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Partners in Crime? A Close Look at Cheating!

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PARTNERS IN CRIME?
A CLOSE LOOK AT CHEATING!

THESIS

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by

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ABSTRACT

Students and teachers alike, agree to the reality of cheating and to the frequency of its occurence. Currently, few methods exist to determine the incidence of cheating or the factors that contribute to it.

This researcher initially noticed the occurence while student teaching. As a result this study was designed to investigate three demographic factors and their relationship to cheating frequency. The questions researched were:

Does the incidence of cheating increase from grades seven to twelve?

Is one sex more likely to cheat than the other?

Are students with certain reported grade point averages more likely to cheat than others?

Can a survey be designed that determines the honesty of the responses?

A survey was designed which consisted of two parts. The first involved an "opinion" survey of fifteen questions, five of which pertained to cheating. The second part related specifically to cheating behaviors. The purpose of the two parts was to confirm, or deny, the honesty of the student's responses. This was confirmed through the use of X^2 and Cramer's Phi. The X^2 showed a

statistically significant difference between the high frequency cheater and the low frequency cheater at the .001 level. Cramer's Phi resulted in a .425, which indicates a moderately strong relationship and is sufficient to establish the test-retest reliability of the instrument.

X^2 confirmed the results that cheating frequency increases between grades seven and twelve, at the .001 level. Additionally there was a modest indication that sex is a determinant as indicated at the .05 level. Reported grade point average (GPA), however was determined not to be a factor.

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Chapter I

The need for this study initially began as a result of observations made by this researcher. While student teaching and substitute teaching, cheating was observed in a variety of situations. Various methods were employed by students. These observations led to discussions with teachers who had few ideas about cheating, other than the fact that it occured frequently. Teachers were concerned, since cheating affects the student's ability to perform.

Studies have indicated the need for further research on this subject. A busy but concerned and desperate teacher, as he referred to himself, found cheating to be a real problem (Moss, 1984).

Other researchers have consistently found cheating to be a general practice that affects many teachers. Drake (1941) stated that some teachers view cheating as an affront to themselves. Additionally, teachers to whom this researcher has spoken have indicated a genuine concern in the area of cheating and desired to know the outcome of this research.

The primary purpose of this study was to examine three demographic factors as they relate to the frequency of cheating. A secondary purpose was to employ a method of testing that would confirm, or deny the honesty of the student's responses.

This study examined the following questions:

1. Does the incidence of cheating increase between grades seven and twelve?
2. Is the sex of the student a factor in cheating frequency?
3. Is the reported grade point average (GPA) a factor in cheating frequency?
4. Are the respondent's answers honest and consistent with their opinions?

Limitations of the Study

When researching the subject of cheating, some variables may affect the way students feel about cheating. These factors are primarily geographic and numerical. In this study the following limitations may apply:

1. The study was done at a small school, with a total student population of seven hundred in grades seven to twelve.
2. The school was located in a county seat in a somewhat rural area. Parental expectations could be a factor as compared to other localities.
3. Cheating is a difficult concept to investigate. Individuals have various concepts of what the word "cheating" means.

Summary

The need for this study resulted primarily from observations made by the researcher as a student teacher and substitute teacher. Other studies cited confirm this need and emphasize teacher concern toward the subject.

The purpose of this research was to examine the relationships of three demographic factors to cheating. The demographic factors were the relationship of grade level, sex and reported grade point average to cheating frequency. Additionally a method of testing was sought that would confirm, or deny, the honesty of the student's responses.

Chapter II

Review of the Literature

The purpose of this study was to investigate various demographic factors as they relate to cheating frequency. This study was concerned with three specific areas: the sex of the students, the reported grade point average (GPA) and the grade level of the student. Each of these factors was observed in order to determine its relationship to cheating.

Literature dealing with these aspects will be reviewed, including methodologies used to measure cheating.

History of Cheating

Contemporary society prizes efficiency, shortcuts and success. Effort and pursuit are little valued unless something tangible in the way of desired results emerge (Trabue, 1962). In the life of every pupil, student and individual tests have become increasingly important, such as Regents exams, college entrance exams and IQ tests. The stakes in doing well in exams are high (Brickman, 1961). Possibly with this in mind, researchers began to investigate cheating. They found significant numbers of students were engaging

in the activity (Brandes, 1986; Ellenberg, 1973; Fischer, 1970; Leming, 1980; Leveque and Walker, 1970).

Student cheating and academic dishonesty in higher education is not a new phenomenon. Brickman (1961) reports that the civil service exam system established in China a millenium or more ago, was conducted in sealed individual cells. Cheating still occurred as evidenced by special garments found in museums today. Some of the earliest research on cheating can be found in 1928. Since that time numerous studies have examined various components of cheating. Most of these studies have been conducted on the college level. They have centered on the specific areas which follow.

Relationship of Grade Point Average (GPA) to Cheating

Campbell (1933) and Parr (1936) found that individuals with lower grade point average cheated more often than higher ones. Since 1933 these findings have been supported by several studies (Anton, 1983; Bushway and Nash, 1977; Drake, 1941; Kelly, 1978; Vitro and Schoer, 1972). More recently a study of high school students throughout California agreed with that conclusion, and added that lower grade point average students generally feel there may be good reason to cheat (Brandes 1986). Not all researchers agree with these findings however. Ellenberg (1937) found that no

conclusion could be drawn, Houston (1986a) found that grade point average was unrelated to cheating, and Kanfer and Overfeldt (1968) found that the tendency to cheat actually decreased with age.

Relationship of Sex of Cheaters to Cheating Frequency

Researchers generally agree that males cheat more often then females (Schrab, 1969; Kelly, 1978; Newhouse, 1982; Uhlig and Howes, 1967). Fischer (1970), however, stated that the evidence for a difference by sex is inconclusive. Schrab (1980) states that girls are believed to cheat more than ten years ago.

