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An Exploratory Analysis of the Causes and Motivations Behind Lying

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Abstract

This study aimed to identify the causes and motives of lying. The sample consisted of 203 male and female students, including university students from the Ouled Fares University Center, University of Chlef. After applying the questionnaire designed for the purposes of the study and conducting statistical analyses, the results revealed the following:

• There is an effect of age, educational level, and gender variables in predicting the causes of lying.

• There are differences in the ranking of lying causes, with psychological causes ranked first, followed by social causes, the diminishing value of honesty in society, weak religious commitment, and finally, social upbringing. Regarding the nature of lying, lying as a means to meet needs ranked first, followed by lying as a sign of intelligence and cleverness, then lying as a hobby, and lastly, lying as an ordinary matter.

Introduction:

Many individuals resort to altering the events they have experienced or heard, and their behavior varies according to their beliefs, personal experiences, and convictions. Children, in general, are like a pure white page, influenced by the environment in which they grow and interact. They acquire language—whether verbal or non-verbal—and express what they feel with complete spontaneity. As their awareness and development increase, their behavior becomes more purposeful, and they learn truthfulness, honesty, lying, and deception. The causes of such behavior vary from one individual to another, from one society to another, and from one age group to another.

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Lying is among the reprehensible traits in Algerian society, contradicting our morals and values. It stands in opposition to truth and correctness, and it can lead to the loss of the rights of individuals and groups. It also causes the liar to establish false realities by convincing others of things that are untrue. For this reason, our noble religion has prohibited such behavior, as a true believer is not a liar. Lying is a behavior that reflects a disturbed personality, often the result of improper upbringing that fosters the development of this tendency—usually accompanied by a very weak sense of conscience.

Accordingly, the present study seeks, on the one hand, to uncover the motives behind lying among three categories of learners—primary school pupils, secondary school pupils, and university students—and, on the other hand, to determine the prevalence of such motives within the study sample.

Research Problem

Lying is considered a part of communication and a form of social behavior inherent in interactions with others. Lying means uttering a statement that the person knows to be false to others, with the intent that they believe it to be true. It stems from the human tendency to seek pleasure and avoid pain. We may also observe that lying is not only used for personal gain but also for the benefit of others—that is, to avoid harm that may affect oneself or to prevent harm to others. Lying may be acceptable if telling the truth could harm someone's life or the lives of others.

Misreporting, misleading, evasion, deceit, the "white lie," falsification—whatever its name—represents an attempt by a person to deceive not only others but also themselves, by accepting what they have said or done as truth. We all engage in at least one type of deception in our daily interactions. Some attempts are inherently malicious, while others aim to preserve feelings, relationships, or the current state of communication between two or more people (Walters, 2010, p.5).

According to Geoffrey Beattie (2024, p.3), there are two main methods of lying: the first is *concealment* (withholding true information without saying anything false), and the second is *falsification* (withholding true information while presenting false information as if it were true). As Mikhail Asaad (1998) points out, lying in adolescence differs from lying in childhood, with the key distinction being the ability to differentiate between reality and fantasy. Adolescents are aware when they are lying, and this awareness influences the nature of their falsehoods compared to their truths.

There are underlying motives behind lying behavior that are linked to a certain level of mental and cognitive development. Such types of lying disappear once the child reaches a higher stage of development. Examples include *fantasy lying* or *daydream lying*, which arises from a child's lack of knowledge of rules, inaccuracies in recounting events due to weak observation or memory, or a desire to affirm the self. A child may lie to protect themselves or a friend from punishment. Psychological motives can also be involved, where the environment fosters certain negative drives, such as *revenge lying* (Shahin & Sarhan, 2012, p.17).

