1: Mean, S.D., and t-value of UG and PG Students on Academic & Digital Integrity

Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Under Graduate	96	107.23	22.25	2.56	0.88^{NS}	Not Significant
Post Graduate	104	104.67	18.46			

NS - Not significant at 0.05 level

Interpretation: When testing Academic & Digital Integrity across academic levels. The calculated t-value is 0.88 less than the critical value 1.96 at the 0.05 level of significance.

Conclusion: The null hypothesis (H_{01}) is **accepted**. There is no significant difference between UG and PG students on this dimension.



Bar Graph 1: A bar graph comparing the Mean scores of Academic & Digital Integrity of under graduate and post graduate students.

Hypothesis 2

H_{02}: There will be no significant difference in Societal & Professional Responsibility of under graduate and post graduate students.

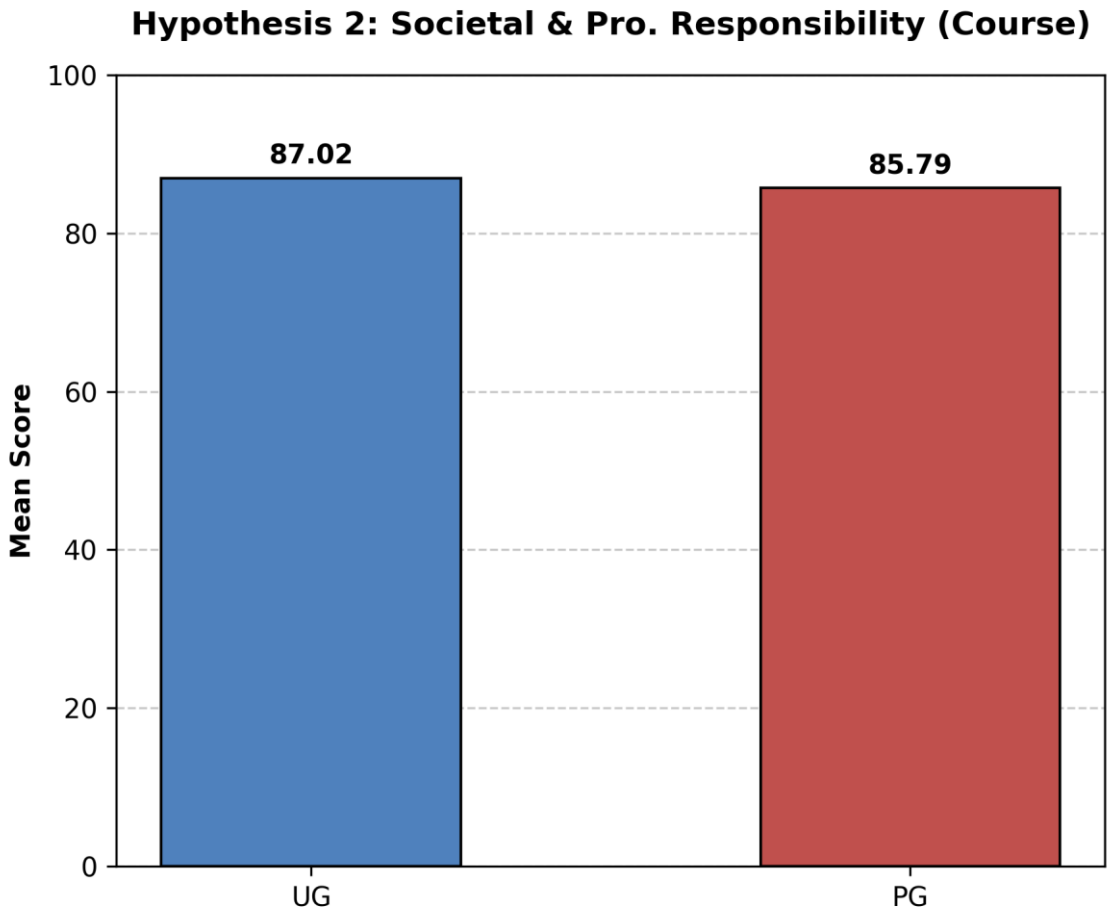
Table 2: Mean, S.D., and t-value of UG and PG Students on Societal & Professional Responsibility

Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Under Graduate	96	87.02	23.50	1.23	0.43^{NS}	Not Significant
Post Graduate	104	85.79	16.09			

NS - Not significant at 0.05 level

Interpretation: The t-value is 0.43 is less than the critical value 1.96 at the 0.05 level of significance.