Relationship of Grade Level to Cheating Frequency

This aspect has been considerably less investigated. Fischer (1970) found inconclusive evidence that the frequency increased with grade level. Steiner (1930) found evidence of improved honesty from grade seven to ten, while Ludeman (1938) and Rogosin (1951) found the opposite.

The Validity of Studies on Cheating

While reviewing cheating studies, a major concern is the method of testing. Cheating research is usually conducted in one of two

ways. The first consists of administering a test to students, collecting and copying the answer sheets, then allowing the students to correct their own papers. Differences before and after are measured. Several studies have been conducted in this fashion (Ellenberg, 1973; Feldman and Feldman, 1967; Hoff, 1940; Steiner, 1930). The second method employs the use of questionnaires that are answered by the students who are aware they are reporting their cheating frequencies. The Brandes (1986) study was done in this fashion. Other less frequently used methods have included asking college students to recall their high school cheating (Ludeman, 1938) and the use of "spies" (Campbell, 1933).

There are difficulties in each of these methods. Bushway and Nash (1977) stated that the most obvious weakness of studies cited is that of heavy reliance on self-report. They said it was difficult to know how much to trust this technique. Brandes (1986) reached a similar conclusion and added, in reviewing the results, the reader must make the assumption that the students responded candidly to the questionnaires, that is that they were honest in reporting the incidence of dishonesty . Additionally, Kanfer and Overfeldt (1968) reported that their subjects understood the procedure sufficiently enough to discover additional advantages for improving their score by cheating in a way that appeared quite innocuous during the experiment.

Other aspects of testing are of interest in this review. Some studies encourage or discourage cheating, some stress the importance of the test while others do not, and some have the teacher leave the room for a brief excused absence. Aside from these circumstances, the risk of being caught can be a factor (Heming, 1978; Rogosin, 1951).

Knowing why students cheat and whether they believe it is right or wrong also enters in. One study reported that the subjects in the study saw cheating as essentially wrong and immoral (Stanwyck and Abdelal, 1984) and another that the subjects were aware of the definitions of cheating (Fischler, 1970). Skom (1986) stated that a significant number of plagiarists genuinely do not seem to understand that plagiarism is wrong. Other factors may also affect why students cheat. Failure to prepare for tests and fear of failure (Brandes, 1986), competition for grades, lack of confidence and parental and peer pressure are other factors cited for cheating (Raffeto, 1985).

Preventative Aspects

Preventative aspects have been researched. Multiple test forms do not seem to work (Houston, 1986), however mutiple test forms by rearranging both questions and answers have proven effective

(Houston, 1983). The threat of detection seems to influence the behavior as well as the methodology employed in teaching. Vitro and Schoer (1972) suggest that we may be advised to pay attention to how a student feels in terms of adequacy to succeed on a test instead of test performance.

Summary

Cheating is not an isolated phenomenon. It began some time ago and continues today. Research on cheating, however, is relatively new, starting in the nineteen thirties. The research has been primarily focused on college students, and centers on three main areas.

Research has generally concluded that a relationship to grade point average (GPA) and cheating exists. Additionally it has been found that the sex of a cheater is a factor as well. Males tend to cheat more frequently then females. These areas have been researched in some detail. Considerably less investigated is the relationship of cheating to grade level. The few studies that have been done indicate a relationship between grade point average and cheating exists

A concern throughout these studies centers on the method of testing. Researchers cite weaknesses such as the heavy reliance on

self-report. These call in question the honesty of the subjects. Preventative methods have been researched as well. Multiple test forms with rearranged questions and answers seem to be effective counter measures.

CHAPTER III

Design of the Study

The purpose of the study was to examine various demographic factors as they relate to cheating. It sought to research three questions in particular:

1. Does the incidence of cheating increase between grades seven and twelve?

2. Does the sex of the student have a bearing on cheating frequency?

3. Does the reported grade point average (GPA) have an effect on cheating?

In addition to seeking data on these questions, the researcher attempted to design a study that would internally confirm the level of honesty of the student's reporting.

Subjects

The test was administered to a total of 227 students in grades 7, 9, and 12 who attended a small, somewhat rural school. The school includes grades seven to twelve in one building, located in a town that is a county seat. The number of respondents in each class varied due to class size. There were 93 seventh graders, 73 ninth graders and 61 twelth graders involved.

The test was administered by the researcher in all cases. The tests were anonymous and never revealed to anyone but the researcher himself. Each subject was reassured of this fact by putting all responses into one large pile.

Test Design

In addition to the information page, the test itself consisted of two parts. Part one involved fifteen questions appearing as an opinion survey. There was no indication of the reason for the survey. Five of the fifteen questions related specifically to cheating. These five questions were the only ones scored. The possible answers to this part were yes, no, or maybe. A value of five was assigned to any answer that indicated a cheating response, a value of three for any "maybe", and a zero for a noncheating response. This section existed only to confirm the test's reliability for cheating frequencies.

Part two was given after part one was completed. It consisted of questions solely about cheating. This part included several sections. The key section involved four questions about frequency of cheating behavior in specific situations. A value of one was assigned to "never", two for "rarely" (less than once a week), three for "once a week", and four for "at least once a day". The rest of part two consisted of questions which were informational and

not critical to the study. (See appendix) The information in this section was used in testing all of the hypotheses in this research.

Once values were assigned a score was tabulated. This score was the sum of all values for each question in that part. In part one a sum of ten or less was considered a low likelihood of being a cheater, and therefore, likely a score for one who rarely cheats. On the other hand a value of fifteen or above was considered high and therefore a score for one who is a frequent cheater.

The part two sums were determined similarly. Scores of seven or less were considered not frequent and consequently persons who rarely cheat. Additionally, scores of ten or more were considered high, and consequently persons who frequently cheat. These sums were used in the tabulation of Chi Square. In both parts, any score in the middle range was thrown out. This was done to delineate between the high and low frequencies of cheating.