According to Martins (2009), "We lie for many reasons—fear, shame, neglect, or deceit to obtain something unattainable by other means; to surprise or protect someone; and most often to avoid the consequences of truth. We lie in different ways—concealment, deception, pretending, ignoring—and in different contexts to different people—friends, family, colleagues, acquaintances, or strangers, across our personal and professional lives and our entire world" (Martins & Carvalho, 2013, p.649). Farisha and Sakkeel (2015, p.46) note that the reasons a person chooses not to tell the truth explain the causes of lying behavior. While some lie to avoid punishment or hurting others' feelings, others do so out of impulsiveness or a desire to present themselves in a certain way. Motives for lying differ across life stages. Beata et al. (2015, p.9) classified the motives into two categories: *beneficial* (linked to achieving a goal or advantage) and *protective* (to shield oneself from unpleasant consequences).

Jessica and Alison (2024) conducted a study to explore age differences in the frequency and motives for telling health-related lies, and whether lying differed in romantic relationships compared to parent–child relationships. The sample included 158 younger adults and 149 older adults, who reported how often they told health-related lies to their romantic partner, a parent, or their adult child, and why they did so. The results showed that, compared to older adults, younger adults lied more often to conceal illness or pain and also to feign illness. Younger adults reported stronger health-related ties with their parents than with their romantic partner, whereas older adults lied to their adult children and partners at similar rates. Younger adults reported lying more about their health because they felt shame or embarrassment and were concerned about others' perceptions, compared to older adults.

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Similarly, Emma and Matthew (2022) analyzed recent research on the causes and consequences of *social lies*. The primary motive for such lies is to spare others emotional harm. They are most often told in situations where the truth could cause greater emotional damage (e.g., when the recipient is emotionally vulnerable) and by individuals sensitive to others' emotional suffering.

Another study by Mevlüt Gündüzi (2017) investigated the causes of lying and the perceived benefits in the context of values education. It also aimed to examine differences in perceptions of lying based on gender and marital status. Using both quantitative and qualitative methods, the study surveyed 121 married and single teachers. Results showed that women were more likely to lie when feeling fear or to mediate in a situation, whereas men tended to lie to achieve their goals.

As for the study by Beata et al. (2015), it aimed to present the results of a qualitative analysis of semi-structured interviews with a group of "frequent liars" and another group of "occasional liars," who provided their subjective perspectives on the phenomenon of lying. Participants in this study kept diaries of their social interactions and lies over the course of one week, which allowed for classification into two groups: frequent liars and occasional liars. Thematic analysis of the material, followed by elements of theory construction, led to the development of an expanded classification of lying that included not only the target of the lie (liar versus others) but also the motive (protection versus benefit-seeking).

Shaker (2020) conducted a study aimed at identifying the prevalence of lying among students. The study sample consisted of 91 male and female students. After applying the Lying Motives Scale developed by Al-Attoum and Al-Jarrah (2005), the results showed that the most common motives were emotional motives, followed by self-protection motives, motives related to others (social), and lastly, aggressive motives.

Boudiaf and Jekhdem (2016) carried out a study to explore the causes of lying and strategies to reduce it from the perspectives of parents and teachers. The sample consisted of 60 parents and 50 teachers from three primary schools in Ouargla. After data analysis, the study found that the causes of lying among children were ranked as follows: personal factors of the child came first, followed by social factors, while family factors ranked third. The most effective strategies identified were the cognitive approach, the cognitive-behavioral approach, and, lastly, the behavioral approach (Boudiaf & Jekhdem, 2016, p.93).

Shahin and Sarhan (2013) aimed to identify the motives for lying among secondary school students and to determine the effects of income, gender, and parents' educational levels on the prevalence of these motives. The study sample consisted of 1,147 male and female students. Results indicated that the highest motives for lying were in the domains of self-protection and emotional motives, while the lowest were in the aggressive domain. Gender had an effect on lying motives for males only in the aggressive domain. Parents' educational levels had an effect in the aggressive and social domains, whereas income had an effect on all domains except the personal domain (Shahin & Sarhan, 2013, p.14).