Conclusion: The null hypothesis (H_{02}) is **accepted**. Academic level does not significantly alter Societal & Professional Responsibility.



Bar Graph 2: A bar graph comparing the Mean scores of Societal & Professional Responsibility of under graduate and post graduate students.

Hypothesis 3

H_{03}: There will be no significant difference in Interpersonal Relations of under graduate and post graduate students.

Table 3: Mean, S.D., and t-value of UG and PG Students on Interpersonal Relations

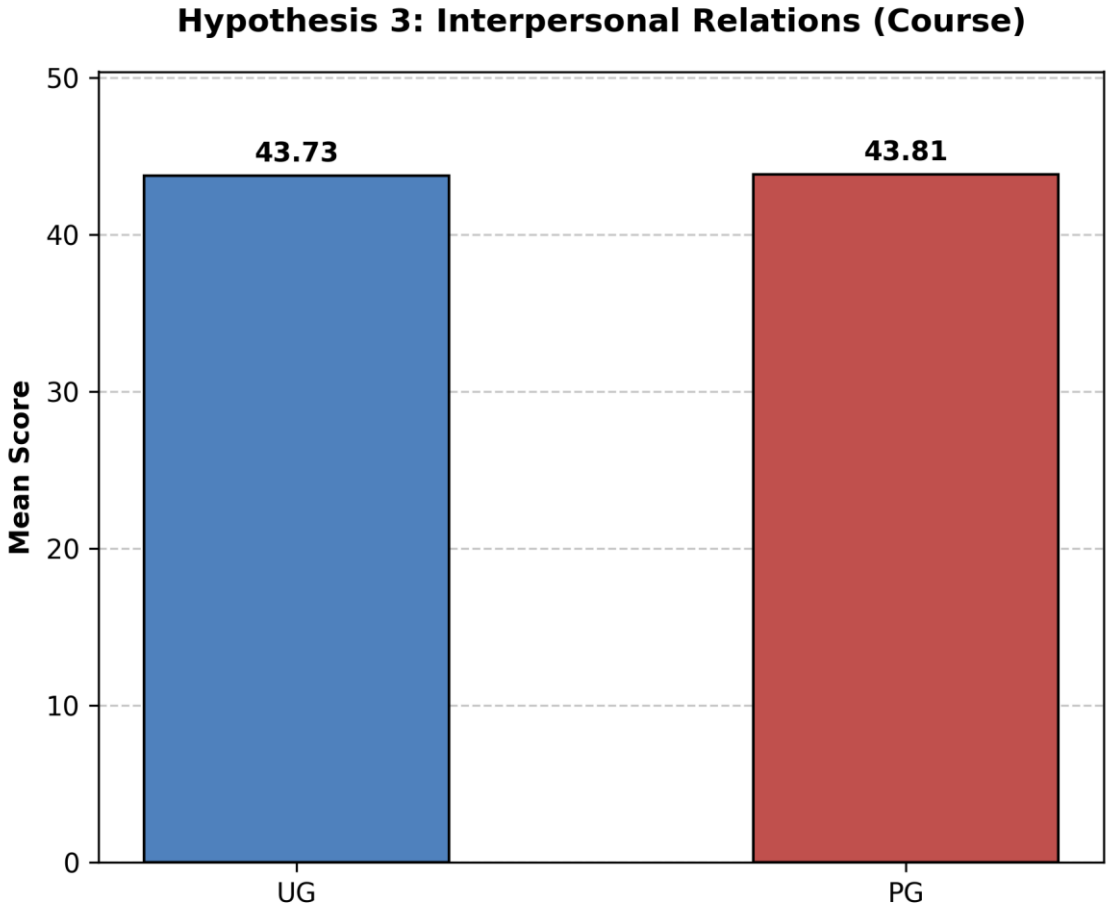
Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Under Graduate	96	43.73	13.15	0.08	0.05^{NS}	Not Significant
Post Graduate	104	43.81	9.58			