Procedure

The two tests chosen were specificially designed to confirm the honesty of the respondents. Additionally they were designed to contrast low and high frequency cheaters. In order to assure the validity of the tests a Chi Square Analysis of Satistical Independence was utilized between the high and low frequency cheaters of each part. The null hypothesis was:

$H\emptyset_1$ = There will be no statistically significant relationship between the high and low frequencies of each test. We hope to reject the null hypothesis.

In addition to the Chi Square Analysis of Statistical Independence, Cramer's Phi was utilized. A Cramer's Phi greater than 0.4 is considered significant educationally, and indicates a high reliability. We therefore seek a value exceeding .4. If we obtain such a figure, the Chi Square Analysis will be used for the balance of the study. The null hypotheses were as follows:

$H\emptyset_2$ = There will be no statistically significant relationship between the cheating frequencies between grades seven and twelve.

$H\emptyset_3$ = There will be no statistically significant relationship between the cheating frequencies of the two sexes.

$H\emptyset_4$ = There will be no statistically significant relationship between the cheating frequencies of the various grade point averages.

Summary

The purpose of the study was to determine if a statistically significant relationship existed between three demographic areas, grade, sex and reported grade point average as they relate to cheating frequency.

The test consisted of two parts, the first of fifteen opinion questions and the second of four cheating questions. Only five of the fifteen questions in the first part pertained specifically to cheating. The test was designed to confirm or deny the honesty of the respondents as well as obtaining their responses.

A Chi Square Analysis of Statistical Independence was then applied along with Cramer's Phi. This determined the reliability and validity of the instrument. The same Chi Square Analysis was further used to investigate the relationship of cheating to each of the three demographic areas.

Analysis of Data

Purpose

The purpose of this study was to determine three demographic variables as they relate to cheating. These include the grade, sex and reported grade point average of the students.

The secondary purpose was to develop an instrument that would confirm or deny the respondent's honesty and thus the reliabilty of the survey. Subjects used were in grades seven, nine and twelve.

Data Analysis

The first statistical test that was utilized was a Chi Square Analysis of Statistical Independence. This was done to confirm the ability of the instrument to discriminate between high versus low frequency cheating. This was necessary prior to the continuance of the balance of the study.

The cheating frequencies were determined as follows:

Test A: Low frequency cheating score is 10 or less.
High frequency cheating score is 15 or above.

Test B: Low frequency cheating score is 7 or less.
High frequency cheating score is 10 or above.

The hypothesis was tested in the null form at the 99% confidence level.

$H_{\varnothing 1}$ = There will be no statistically significant difference between high and low frequencies of cheating.

Tested with Chi Square Test for Statistical Independence

Figure 1

Observed and expected values for H

FREQ A / FREQ B	HIGH	LOW	
HIGH	62 / 51.6	24 / 34.4	86
LOW	7 / 17.4	22 / 11.6	29
	69	46	115

Table 1

Calculation of X^2

column	observed	expected	$(obs-exp)^2 \div exp$
R1C1	62	51.6	2.096
R1C2	24	34.4	3.144
R2C1	7	17.4	6.216
R2C2	22	11.6	9.324
			$X^2 = 20.780$

degrees of freedom = 1

Since the initial value of X^2 at 1 degree of freedom at the 99% confidence level is 10.83, and since X^2 obtained is 20.780, we must reject the null hypothesis and conclude there is a statistically significant difference between the high frequency cheaters and the low frequency cheaters.

This confirms the concurrent validity of the survey instrument. We must also consider the test-retest reliability. To do this we will calculate Cramer's Phi.

Figure 2

Calculation of Cramer's Phi

$$\phi = \sqrt{\frac{X^2}{N * (K-1)}} = .425$$

Since a Cramer's Phi value of .4 is considered very strong, and since the Cramer's Phi obtained is .425, we therefore conclude that this instrument has satisfactory reliability.

Since levels for the validity and reliability of the instrument have been established we can now proceed to run a cross tabulation on the three demographics as they relate to cheating frequency. The hypotheses and calculations follow.

$H_{\emptyset 2}$ seeks to determine if a relationship exists between the various grade levels and the frequencies of cheating. It states:

$H_{\emptyset 2}$ = There will be no statistically significant relationship between cheating frequencies in grades 7, 9 and 12.

Figure 3

Observed and expected values for $H_{\emptyset 2}$

Frequency

GRADE	HIGH	LOW	
Seven	39 / 51.358	30 / 17.642	69
Nine	50 / 43.170	8 / 14.830	58
Twelve	42 / 36.472	7 / 12.528	49
	131	45	176

Table 2

Calculation of X^2

column	observed	expected	$(obs-exp)^2 \div exp$
R1C1	39	51.358	2.974
R1C2	30	17.642	8.657
R2C1	50	43.170	1.081
R2C2	8	14.830	3.146
R3C1	42	36.472	.838
R3C2	7	12.528	2.439
			$X^2 = 19.135$

degrees of freedom = 2

Since the initial value of X^2 at 2 degrees of freedom at the 99% confidence level is 13.82 and since X^2 obtained is 19.135, we must reject the null hypothesis and conclude there is a statistically significant relationship between the various grade levels and their frequency of cheating.

A Cramer's Phi must now be utilized to determine the test-retest reliability of the instrument.

Figure 4

Calculation of Cramer's Phi

$$\phi = \sqrt{\frac{X^2}{N * (K-1)}} = .33$$

Since a Cramer's Phi value of .33 has been obtained and is considered strong, we therefore conclude that this is sufficient to establish the test-retest reliability of the instrument and should be considered educationally important.

$H_{\emptyset 3}$ seeks to determine if a relationship exists between the frequency of cheating and the sex of the respondents. It states:

$H_{\emptyset 3}$ = There will be no statistically significant relationship between the frequency of cheating between the two sexes.