Shaker Majid (2011) conducted a study aimed at identifying the causes of lying among children from the perspective of teachers. The sample consisted of 100 male and female teachers. After applying the List of Causes of Lying and conducting statistical analyses, the results showed that the top causes were: fear of punishment, followed by avoiding trouble, desire to obtain a reward or adult encouragement, conformity with friends to gain their approval, desire to attract others' attention, and, lastly, excessive pampering within the family (Shaker, 2011, p.12).

As for the study by Al-Attoum (2005, p.128), it aimed to identify the prevalence of lying motives among a sample of adolescent secondary school students, and to examine the effect of gender, grade level, and certain demographic variables on the prevalence of these motives. The study sample consisted of 423 male and female students in Irbid Governorate, to whom the Lying Motives Prevalence Test was applied. The results indicated that the most prevalent lying motives were emotional motives, followed by self-protection, social and personal relationships, and finally, aggressive motives. No significant effect of grade level or gender appeared on the prevalence of lying motives except for the effect of gender on self-protection and aggression, where males scored higher than females. Stepwise regression analysis revealed an effect of place of residence on the emotional, personal, and aggressive dimensions of the lying motives scale, and an effect of the father's educational level on the self-protection and social relationship dimensions.

The present study seeks to investigate the causes and motives of lying, with a particular focus on self-protection motives, motives related to weak religious commitment, and motives linked to the erosion of honesty values in society—factors deemed important in the Algerian local context. A specially designed

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questionnaire will be applied to samples from different educational levels: middle school, secondary school, and university, in order to uncover the various motives and their prevalence among participants. Exploratory factor analysis will also be employed to investigate lying factors. This gap in the literature is what the present study aims to address, leading to the central research question:

What are the different causes and motives for lying among the study participants?

Sub-questions:

- Does each of the variables—gender, age, and educational level—affect the prediction of lying motives?

- Are there differences in the ranking of the causes and nature of lying among participants?

Hypotheses:

- Gender, age, and educational level influence the prediction of lying motives among the participants.

- There are differences in the ranking of the causes and nature of lying.

Objectives of the Study:

- To identify differences in lying motives according to gender.

- To determine the contribution and impact of gender, age, and educational level on the emergence of lying among participants.

Significance of the Study:

- To design a special questionnaire addressing various situations and motives for lying, based on theoretical literature, previous studies, and field observations.

- To raise awareness among experts and specialists in psychological counseling about the need to intervene and inform students and learners about the seriousness and consequences of lying.

- To attempt designing counseling programs, in light of the current research findings, aimed at reducing the prevalence and spread of lying.

Operational   Definitions:
Definition of the Motives and Causes of Lying: A set of motives summarized as self-protection motives, social motives aimed at pleasing others, motives related to weak religious commitment, and the erosion of honesty values in society, in addition to various situations in which an individual is exposed to lying. Operationally, it is the score obtained from responding to the items of the questionnaire specifically designed for this study.

Study Delimitations:

- **Spatial Delimitations:** The study was conducted at the Faculty of Humanities and Social Sciences, Ouled Fares University Center, in the province of Chlef, at *Ziayani Dalfi Abdelkader* Middle School, and at *Mohamed Mahdi* Secondary School and *Ben Sahli Hassan* Secondary School.

- **Temporal Delimitations:** The study took place during the months of January and February in the 2024–2025 academic year.

Methodological Procedures of the Study: The statistical method was employed to analyze the study data, as it was deemed appropriate to the nature of this research.

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Sampling Method and Characteristics: The final sample, after applying the *Mahalanobis* method and excluding outliers and extreme values, consisted of 345 participants, selected purposively based on the willingness of students and pupils to voluntarily respond, as shown in the table below:

Table (01): Distribution of the Main Sample According to Gender, Age, and Educational Level

Characteristics	Males	Females	Total
Gender	79	124	**203**
Educational Level	Middle School	High School	University
	83	94	26
Age	11–17	18–24	+25
	175	23	5

From the table, we observe that the number of females (124) is greater than the number of males (79). The number of middle school students (83) is lower than that of high school students (94), which in turn is higher than the number of university students (26). As for age distribution, the group aged 11–17 (175) is larger than the group aged 18–24 (23), which is greater than the group aged over 25 (5).