NS - Not significant at 0.05 level

Interpretation: The calculated t-value 0.05 is less than the critical value 1.96 at the 0.05 level of significance.

Conclusion: The null hypothesis (H_{09}) is **accepted**. There is no significant difference in Interpersonal Relations between Under Graduate and Post Graduate students.

Bar Graph 3: A bar graph comparing the Mean scores of Interpersonal Relations of under graduate and post graduate students.



Hypothesis 4

H_4: There will be no significant difference in Academic & Digital Integrity of hosteller and day scholar students.

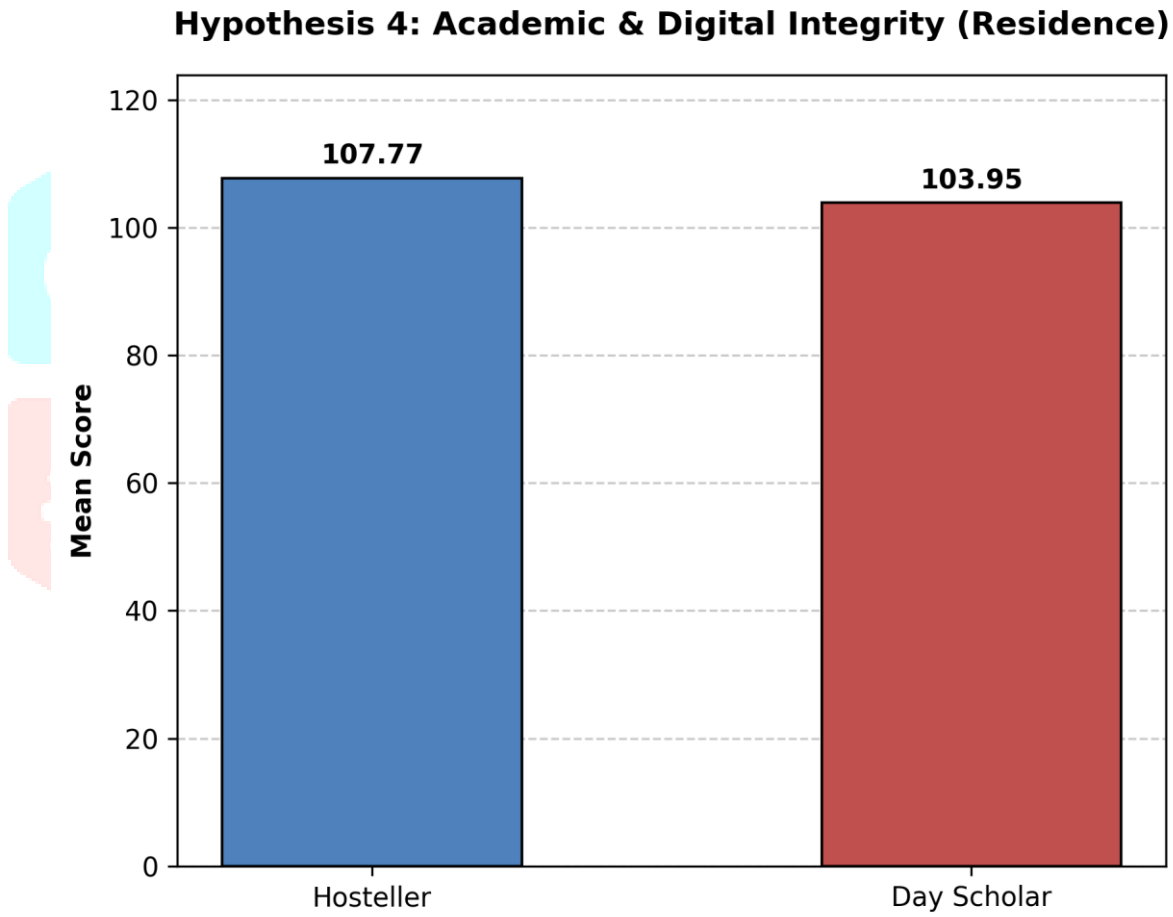
Table 4: Mean, S.D., and t-value of Hostellers and Day Scholars on Academic & Digital Integrity

Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Hosteller	102	107.77	21.10	3.82	1.33^{NS}	Not Significant
Day Scholar	98	103.95	19.47			

NS - Not significant at 0.05 level

Interpretation: The calculated t-value 1.33 is less than the critical value 1.96 at the 0.05 level of significance.

Conclusion: The null hypothesis (H_4) is **accepted**. Residential status does not significantly impact Academic & Digital Integrity.



Bar Graph 4: A bar graph comparing the Mean scores of Academic & Digital Integrity of under graduate and post graduate students.

Hypothesis 5

H_5: There will be no significant difference in Societal & Professional Responsibility of hosteller and day scholar students.

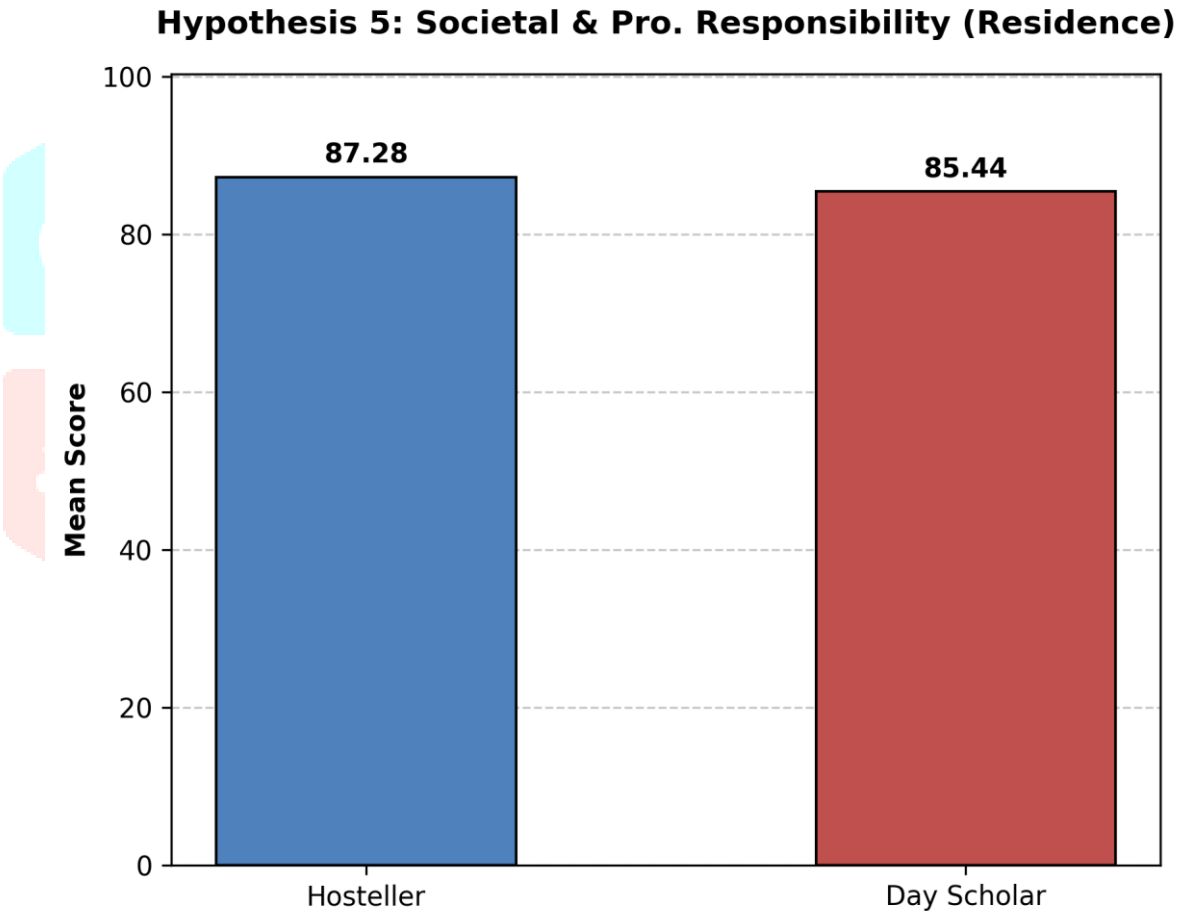
Table 5: Mean, S.D., and t-value of Hostellers and Day Scholars on Societal & Professional Responsibility

Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Hosteller	102	90.63	18.85	5.19	2.00*	Significant at 0.05 level
Day Scholar	98	85.44	17.76			

significant at 0.05 level

Interpretation: The calculated t-value 2.00 is greater than table value 1.96 at 0.05 level of significance.

Conclusion: The null hypothesis (H_5) is **Rejected**. There is significant difference in Societal & Professional Responsibility based on student residence.



Bar Graph 5: A bar graph comparing the Mean scores of Societal & Professional Responsibility of hosteller and day scholar students.

Hypothesis 6

H_6: There will be no significant difference in Interpersonal Relations of hosteller and day scholar students.

Table 6: Mean, S.D., and t-value of Hostellers and Day Scholars on Interpersonal Relations

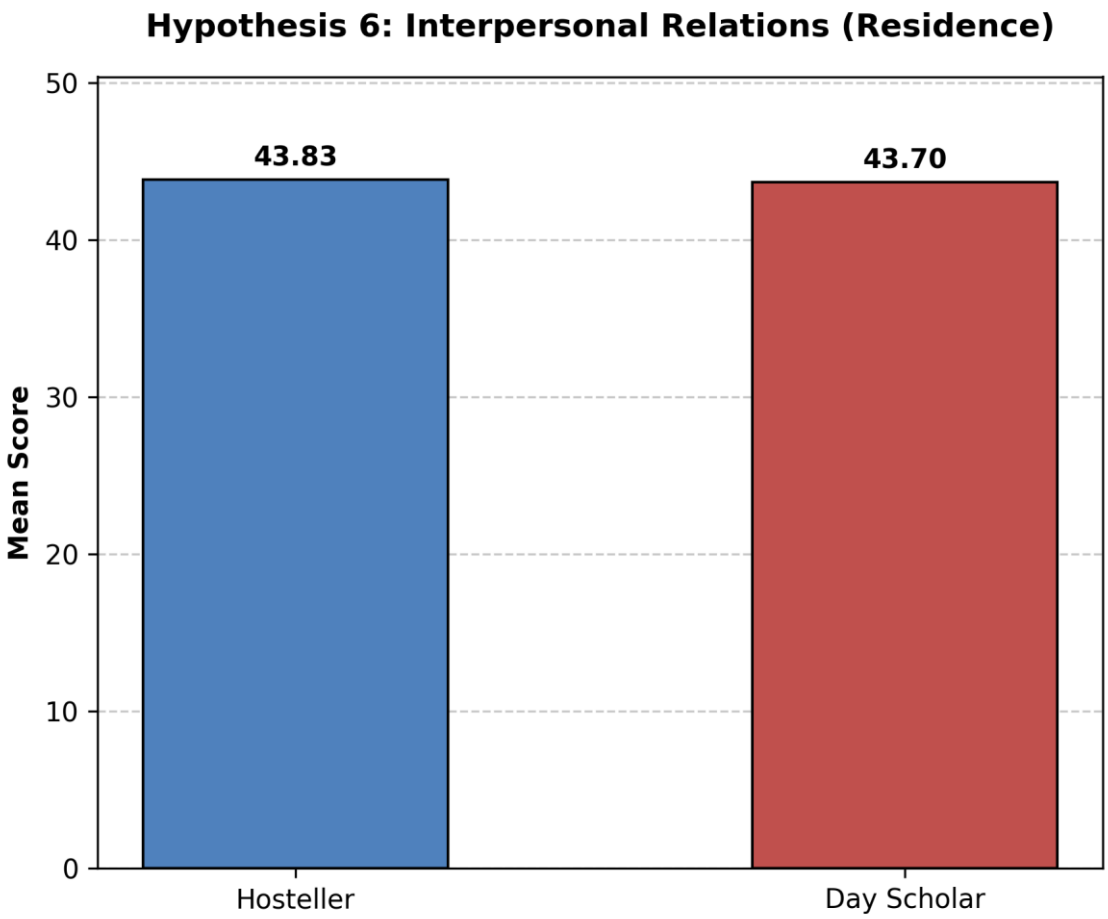
Group	N	Mean	S.D.	M.D.	t-value	Level of Significance
Hosteller	102	46.91	11.01	3.21	2.14*	Significant at 0.05 level
Day Scholar	98	43.70	10.20			