Figure 5

Observed and expected values for $H_{\emptyset 3}$

Frequency

CHEATING / SEX	HIGH	LOW	
MALE	85 / 78.60	20 / 26.40	105
FEMALE	46 / 52.40	24 / 17.60	70
	131	44	175

Table 3

Calculation of X^2

column	observed	expected	$(obs-exp)^2 \frac{o}{e}$ exp
R1C1	85	78.6	.521
R1C2	20	26.4	1.520
R2C1	46	52.4	.782
R2C2	24	17.6	2.327
			$X^2 = 5.182$

degrees of freedom = 1

Since the initial value of X^2 at 1 degree of freedom at the 95% confidence level is 3.54 and since the X^2 obtained is 5.182, we must reject the null hypothesis and conclude there is a statistically significant relationship between the frequency of cheaters and the sex of the respondents.

We now must apply a Cramer's Phi to determine the test-retest reliability of the instrument.

Figure 6

Calculation of Cramer's Phi

$$\phi = \sqrt{\frac{X^2}{N*(K-1)}} = .17$$

Since a Cramer's Phi value of .17 has been determined and is not considered strong, we therefore conclude that this is not sufficient to establish the test-retest reliability of the instrument and should not be considered educationally important.

$H_{\emptyset 4}$ seeks to determine if a relationship exists between the frequency of cheating and grade point averages. It states:

$H_{\emptyset 4}$ = There will be no statistically significant relationship between the frequencies of cheating and the various reported grade point averages (GPA).

Figure 7

Observed and expected values for $H_{\emptyset 4}$

Frequencies

CHEATING / GPA	HIGH	LOW	
90 or > HIGH	32 / 34.171	14 / 11.829	46
80-90 MEDIUM	77 / 76.514	26 / 26.486	103
79 or < LOW	21 / 19.314	5 / 6.686	26
	130	45	175

Table 4

Calculation of X^2

column	observed	expected	$(obs-exp)^2 \frac{e}{e}$ exp
R1C1	32	34.171	.1 8
R1C2	14	11.829	.398
R2C1	77	76.514	.003
R2C2	26	26.4 6	.009
R3C1	21	19.314	.147
R3C2	5	6.686	.425
			$X^2 = 1.120$

degrees of freedom = 2

Since the critical value of X^2 at 2 degrees of freedom at the 95% confidence level is 3.84, and since the X^2 obtained is 1.120, we must accept the null hypothesis and conclude there is not a statistically significant relationship between the reported grade point averages and their reported frequencies of cheating.

Informal Analysis of Additional Data

The following set of questions were asked of the respondents for informational purposes only. Each question is indicated with the number and percentage of responses.

Table 5

Which of the following is true for you?

Cheating is alright...

Category	Number of responses	Percent
all the time	5	02.2
if it doesn't hurt anyone	20	08.8
if you don't get caught	39	17.2
only in certain circumstances	95	41.9
never	63	27.8
no opinion	5	02.2

Table 6

What subject do you feel cheating occurs in most?

Subject	Number of responses	Percent
Science	31	13.7
English	3	01.3
Math	58	25.6
Languages	17	07.5
Social Studies	42	18.5
Other	12	05.3
No response	64	28.2

Table 7

What do you consider cheating?

Category	Response	Percent
Answers for homework from your textbook	40	17.6
Copy homework from a friend	131	57.7
Looking at a test paper next to you for answers	198	87.2
Double checking your answers with a friend's exam	101	44.5
Missing a day of school on a test day	56	24.7
Looking at answers on a hidden piece of paper during an exam	195	85.9
Asking test questions of a friend who has already taken an exam	114	50.2
Signing a name on a pass other than yours	83	36.6
Copying material from a book and not giving the author credit	113	49.8

A brief survey was administered to teachers. The following two questions indicate their responses. This information was merely informational and was intended to provide an indication of how teachers' felt toward the same questions provided to students.

Table 8

Teacher's opinions

Does cheating increase from grades 7 - 12?

	yes	no	maybe	no opinion
	21	0	11	1
Percent	63.6	0	33.3	3.0

Table 9

Teacher's opinions

What do most students feel is true for them?

Cheating is alright...

Category	Responses	Percent
All the time	0	0.0
If it doesn't hurt anyone	7	21.2
If I don't get caught	9	27.3
Only in certain circumstances	9	27.3
Never	6	18.2
No opinion	2	6.1

Summary

The purpose of this research was to investigate the affects of various demographics on cheating. Subjects were in grades 7, 9 and 12 and attended a small, somewhat rural school. It was determined that:

1. The test was valid and reliable in determining the difference between high and low frequencies of student responses.

X^2 = 20.780 p = .001. We rejected the null hypothesis. High and low categorization is validated.

Cramer's Phi = .425. This is a moderately strong relationship and sufficient to establish the test-retest reliabilty of the instrument.

2. There is a statistically significant relationship between frequency of cheating and grade levels 7, 9 and 12. $X^2 = 19.135$ $p = .001$ $\phi = .33$

3. There is a statistically significant relationship between the frequency of cheating and gender (male, female). $X^2 = 5.182$ $p = .05$ $\phi = .17$

4. There is no statistically significant relationship between the frequency of cheating and their reported categories for grade point averages (high, medium and low). $X^2 = 1.120$.

Chapter V

Conclusions and Limitations

The data from the survey indicates that for this sample of secondary students:

1. The test is a reliable and valid instrument in determining cheating responses.
2. There is an important increase in the self-reported cheating frequency from grades 7 to 12.
3. There is some indication that males cheat slightly more than females.
4. There is no indication of a relationship between reported grade point average and the level of cheating frequency.

It is interesting to note along with these conclusions that a large percent of students, 41.9%, felt it was alright to cheat in certain circumstances. In fact only 27.% felt it was wrong to cheat. Additionally, when asked what they considered cheating, a large percentage of respondents indicated that only looking at someone else's paper or a hidden piece of paper was considered cheating.