Study Tools:

Questionnaire on the Motives and Causes of Lying: A questionnaire was designed to measure the motives and causes of lying after reviewing the theoretical literature and previous studies, benefiting from them to determine the prevalence of various causes on one hand, and formulating self-report items reflecting the specific cultural context of the study sample on the other.

The initial version consisted of 26 items, reviewed by experts from Hassiba Ben Bouali University. After assessing content validity through expert judgment and construct validity on a pilot sample of 75 individuals, the questionnaire was finalized for application to the main sample, with statistically non-significant items removed. The construct validity results are shown below:

Table (02): Construct Validity of the Questionnaire on the Motives and Causes of Lying

Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.17	8	0.57**	15	0.03	22	0.14
2	0.23*	9	0.65**	16	0.51**	23	0.62**
3	0.60**	10	0.72**	17	0.65**	24	0.66**
4	0.59**	11	-0.35**	18	0.55**	25	0.02
5	0.58**	12	0.21	19	0.65**	26	0.04
6	0.66**	13	0.23*	20	0.29*		
7	0.22	14	0.61**	21	0.62**		
						Cronbach's Alpha	**0.86**

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From the table above, items (2, 13, 20) were significant at the 0.05 level, and items (3, 4, 5, 6, 8, 9, 10, 11, 14, 16, 17, 18, 19, 21, 23, 24) were significant at the 0.01 level. Items (1, 7, 12, 15, 22, 25, 26) were not significant and were therefore removed. The final questionnaire contained 19 items. The Cronbach's alpha coefficient was estimated at 0.86, which is considered acceptable for research purposes.

Exploratory Factor Analysis (EFA): The questionnaire was subjected to exploratory factor analysis to investigate its factorial structure and latent factors. The results of the EFA, including the extracted eigenvalues and the explained variance, are presented in the following table:

Table (03): Latent Roots of Extracted Factors and Explained Variance Values

| Root | 3.702 | 2.361 | 1.638 |
| Variance | 21.779% | 13.889% | 9.636% |

Cumulative Percentage = 45.304

It is noted from the table that the latent roots ranged between (1.632 – 3.702), all of which are greater than one, as the latent root must exceed the value of one. The cumulative percentage was estimated at (45.30%), which is considered somewhat low.

Horn Parallel Analysis Logic of Parallel Analysis: Horn (1965) proposed the parallel analysis method, which relies on generating random variables to determine the number of factors to retain. The observed eigenvalues extracted from the correlation matrix to be analyzed are compared with those obtained from normally distributed uncorrelated variables from a computational perspective. Parallel analysis refers to the Monte Carlo simulation process, where the "expected" eigenvalues are obtained by simulating random normal samples that parallel the observed data in terms of sample size and number of variables (Ledesma & Valero-Mora, 2007, p.3).

Table (04): Values of the Parallel Analysis Output for the Lying Causes Questionnaire

Eigenvalue / Latent Root – First Factor Analysis (n=203)	Eigenvalue / Latent Root – Factor Analysis by SPSS
First factor = 4.15	First factor = 1.65
Second factor = 2.43	Second factor = 1.50
Third factor = 1.12	Third factor = 1.40

It is observed from the table that there are differences in the eigenvalues between the first and second factor analyses, where the values in the first analysis were higher compared to Horn's parallel analysis, indicating that they are good values meeting the conditions of parallel analysis—except for the **third factor**, whose value in Horn's parallel analysis was higher than in the first factor analysis. Accordingly, the final model will contain **two factors** as indicated by the results of parallel analysis, given its accuracy, importance, and efficiency in determining factors. The final form of the questionnaire will thus consist of a total of **17 items** measuring the construct.