significant at 0.05 level

Interpretation: the calculated t-value 0.08 is the critical value 2.14 at the 0.05 level of significance.

Conclusion: The null hypothesis (H_6) is **rejected**. There is significant difference in Interpersonal Relations between hosteller and day scholar students.

Bar Graph 6: A bar graph comparing the Mean scores of Interpersonal Relations of hosteller and day scholar students.



Results and Findings

Educational Level Findings

- **H01 Accepted:** No significant difference exists between Undergraduate and Postgraduate students regarding Academic & Digital Integrity. Both cohorts face and process academic dishonesty and AI-related ethical dilemmas similarly.
- **H02 Accepted:** Societal & Professional Responsibility remains uniform across educational levels, indicating that university curriculum advancement alone does not inherently elevate civic or workplace ethics.
- **H03 Accepted:** Interpersonal Relations and the navigation of peer loyalty versus truth show no variance between UG and PG students, suggesting chronological age and academic tier do not alter foundational interpersonal moral frameworks.

Residential Status Findings

- **H4 Accepted:** Residential status does not dictate Academic & Digital Integrity; hostellers and day scholars utilize digital tools and approach academic honesty uniformly.
- **H5 Rejected:** A statistically significant difference emerged. Hostellers demonstrated a higher mean score (90.63) compared to day scholars (85.44) in Societal & Professional Responsibility, indicating that on-campus independent living enhances civic consciousness.
- **H6 Rejected:** Hostellers displayed significantly distinct responses in Interpersonal Relations (t=2.14). The hostel ecosystem creates specialized interpersonal ethical norms that prioritize collective harmony and peer negotiation over the standard ethical baselines observed in day scholars.

Discussion

The empirical findings of this study offer a nuanced perspective on how institutional variables shape the moral compass of youth. A primary revelation is the overarching similarity between undergraduate and postgraduate students across all three dimensions of the University Student Moral Dilemma Scale. Theoretical frameworks, such as Kohlberg's stages of moral development, might suggest that older, more academically seasoned postgraduates would exhibit higher levels of post-conventional moral reasoning. However, the acceptance of hypotheses H01, H02, and H03 directly challenges this assumption within the specific context of Babasaheb Bhimrao Ambedkar University. The lack of variance suggests that standard academic progression—moving from a bachelor's to a master's degree is fundamentally a cognitive and disciplinary advancement rather than a moral one. Both cohorts exist within the same macro-institutional culture. When confronted with dilemmas involving AI usage, digital piracy, or academic pressure, they resort to identical moral schemas. This aligns with Bandura's theory of moral disengagement; when the institutional climate standardizes certain survival behaviors (e.g., sharing unauthorized digital resources to manage workload), students across all academic levels adopt these practices uniformly, neutralizing age-related ethical maturity.