Also interesting to note are the opinions of teachers. The majority felt that cheating does increase between grades seven and

twelve. Apparently most teachers are aware that cheating exists and increases as students move up grade levels. These teachers however were not in similar agreement in reference to students' opinions of the appropriateness of cheating. Their opinions were not consistent with the primary student response that cheating is alright only in certain circumstances.

Implications for Further Research

In this study it was interesting to note that teachers believe cheating increases as students progress from grades seven to twelve. This perception was corroborated by students as well. Since both sides of the cheating issue agree in this finding, we suggest that efforts be concentrated on identifying what the specific causes of this phenomenon are as well as possible methods of its reduction. Additionally research might seek to identify what "cheating" means to students. Aside from the grade increases, modest findings suggest that gender might be a factor. These findings however were not educationally significant enough to warrent further research.

Classroom teachers especially might consider special efforts to help make their students more aware of what constitutes cheating particularly at the lower grade levels, and teachers should seek to clarify their opinions of cheating behaviors. Additionally, school

policies should be examined to see if any lend themselves to increased cheating.

Summary

This study looked at three factors that are commonly believed to influence cheating; grade level, gender, and reported grade point averages. While evidence was not strong enough to warrant concentration on gender or grade point average, there clearly was evidence of increased cheating among the changing grade levels from seven to twelve. What possible causes might there be for this occurence? Could it be parental pressure, greater teacher demands, or college expectations? Future research might center on what some of the causes might be and, possibly, how they and cheating could be reduced.

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APPENDIX A: RESPONSES PER STUDENT

KEY SEX: 1:MALE 2:FEMALE

GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
1	12	1	2	5	0	5	3	0	13	2	2	1	2	7
2	12	1	2	5	5	5	3	0	18	2	2	4	4	12
3	12	1	2	5	3	5	5	0	18	2	2	4	4	12
4	12	2	2	5	3	5	0	0	13	1	3	2	3	9
5	12	2	4	5	0	3	0	5	13	2	2	1	1	6
6	12	2	3	5	5	5	3	3	21	2	2	4	3	11
7	12	2	2	5	0	5	5	0	15	2	3	1	2	8
8	12	1	1	5	5	5	0	0	15	2	3	4	4	13
9	12	1	1	5	5	0	0	3	13	2	2	2	2	8
10	12	1	2	5	3	5	3	0	16	1	1	1	2	5
11	12	2	4	0	5	3	3	5	16	2	1	3	1	7
12	12	2	1	5	3	5	3	3	19	2	3	3	2	10
13	12	1	4	5	0	5	0	3	13	1	2	2	1	6
14	12	1	1	5	0	5	5	0	15	2	3	2	2	9
15	12	2	2	5	0	5	0	0	10	2	2	3	3	10
16	12	1	1	5	5	3	0	0	13	2	2	2	2	8
17	12	2	1	5	0	5	0	0	10	2	2	1	2	7
18	12	2	1	5	3	5	3	0	16	2	1	3	2	8
19	12	2	2	5	0	5	3	0	13	2	2	3	3	10
20	12	2	2	5	0	3	3	0	11	2	2	1	1	6
21	12	2	2	5	5	5	0	3	18	2	2	3	2	9
22	12	2	2	5	5	5	5	0	20	2	2	2	2	8
23	12	2	2	5	0	0	3	0	8	2	3	2	2	9
24	12	1	3	5	0	5	0	5	15	2	3	1	3	9
25	12	1	3	5	5	5	5	0	20	3	1	4	4	12
26	12	1	2	5	5	3	3	3	16	2	2	2	2	8
27	12	1	3	3	0	0	0	0	3	1	1	1	2	5
28	12	1	3	5	5	5	5	3	23	2	2	3	3	10
29	12	2	3	5	3	5	3	0	16	3	2	2	2	9
30	12	1	4	5	5	5	3	3	21	2	2	4	3	13
31	12	2	1	5	0	5	0	0	10	1	2	2	2	7
32	12	1	3	5	0	5	5	5	20	2	2	3	2	9
33	12	1	1	5	5	5	5	0	20	3	3	3	3	12
34	12	1	2	5	3	5	5	5	23	3	1	4	2	10
35	12	1	1	5	0	3	5	0	13	2	2	1	2	7
36	12	1	3	5	0	5	0	5	15	2	2	1	2	7
37	12	1	4	5	0	0	0	0	5	2	2	2	2	8
38	12	1	4	5	5	0	3	0	13	2	1	1	1	5
39	12	1	3	5	5	0	5	5	20	3	3	4	4	14
40	12	1	3	5	5	5	5	5	25	3	2	4	2	11
41	12	1	1	0	5	5	5	5	20	4	4	4	4	16
42	12	2	3	5	5	5	3	0	18	3	2	3	2	10

APPENDIX A (CONTINUED)