Presentation and Discussion of the First Hypothesis Results: The hypothesis states: *Gender, age, and educational level affect the prediction of the emergence of lying motives among the sample members.*

To test this hypothesis, multiple regression analysis was used. The results are shown in the following table:

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Table (05): Results of the Multiple Regression Model

Model	Correlation Coefficient (R)	Coefficient of Determination (R²)	Adjusted Coefficient of Determination (R²)	Standard Error of Estimate
1	0.259	0.067	0.053	17.680

The table shows the total correlation value between the independent variables and the dependent variable (Reasons for Lying), where the correlation coefficient was estimated at (0.259). After squaring and adjusting it, it became (0.05), representing (5%), which is a rather low percentage. The standard error of the estimate indicates relatively few errors in the model. To verify the significance of the model, a regression variance analysis (ANOVA) was conducted, as shown in the following table:

Table (06): Regression variance analysis for the independent variables

Source of Variance	Sum of Squares	df	Mean Squares	F-value	Significance Level
Regression	4485.413	3	1495.138	4.78	Significant at 0.003
Residual	62205.050	199	312.588		
Total	66690.463	202			

It is clear from the above table that the calculated **F** value is significant at the 0.003 level, indicating that there is a regression equation. To confirm the presence of any contributions, standardized Beta coefficients were extracted, as shown in the following table:

Table (07): Beta coefficients for the contribution of independent variables in predicting reasons for lying

Independent Variables	B Coefficient	Std. Error	Standardized Beta	t-value	Significance Level
Constant	67.758	5.334		12.702	Significant at 0.05
Age	13.768	5.176	0.262	2.660	Significant at 0.008
Educational Level	-6.975	2.600	-0.258	2.683	Significant at 0.008
Gender	5.163	2.638	0.139	1.957	Significant at 0.05

From the above table, we conclude that:

• **Age** has an effect on predicting reasons for lying, with a standardized Beta coefficient of (0.262). This means that for every one standard deviation increase in age, there is a small change and increase in predicting reasons for lying by no more than (0.26), i.e., 26%.

• **Educational level** has an effect on predicting reasons for lying, with a standardized Beta coefficient of (-0.258). This means that for every one standard deviation increase in educational level, there is a small change and decrease in predicting reasons for lying by no more than (0.26), i.e., 26%.

• **Gender** has an effect on predicting reasons for lying, with a standardized Beta coefficient of (0.139). This means that for every one standard deviation increase in gender performance, there is a small change and increase in predicting reasons for lying by no more than (0.14), i.e., 14%.

• Accordingly, the regression equation can be formulated as follows:

• **Reasons for Lying** = Constant (67.758) + (Age × 0.262) + (Educational Level × –0.258) + (Gender × 0.139).

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- **Discussion of the First Hypothesis:** The results of the statistical analysis indicated the existence of an effect of the age variable in predicting the reasons for lying, with a standardized Beta value of (0.26), i.e., 26%. This is a relatively considerable percentage, which can be explained in light of maturity, prior experience, and development. It can also be interpreted in light of cognitive maturity and acquired knowledge. As the individual grows and their cognitive processes develop through learning and life experiences, they are able, through social interactions and personal experiences, to distinguish between those who are truthful and those who are not. When a liar realizes the falsehood they have uttered, feelings of fear and tension arise. A small lie is associated with a limited amount of emotion, unlike a major lie, which usually generates a greater amount of emotional arousal, making it easier to detect.

- This can also be explained through indicators for detecting lies and liars. Charles Bond from the University of Texas conducted a survey on 2,550 adult men from 63 countries and found that 70% believe liars avoid direct eye contact with their interlocutors, while others stumble over their words. They also tend to tell longer-than-usual stories accompanied by involuntary movements. DePaulo et al. (1998) found that older individuals focus more on vocal cues than visual ones when deciphering deceptive messages.

