
**ADDRESSING STUDENT ACADEMIC DISHONESTY
AND PROMOTING ACADEMIC INTEGRITY**

Presenter:

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Addressing Student Academic Dishonesty and Promoting Academic Integrity

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MATERIAL OUTLINE

1. Student Academic Dishonesty: The Extent of the Problem
2. A Framework for Addressing Academic Dishonesty
3. How Institutions Are Responding to Violations of Academic Integrity
Executive Summary of 1991 Nation-wide Study
4. Student/Faculty Perceptions of Academic Dishonesty
1993 MIT Study
5. Academic Dishonesty Prevention Strategies
6. Legal Issues and Policy Perspectives on Academic Dishonesty
7. Why Do Students Cheat? Cheating and Self-Esteem of College Students

ACADEMIC DISHONESTY: EXTENT OF THE PROBLEM

CHEATING IN HIGH SCHOOL

24th Annual Survey of High Achievers by Who's Who Among High School Students during the 1992-93 school year. High achiever = A or B average and nominated by a Guidance Counselor. The results showed:

- Nearly 80% admitted some form of dishonesty.
- Over 67% copied someone else's homework.
- Over 40% cheated on a test or quiz.
- Over 24% used Cliff Notes or Monarch Notes to avoid reading a book.
- Over 14% plagiarized part of an essay.

CHEATING IN COLLEGE

Donald L. McCabe of Rutgers conducted a survey in 1990-91 of over 6,000 student on 31 academically selective campuses throughout the country. Results included:

- Nearly 70% admitted cheating at least once during college.
- Over 40% admitted cheating on exams during college.

Campus surveys conducted in the last 10 years at the University of Maryland, the University of Delaware, the University of California at Santa Barbara, Colorado State University, Princeton University, and Arizona State University have all found that over 25% of the student body may have resorted to cheating or plagiarism on one or more occasions during their undergraduate enrollment. Results depend on the type of cheating studied and the research methods used.

Is cheating on the rise?

William Bowers of Columbia University conducted a survey in 1962 that was very similar to McCabe's 1991 study. The two surveys included many of the same institutions and very similar questions. A comparison of the results indicates that cheating is not on the rise (McCabe, 1993).

Perceptions of cheating behavior

- Students do not perceive some behaviors commonly referred to as cheating as such (Spiller & Crown, 1993, p. 169).
- Cheating on homework is not considered as serious or risky (Michaels & Miethe, 1989).
- MIT survey found that students did not consider homework cheating to be a serious matter (Lipson & McGavern).

- MIT survey also found significant differences among the perceptions of student, faculty and teaching assistants with regard to definitions of cheating and the seriousness of different types of cheating. This finding is consistent with Elizabeth Nuss' 1981 dissertation on the same topic.

Individual Differences and Cheating

- **Low self esteem:** more likely to engage in cheating or unethical conduct.
- **External locus of control:** more likely to engage in cheating or unethical conduct.
- **Grades:** Inverse relationship between school achievement and cheating.
- **Gender:** Historically females cheated less. Studies in the last 15 years suggest a convergence. Most recent studies find no difference.

Contextual Influences on Cheating

- **Rational Choice/Deterrence:**
 - Cheating reduces as the perception of negative consequences increases.
 - Certainty of being caught reduces cheating (Tittle & Rowe, 1973)
 - Perceived probability of punishment reduces cheating (Michaels & Miethe, 1989)
 - Perceived severity of punishment reduces cheating (McCabe & Trevino, 1993).
- **Major:** McCabe found that the pervasiveness of cheating differed by academic major:

Business majors:	87%
English majors:	74%
Science majors:	67%
Social Science majors:	65%
Humanities majors:	63%
- **Fraternity/Sorority Membership:**
 - Membership in fraternities/sororities increases cheating behavior. Relationships is frequently explained in terms of opportunity structures, i.e. if the social setting creates opportunities for deviant behavior, people will take advantage of these. Fraternities and sororities create increased opportunities through organized "test banks" and "course bibles."
- **Peer's Behavior:**
 - Most influential variable in McCabe and & Trevino's study and Michael & Miethe's study was peer behavior and felt pressure to cheat. Other related pressures:
 - Help or encouragement to cheat from friends.
 - Not studying properly.
 - Parental pressure to raise grades.
- **Honor Codes:**
 - Generally - honor codes are associated with reduced cheating.
 - Only two studies have directly compared code and non-code schools: Schools with "traditional honor systems" had a lower rate of academic dishonesty.