KEY SEX: 1:MALE 2:FEMALE
GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
43	12	2	4	3	5	3	5	5	21	2	1	3	1	7
44	12	2	3	5	0	3	3	0	11	2	2	2	3	9
45	12	1	4	5	3	5	3	3	19	3	3	2	1	9
46	12	1	4	5	0	3	5	3	16	4	3	2	2	11
47	12	1	3	5	5	5	5	5	25	3	2	4	4	13
48	12	1	1	5	5	5	5	0	20	2	2	4	4	12
49	12	1	4	5	5	5	5	0	20	2	2	2	2	8
50	12	2	3	5	0	5	0	3	13	3	2	3	3	11
51	12	1	3	5	3	5	5	5	23	4	3	4	3	14
52	12	1	3	5	5	5	5	5	25	2	2	4	3	11
53	12	1	3	5	0	5	5	5	20	4	3	4	4	15
54	12	1	2	5	5	3	5	3	23	2	2	2	2	8
55	12	1	3	5	5	5	5	5	25	3	3	2	2	10
56	12	1	4	5	5	3	5	0	18	2	1	4	1	8
57	12	1	3	5	5	5	3	3	21	2	2	2	2	8
58	12	1	2	5	0	5	5	3	18	2	2	3	4	11
59	12	1	3	5	3	5	0	5	18					
60	12	1	4	5	0	5	5	3	18	1	1	1	1	4
61	7	2	2	0	0	0	5	0	5	1	2	3	4	10
62	7	2	4	0	0	3	5	5	13	1	1	1	1	4
63	7	1	1	3	0	5	5	5	18	1	1	1	3	6
64	7	1	4	5	3	5	0	0	13	1	1	2	2	6
65	7	2	2	3	0	5	3	0	11	2	1	3	3	9
66	7	1	1	0	0	0	0	0	0	1	1	2	2	6
67	7	2	3	5	5	5	0	5	23	1	2	3	3	9
68	7	2	2	3	5	5	5	5	23	2	2	4	4	12
69	7	2	2	0	0	3	0	0	3	2	2	2	2	8
70	7	2	1	3	0	0	0	3	6	1	1	2	2	6
71	7	1	3	5	0	3	3	3	14	2	1	1	2	6
72	7	1	2	5	5	3	3	3	19	2	1	3	2	8
73	7	1	2	5	3	0	0	0	8	2	2	3	3	10
74	7	2	1	5	3	0	0	0	6	2	2	3	3	10
75	7	2	2	5	0	0	3	0	8	2	2	2	2	8
76	7	2	2	5	0	0	0	0	5	2	2	2	2	8
77	7	1		5	5	5	3	0	18	1	1	4	2	8
78	7	1	2	5	5	3	3	5	21	1	2	2	1	6
79	7	1	2	5	0	0	0	0	5	1	1	1	1	4
80	7	1	3	0	5	0	3	3	11	1	1	2	2	6
81	7	2	3	5	0	0	0	5	10	1	1	1	1	4
82	7	1	3	0	0	0	0	0	0	2	2	2	2	8
83	7	2	5	5	0	5	3	5	18	1	1	2	2	6
84	7	1	2	3	0	0	0	0	3	1	1	1	1	4

APPENDIX A (CONTINUED)

KEY SEX: 1:MALE 2:FEMALE
GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
85	7	2	1	3	0	5	0	5	18	1	1	2	2	6
86	7	1	5	3	5	3	5	3	19	1	2	2	4	9
87	7	2	2	5	0	0	0	3	8	1	2	2	2	7
88	7	1	2	5	0	5	3	0	12	2	2	3	3	10
89	7	1	2	5	0	5	0	5	15	1	1	2	2	6
90	7	1	3	3	3	3	0	0	9	1	1	1	1	4
91	7	1	2	3	0	0	0	0	3	1	1	4	2	8
92	7	1	2	5	0	0	5	3	13	2	1	1	2	6
93	7	1	4	5	3	3	3	3	17	2	1	2	1	6
94	7	1	2	5	5	3	0	0	13	1	2	2	2	7
95	7	2	3	0	0	0	0	0	0	1	2	1	1	5
96	7	1	4	5	3	3	0	0	11	2	3	4	4	13
97	7	2	2	5	5	5	5	5	25	3	4	4	4	15
98	7	1	4	5	5	5	5	0	20	4	2	4	2	12
99	7	1	2	0	0	0	0	0	0	1	1	1	1	4
100	7	2	2	5	3	0	5	5	18	3	3	4	1	11
101	7	1	3	3	3	0	3	3	12	1	1	3	1	6
102	7	1	1	5	0	0	0	0	5	1	2	2	2	7
103	7	1	3	5	3	3	0	6	16	1	2	2	2	7
104	7	1	4	5	5	0	0	0	10	1	1	2	2	6
105	7	1	2	5	0	5	5	5	20	1	1	4	3	9
106	7	2	2	5	5	5	0	5	20	3	3	4	3	13
107	7	1	4	5	5	5	0	5	20	2	2	3	2	9
108	7	2	2	5	0	3	0	5	13	3	2	4	3	12
109	7	1	3	5	5	5	5	3	23	2	2	3	2	9
110	7	1	1	5	3	3	0	3	14	1	2	2	2	7
111	7	1	3	5	0	3	3	3	14	3	4	3	3	13
112	7	2	3	5	3	3	3	5	19	2	2	3	2	9
113	7	2	3	0	0	0	0	5	5	2	1	1	2	6
114	7	2	1	0	0	0	0	0	0	1	1	1	1	4
115	7	2	3	0	3	3	3	5	14	2	1	2	1	6
116	7	1	2	5	3	3	0	3	14	1	1	1	1	4
117	7	1	3	3	3	3	5	3	16	4	4	4	3	15
118	7	2	2	5	5	5	0	5	20	1	2	4	2	9
119	7	2	3	0	5	3	3	5	16	1	1	4	3	9
120	7	1	2	5	5	5	5	5	25	2	2	4	1	9
121	7	2	4	5	0	0	5	0	10	1	1	4	4	10
122	7	1	3	5	3	5	0	0	13	3	1	1	1	6
123	7	2	3	5	0	3	3	3	14	1	1	1	2	5
124	7	1	4	3	5	0	5	0	13	3	2	1	3	9
125	7	1	4	5	5	5	5	0	20	4	2	4	1	11
126	7	1	3	5	0	5	3	3	16	1	2	1	1	5

APPENDIX A (CONTINUED)