- The findings of the present study are consistent with those of Abkar (2019), which found a relationship between personality traits, including lying, and the chronological age of male and female students. However, they contradict the findings of Abu Al-Ma'la (2011), which found no differences in the reasons for lying attributable to age. They also contradict the study by Gabrijela & Lenke (2024), which showed that children differ from adults in their perception of lying and in their evaluation of the complex elements that constitute lying.

- There is also an effect of the educational level variable in predicting the reasons for lying, with a standardized Beta value of (0.25), i.e., 25%. The results favored university students, with a mean score of 85.07, indicating that the higher the individual's educational level, the lower their concern with predicting the reasons for lying. For them, the key question is what benefit lying brings in achieving personal and professional interests and securing their future, rather than identifying the motive behind the lie. This is related to individuals' ways of conceptualizing matters, as they tend to focus on the results obtained rather than the underlying motives. The results of our study contradict those of Ashraf Hassan Amin Abu Al-Ma'la (2011), whose findings indicated no statistically significant differences in responses toward reasons for lying attributable to educational level.

- Furthermore, the results of the multiple regression analysis also showed an effect of the gender variable, with a standardized Beta value of (0.14), i.e., 14%. This can be explained in light of the dynamics of security and reassurance, as every individual seeks to achieve safety and peace to live in harmony with their environment. The superiority of females in perceiving the reasons for lying can be seen as an attempt to preserve the value of love and friendship, which are highly cherished by them. They dislike being subjected to deceit and manipulation, as these are among the indicators of relationship breakdown, leading to the erosion of trust and love. This, in turn, causes women to experience instability, which becomes an emotional concern affecting their adjustment.

- Females tend to be more sensitive to deceptive situations than males. For them, the value of relationships is priceless, and if they are deceived or lied to, they inevitably experience distress. These experiences and lessons contribute to a heightened sense of caution and vigilance in relationships, the imposition of strict criteria for building friendships and trust. This may explain, within the limits of the current sample's responses, why females are more aware of the reasons for lying.

- It may also be interpreted in light of the fact that personality traits become more refined according to the family culture, which emphasizes the virtues of honesty and integrity. This factor is arguably more significant and acceptable in explaining why females are less tolerant of lying. On the other hand, educated women often have no time to lie to others—at least in light of what Mikha'il As'ad (1998) suggested.

- It may also be explained by a factor noted by Tim Lohse and Salamai (2021), which they referred to as the *strategic impact of perceived truthfulness*. This type of strategic impact exists in all real-life settings where an individual's claim can be verified or refuted. Differences in the perception of truthfulness, on one hand, and in actual deceptive behavior, on the other, are essentially two sides of the same coin. If there are any systematic gender-specific differences in perception, then there is room for strategic behavior. This may

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explain why females tend to use this strategy—*perceived truthfulness*—as a means to identify deceivers and verify the credibility of their behavior.

- The current study's results contradict the findings of Salman bin Mohammed Al-Omari and 'Aidh bin Mohammed Al-'Usaymi (2020), which indicated that females tend to lie more than males, as evident in their speech and actions. In contrast, our findings reveal that females are more aware of the reasons for lying compared to males. The results also conflict with those of *Elaad* and *Gonem_Gal*, which suggested that men lie more than women and are generally more successful in detecting lies than women.

- **Presentation and Discussion of the Second Hypothesis** The second hypothesis states: *There is a difference in the ranking of the reasons for lying and the nature of lying among the study sample.*

- To test this hypothesis, means, standard deviations, and rankings were used. The results are shown in the following table:

- **Table (08): Frequencies, Percentages, and Ranking of the Reasons for Lying**

Variable	Psychological Reasons	Social Reasons	Weak Religious Commitment	Family Upbringing	Decline in the Value of Honesty
Frequency	62	43	36	20	42
Percentage (%)	30.5%	21.2%	17.7%	9.9%	20.7%
Rank	1	2	4	5	3

From the table above, we note that **psychological reasons related to self-protection** ranked first with a percentage of 30.5%, followed by **social reasons to please others** in second place with 21.2%. In third place came the **decline in the value of honesty in society** at 20.7%, followed by **weak religious commitment** in fourth place with 17.7%, and finally, **family upbringing** ranked last with 9.9%.