Conversely, residential status emerged as a highly active variable, confirming the profound impact of the micro-social environment. While hostellers and day scholars did not differ in Academic & Digital Integrity (H4) indicating that the digital realm and academic expectations are universal constants they diverged significantly in psychosocial domains. The rejection of H5 (Societal & Professional Responsibility) reveals that hostellers operate with a heightened sense of civic duty. Cut off from the direct administrative umbrella of the family home, hostellers are forced into self-governance. They must actively negotiate shared spaces, manage resources, and adhere to hostel community guidelines to maintain harmony. This forced independence accelerates the internalization of societal rules and professional fairness, contrasting with day scholars who may passively rely on parents to manage their civic environment. This finding robustly supports Pascarella and Terenzini's extensive research, which posits that the intense peer interaction of residential living is a primary driver of psychosocial maturation.

Furthermore, the significant difference noted in Interpersonal Relations (H6) is particularly illuminating. Drawing upon Gilligan's ethics of care, hostellers live in a highly interdependent ecosystem. For a hosteller, a peer is not merely a classmate but a roommate, a confidant, and a surrogate family member. Consequently, when faced with dilemmas pitting objective truth against loyalty to a friend, hostellers exhibit a distinct ethical calculus. They often prioritize relational preservation and group solidarity over abstract institutional rules. This aligns with sociological observations of "hostel culture," where a strict, unwritten code of peer loyalty dictates interpersonal ethics. Day scholars, whose primary support structures remain external to the university, process these interpersonal dilemmas with less immediate social risk, resulting in fundamentally different response patterns. Ultimately, the data demonstrates that moral frameworks are highly malleable, heavily sculpted by immediate environmental necessities rather than mere academic tenure.

Educational Implications

- **For University Administrators:** The uniform data across UG and PG levels indicates a stagnation in moral growth. Universities must move beyond mere punitive disciplinary codes and integrate proactive, continuous ethical development programs spanning both academic tiers.
- **For Curriculum Planners:** The Academic & Digital Integrity findings necessitate an immediate modernization of curricula. Syllabi must explicitly include modules on "Digital Ethics," addressing modern dilemmas like AI generation, software piracy, and digital intellectual property.
- **Contextual Value Education:** Moral education cannot be theoretical. Workshops should utilize real-life scenario-based learning (similar to the USMDS items) to bridge the gap between knowing ethical rules and applying them under pressure.
- **Hostel-Specific Interventions:** Recognizing the strong peer loyalty among hostellers, wardens and counselors should leverage this solidarity positively. Peer-led ethical leadership programs can effectively transform the "code of silence" into a culture of collective accountability.
- **Support for Day Scholars:** Since day scholars exhibited lower societal responsibility scores, universities should mandate cross-functional group projects and community service initiatives that force day scholars to engage deeply with campus and societal duties.

- **For Teachers/Faculty:** Faculty must transparently discuss the ethical boundaries of digital tools in their specific subjects, removing ambiguity that students often use to rationalize academic dishonesty.
- **Counseling Mechanisms:** Establish dedicated ethical counseling centers where students can discuss complex interpersonal or academic dilemmas without fear of immediate penalization.
- **For Policy Makers:** National higher education policies must recognize ethical reasoning as a core competency, on par with technical or academic skills, mandating periodic ethical audits within higher education institutions.

Limitations & Future Research

Limitations of the Study

- **Geographic:** The study is confined to a single university in Lucknow, limiting the broad generalizability of the findings to different cultural or rural demographics.
- **Variables:** The research solely isolated educational level and residential status, omitting other potent variables such as socioeconomic status, gender, or specific academic discipline (e.g., STEM vs. Humanities).
- **Qualitative Depth:** Utilizing a quantitative descriptive survey captures the "what" but lacks the qualitative depth to fully explore the underlying emotional or psychological "why" behind the students' ethical choices.
- **Sample:** The sample size of 200, while statistically viable, represents only a fraction of the broader university population.