KEY SEX: 1:MALE 2:FEMALE
GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
127	7	1	2	5	5	5	5	3	23	2	2	2	2	8
128	7	1	1	5	3	5	3	3	19	1	1	3	3	8
129	7	1	1	5	5	5	0	5	20	2	2	3	3	10
130	7	1	1	3	0	5	0	3	11	1	2	1	1	5
131	7	2	1	0	0	5	5	5	15	2	3	3	3	11
132	7	1	1	3	0	5	5	3	16	1	1	1	1	4
133	12	1	2	0	5	0	3	0	8	1	1	4	4	10
134	7	1	1	5	3	3	5	5	21	1	1	4	1	7
135	7	2	1	3	0	5	0	3	11	1	2	2	2	7
136	7	2	1	0	3	5	0	3	11	1	2	2	2	7
137	7	2	1	0	0	5	0	0	5	1	2	2	2	7
138	7	1	2	0	0	5	0	0	5	1	2	3	3	9
139	7	2	1	3	3	3	5	0	14	2	2	2	2	8
140	7	1	2	5	5	5	5	0	20	2	2	1	1	6
141	7	1	2	3	0	3	0	0	6	2	2	2	2	8
142	7	2	1	3	0	0	0	3	6	1	1	2	2	6
143	7	2	1	0	0	3	0	5	8	2	1	1	2	6
144	7	1	2	5	0	5	0	5	15	2	3	4	3	12
145	7	2	1	5	5	5	5	0	20	2	4	3	3	12
146	7	1	1	5	3	5	5	3	21	1	1	1	1	4
147	7	2	1	5	3	5	3	3	19	2	3	3	1	9
148	7	2	1	3	0	3	0	0	6	2	3	2	2	9
149	7	2	1	3	5	5	0	5	18	2	2	4	2	10
150	7	1	2	3	0	5	5	5	18	3	1	4	1	9
151	7	2	1	5	5	5	5	0	20	2	2	4	3	11
152	7	2	1	5	0	0	5	0	10	2	2	2	2	8
153	7	1	1	0	3	3	0	5	11	1	1	2	2	6
154	9	1	4	5	3	5	5	0	18	2	3	3	3	11
155	9	1	3	5	5	5	5	0	20	2	1	4	1	8
156	9	2	2	3	0	3	3	3	12	1	1	2	2	6
157	9	2	2	5	0	5	3	3	16	3	2	4	2	11
158	9	1	4	5	0	5	5	0	15	2	2	4	2	10
159	9	1	3	5	5	5	3	0	18	1	2	3	4	10
160	9	2	3	5	3	3	5	3	19	3	2	3	2	10
161	9	2	3	5	5	5	5	0	20	2	1	3	2	8
162	9	2	4	5	3	5	3	0	16	1	1	2	3	7
163	9	1	4	5	3	5	0	0	13	1	1	2	2	6
164	9	1	2	5	3	3	5	0	16	4	2	3	2	11
165	9	2	4	5	5	5	5	5	25	2	1	1	2	6
166	9	1	2	5	5	5	5	0	20	4	2	4	2	12
167	9	2	3	5	5	5	0	5	20	2	2	3	2	9
168	9	1	2	5	3	5	3	5	21	3	3	4	3	13

APPENDIX A (CONTINUED)

KEY SEX: 1:MALE 2:FEMALE
GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
169	9	1	4	5	5	5	5	0	20	3	3	2	2	10
170	9	1	2	0	3	3	3	0	9	1	1	3	3	8
171	9	5	1	5	0	5	0	0	10	2	2	3	2	9
172	9	2	3	3	5	5	5	0	18	1	1	3	3	8
173	9	2	2	5	5	3	5	3	21	3	1	3	1	8
174	9	2	3	5	5	5	3	3	21	2	3	3	3	11
175	9	2	3	5	5	3	5	5	23	3	2	2	2	9
176	9	1	3	5	3	3	3	5	19	2	2	2	2	8
177	9	1	4	5	3	3	0	3	14	2	2	3	1	8
178	9	1	1	5	5	5	5	5	25	2	2	3	2	9
179	9	1	1	5	5	5	5	5	25	2	2	3	3	10
180	9	2	3	5	3	3	0	3	14	2	4	4	4	14
181	9	1	1	5	5	5	5	5	25	3	2	3	2	10
182	9	1	1	5	5	5	3	5	23	2	1	3	2	8
183	9	1	1	5	5	5	3	5	23	1	1	2	2	6
184	9	1	4	5	5	5	5	5	25	2	2	4	3	11
185	9	1	3	5	0	3	5	0	13	2	2	3	3	10
186	9	2	3	5	0	3	3	0	11	2	2	3	2	9
187	9	2	2	5	0	5	0	3	13	1	1	2	2	6
188	9	2	3	0	5	3	0	0	8	1	2	2	2	7
189	9	1	2	3	3	5	0	0	11	1	2	3	3	9
190	9	1	2	5	3	5	3	3	19	2	1	3	2	8
191	9	1	1	3	3	5	3	3	17	2	1	3	2	8
192	9	1	1	5	0	5	5	0	15	2	1	1	1	5
193	9	1	2	3	0	3	0	0	6	1	1	1	1	4
194	9	1	1	5	5	5	5	5	25	3	3	4	4	14
195	9	1	2	5	5	5	5	5	25	3	3	3	3	12
196	9	1	3	5	5	5	5	5	25	3	3	4	4	14
197	9	1	2	5	5	5	5	0	20	2	3	3	3	11
198	9	2	3	5	0	5	5	0	15	1	2	3	4	10
199	9	1	2	5	3	3	0	0	11	2	2	3	3	10
200	9	1	3	5	0	5	3	0	13	1	1	3	2	7
201	9	1	4	5	0	5	0	0	10	2	1	4	2	9
202	9	2	3	5	5	0	0	5	15	2	1	1	1	5
203	9	1	3	3	5	0	5	5	18	1	4	4	1	10
204	9	1	3	5	3	3	5	3	19	4	4	4	4	16
205	9	2	3	0	3	5	0	5	13	1	1	3	1	6
206	9	2	1	5	0	0	3	3	11	1	1	2	4	8
207	9	2	2	5	0	5	0	0	10	2	2	3	2	9
208	9	2	2	0	5	3	0	5	13	2	2	1	2	7
209	9	1	3	5	0	5	5	0	15	2	1	4	3	10
210	9	2	1	0	5	3	0	5	16	1	1	3	3	8