Table (09): Frequencies and Percentages of the Nature of Lying According to Gender

Variable	Lying as a Hobby	Lying as a Way to Fulfill Needs	Lying as Intelligence and Cleverness	Lying as a Normal Thing
Frequency	23	133	25	22
Percentage (%)	11.3%	65.5%	12.3%	10.8%
Rank	3	1	2	4

From the table above, we observe that the **nature of lying** is primarily perceived as **a way to fulfill needs and interests**, ranking first with 65.5%, followed by **lying as intelligence and cleverness** at 12.3%, then **lying as a hobby** at 11.3%, and finally, **lying as a normal thing** ranked last at 10.4%.

Discussion of the Second Hypothesis

The results of the percentages and frequencies indicated that psychological and social reasons ranked first and second, respectively. This can be explained in light of the theoretical literature and previous studies, where individuals resort to lying as a defensive mechanism to achieve personal desires, avoid punishment, or gain social acceptance and protect others. According to Al-Atoum (2005), the reasons children lie include avoiding punishment, feelings of embarrassment and confusion, self-protection, protecting the family and peer group, gaining their admiration, imitating others, and appearing balanced before them. The findings of the present study are consistent with those of Shaker Majed (2011), which aimed to identify the reasons for

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lying among children from teachers' perspectives and showed that the main reasons were fear of punishment, avoiding problems, gaining rewards, encouragement from adults, and keeping up with friends. The second-ranked reason was to attract the attention of others.

The results also indicated that the **decline in the value of honesty in society** ranked third, which may be attributed to several factors, including the fact that individuals within the study's sample rarely deal truthfully with one another but rather with deceit and cunning, leading to a loss of trust in truthful statements. Furthermore, current social interactions are often characterized by a lack of trust, which diminishes the value of interpersonal relations among individuals within the sample.

The study also revealed that the **nature of lying** manifested as a means to fulfill needs. This can be interpreted in light of the **dynamic of habitual behavior**, as the liar may have acquired such habits in a manner deviating from the norm, making lying an echo of what they have learned. Beyond habits, there is also persistence in fulfilling needs—once individuals become accustomed to achieving them through manipulative means, they will repeatedly employ this strategy.

The classification of lying as **intelligence and cleverness** can be explained by the fact that some respondents have grown accustomed to using lying as a means of survival and adaptation to societal changes. Regardless of whether their personal experiences have been positive or negative, they tend to employ lying as an art and a technique they cannot abandon, turning it into a hobby born from perceiving it as shrewdness and wit. This reflects the erosion of moral values among them, which reasonably explains why **lying as a normal thing** ranked last.

Conclusion:
Lying is a statement contrary to the truth, whereby a person loses the trait of integrity and acquires the traits of cowardice, weakness, and the pursuit of personal material gain. When lying, the individual is fully aware that they are concealing the truth. In this case, the person engages in impression management consciously and intentionally as a primary motive for lying in order to fulfill a need—according to the results of the present study, which also confirmed that lying often involves self-deception, whereby the individual convinces themselves that they are in harmony with the situation and that they are clever. This often occurs unconsciously, along with a lack of religious restraint.

- The reasons that drive lying vary: some are psychological, such as self-protection, compensating for deficiencies, or avoiding embarrassment in certain situations; others are social, such as pleasing others, maintaining a respectable image, imitation, fear, or evading responsibility; and some are related to the erosion of honesty as a value among individuals and society as a whole.

- Therefore, it is essential to implement counseling and therapeutic programs within educational institutions to address the phenomenon of lying among learners, along with awareness campaigns by all socialization institutions—particularly targeting parents—towards children who are prone to lying.

Conflict of Interest
The authors declare that there is no conflict of interest regarding the publication of this article.

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