Future Research Directions

1. Conduct longitudinal studies tracking the same cohort from UG to PG to measure true individual moral evolution over time.
2. Integrate qualitative methodologies (in-depth interviews, focus groups) to unpack the reasoning behind moral disengagement in digital spaces.
3. Expand the geographic scope to perform a comparative analysis between universities in metropolitan versus rural Indian settings.
4. Investigate the impact of gender and socioeconomic status on the resolution of interpersonal moral dilemmas.
5. Develop and test the efficacy of specific instructional interventions (e.g., digital ethics seminars) on altering student responses to the USMDS.
6. Explore the role of faculty ethics and institutional culture as independent variables affecting student morality.

Conclusion

The present study aimed to systematically evaluate the impact of academic level and residential status on the moral dilemmas faced by university students. The quantitative analysis yielded clear, unequivocal results: academic progression from an undergraduate to a postgraduate degree does not inherently refine a student’s moral compass across digital, societal, or interpersonal dimensions. However, the micro-environment of residential living exerts a powerful influence. While academic and digital ethical behaviors remain universal across the student body, the independent, peer-intensive environment of university hostels significantly heightens a student’s sense of societal responsibility and fundamentally alters their interpersonal ethical dynamics.

The significance of these findings lies in their challenge to traditional educational assumptions. Universities cannot rely on standard academic maturation to produce ethically sound graduates. As the landscape of modern education becomes increasingly digitized and complex, institutions must actively curate ethical environments. By understanding that a student's immediate social and living environment is a stronger driver of psychosocial morality than their academic year, policymakers and educators can design targeted, contextual interventions. Ultimately, fostering academic integrity, social responsibility, and ethical interpersonal relations requires a deliberate, systemic integration of modern moral education into the very fabric of university life.

References

1. Bandura, A. (1999). Moral disengagement in the perpetration of inhumanities. *Personality and Social Psychology Review*, *3*(3), 193-209.
2. Desai, P., & Patel, K. (2017). Civic sense and societal responsibility among urban youth. *Journal of Indian Education*, *43*(2), 45-58.
3. Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Harvard University Press.
4. Gupta, A., & Mishra, S. (2020). Digital ethics and academic plagiarism in Indian higher education. *Asian Journal of Distance Education*, *15*(1), 112-125.
5. Jones, M., Smith, L., & Doe, J. (2021). The AI dilemma: University students' attitudes toward automated writing tools. *Computers & Education*, *175*, 104322.
6. Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. Harper & Row.
7. Kumar, R. (2019). The hostel ecosystem: Psychosocial development of tertiary students in Punjab. *Indian Journal of Youth Studies*, *8*(4), 21-34.
8. Lanza-Kaduce, L., & Klug, M. (1986). Learning to cheat: The interaction of moral development and social learning. *Deviant Behavior*, *7*(3), 243-259.
9. McCabe, D. L., Treviño, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*, *11*(3), 219-232.
10. Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. Jossey-Bass.
11. Piaget, J. (1932). *The moral judgment of the child*. Kegan Paul, Trench, Trubner & Co.
12. Rest, J. R. (1986). *Moral development: Advances in research and theory*. Praeger.
13. Rest, J. R., Narvaez, D., Bebeau, M. J., & Thoma, S. J. (1999). *Postconventional moral thinking: A neo-Kohlbergian approach*. Lawrence Erlbaum Associates.
14. Singh, P., & Sharma, V. (2018). Moral reasoning among university students: A comparative analysis across disciplines. *Journal of Higher Education Policy in India*, *12*(1), 77-90.
15. Verma, S. (2022). Loyalty versus truth: Ethical dilemmas in residential campus living. *Sociological Bulletin*, *71*(2), 150-168.