APPENDIX A (CONTINUED)

KEY SEX: 1:MALE 2:FEMALE
GPA: 1:90-100, 2:85-90, 3:80-85, 4:70-79, 5:70 OR LESS

ID	GRADE	SEX	GPA	--SHEET 1 SCORE--						-SHEET 2 SCORE-				
				1	2	3	4	5	TTL	1	2	3	4	TL
211	9	2	1	5	5	0	3	0	13	2	2	3	3	10
212	9	2	2	5	5	3	5	0	18	2	2	2	3	9
213	9	2	3	5	5	3	3	3	19	2	1	2	2	7
214	9	2	4	5	5	5	0	0	15	2	2	3	3	10
215	9	2	1	3	3	5	0	0	11	2	2	2	2	8
216	9	2	2	5	5	5	0	0	15	2	3	2	3	10
217	9	2	1	5	0	3	3	3	14	1	2	2	2	7
218	9	2	2	5	0	0	3	0	8	2	2	4	2	10
219	9	1	1	5	5	5	0	0	15	1	1	4	4	10
220	9	2	1	3	5	5	3	0	16	1	2	3	3	9
221	9	1	1	5	5	5	5	0	20	2	3	3	3	11
222	9	1	1	5	5	5	3	0	18	2	2	2	2	8
223	9	2	3	5	0	5	5	5	20	2	2	4	2	10
224	9	1	3	5	0	5	5	0	15	2	3	3	2	10
225	9	2	4	5	5	0	0	5	15	2	2	2	2	8
226	9	1	1	0	0	3	0	0	3	1	2	3	3	9
227	9	2	3	5	5	5	5	0	20	2	1	2	2	7

APPENDIX B SURVEY FORMS

FACT SHEET

The following survey is completely anonymous. You will not be identified in any way.

Circle the following that applies to you:

GRADE: 7 8 9 10 11 12

SEX: Male Female

Check the following overall grade average which applies to you:

_____ below 60
_____ 60-69
_____ 70-79
_____ 80-89
_____ 90-100

APPENDIX B (CONTINUED)
SHEET 1

Choose one answer that best describes what you would do.

1. You see an overweight friend in school with a new shirt. Your friend asks how she looks in it. Will you tell her she looks fat in it?
yes no maybe

2. Your parents trust you not to bring home your boy or girl friend when they are not home. When you know they are away and you won't get caught, will you allow your friend to come in?
yes no maybe

3. You are a parent and you drink and drive, even though you know you shouldn't. You have a teenage son. Do you tell him not to even if you do?
yes no maybe

4. You were backing the car out of a parking lot and hit another car. No one is around. Will you leave a note for the driver of the other car?
yes no maybe

5. You are 17 years old and have a 9pm curfew. None of your friends have such a ridiculous curfew. Will you stay out later regardless of what your parents say?
yes no maybe

6. You were away for a weeks vacation. During the week you forgot to pay the paper boy and he forgot too. Would you remind him and pay him?
yes no maybe

7. You should get to play first string because you're the best. Another person's father is the best friend of the coach. Should the coach allow his friendship to influence who plays first?
yes no maybe

8. You need to get to work on time. The speed limit is 35 miles per hour, but you need to go faster. Will you go faster and risk getting caught?
yes no maybe

9. You are a teacher at this high school. There is a rule that says no use of the copier for personal use. Will you make just a couple of copies of an important letter since you have no time to do it elsewhere and you won't do it again?
yes no maybe

10. You are a policeman and have caught a friend speeding. Will you give him a ticket?

yes no maybe

11. Your principal has been asked to write a letter of recommendation for you. You're a nice person but not a great student. Should he include your negative qualities in the recommendation?

yes no maybe

12. Your parents have told you not to go out with a certain person. You do it anyway. Will you tell your parents the truth if they ask you later?

yes no maybe

13. You are taking a tough course in school. You have a report due but you've put it off. Someone did one last year and got an A. Will you reword theirs and use it instead of failing?

yes no maybe

14. You're the best football player on the team. You play a lot and someone else doesn't. Your team is up by 28 points. Will you tell the coach to take you out and let the other person play?

yes no maybe

15. Your best friend comes up with a brilliant idea. You tell the teacher who gives you the credit. Will you correct the teacher?

yes no maybe

APPENDIX B (CONTINUED)
SHEET 2

In the blank to the left of the question, write the number of the one answer that is most true for you.

___ 1. During a school year how often would you cheat on tests to benefit yourself?

1. Never
2. Rarely (less than once a week)
3. Once a week
4. At least once a day

___ 2. During a school year how often do you cheat on tests to benefit others?

1. Never
2. Rarely (less than once a week)
3. Once a week
4. At least once a day

___ 3. During a school year how often do you cheat on homework to benefit yourself?

1. Never
2. Rarely (less than once a week)
3. Once a week
4. At least once a day

___ 4. During a school year how often do you cheat on homewor to benefit others?

1. Never
2. Rarely (less than once a week)
3. Once a week
4. At least once a day

turn over sheet and complete side 2

1. Which of the following do you feel is true for you?

___ 1. Cheating is alright all of the time
___ 2. Cheating is alright if it doesn't hurt anyone
___ 3. Cheating is alright if I don't get caught
___ 4. Cheating is alright only in certain circumstances
___ 5. Cheating is never right

2. What subject do you think cheating occurs in most?

_____ Science ___ English ___ Math ___ Languages

_____ Social Studies ___ Other

3. Which of the following do you consider cheating?

___ Getting answers for homework questions from your textbook.
___ Copying homework from your friend.
___ Looking at the test paper of someone next to you to get an answer.
___ Double checking your answer with a friend's exam to be sure your test answer is right.
___ Missing a day of school because a test is to be given that day.
___ Looking at answers on a hidden piece of paper during a test.
___ Asking the test questions from a friend who has already taken the test.
___ Signing a name on a pass which isn't your name.
___ Copying material from a book.