"Traditional honor system" is where student pledge to abide by an honor code and take responsibility for detection and sanctioning of academic dishonesty when it occurs.

Less influential than peer behavior.

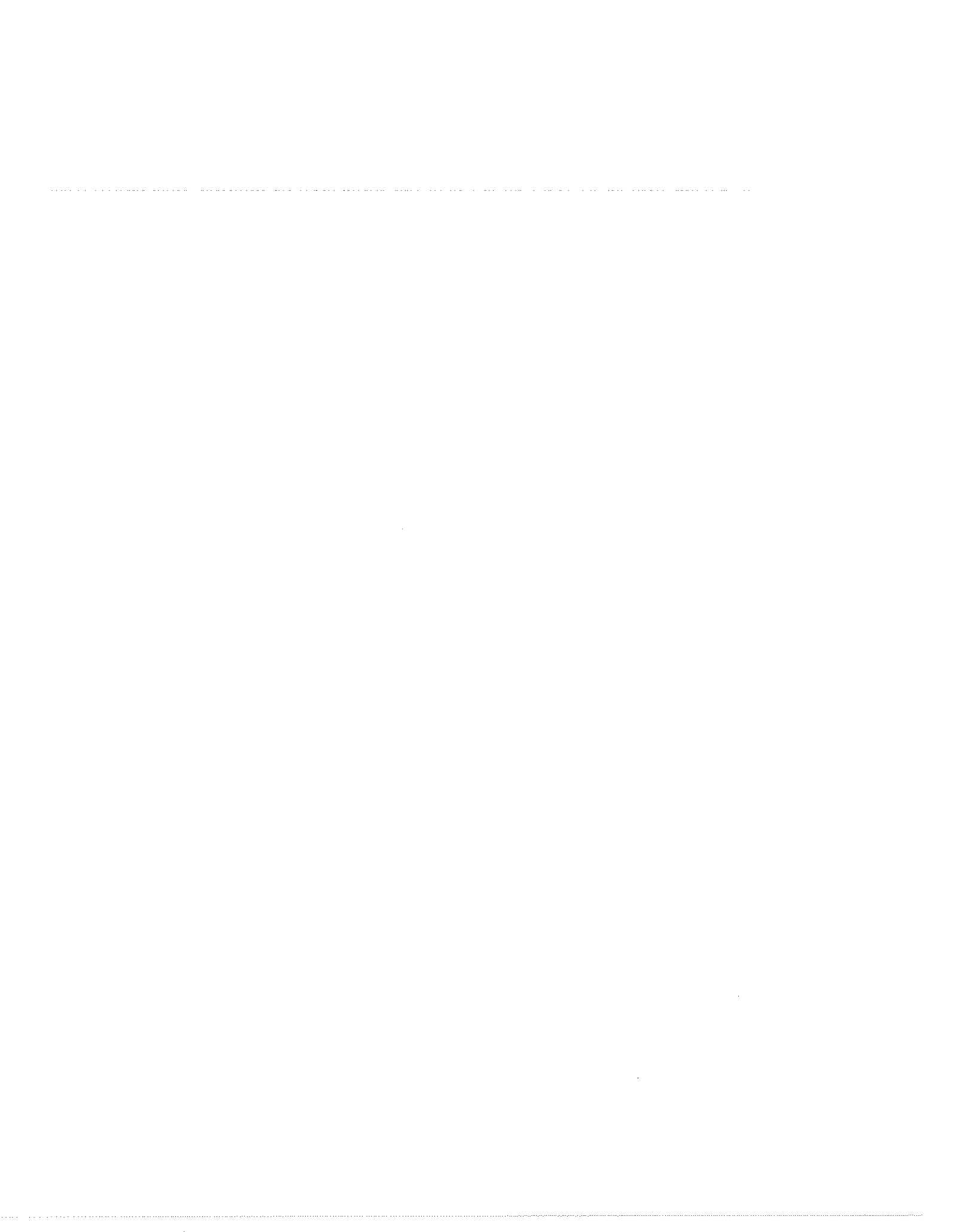
Academic dishonesty is a complex behavior influenced by multiple variables beyond the mere existence of an honor code.

An institution's ability to develop a shared understanding and acceptance of academic integrity policies has a significant impact on students' perceptions of peers' behavior.

Effective honor code implementation that can make cheating socially unacceptable may be as important as the existence of the code itself.

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A FRAMEWORK FOR ADDRESSING STUDENT ACADEMIC DISHONESTY

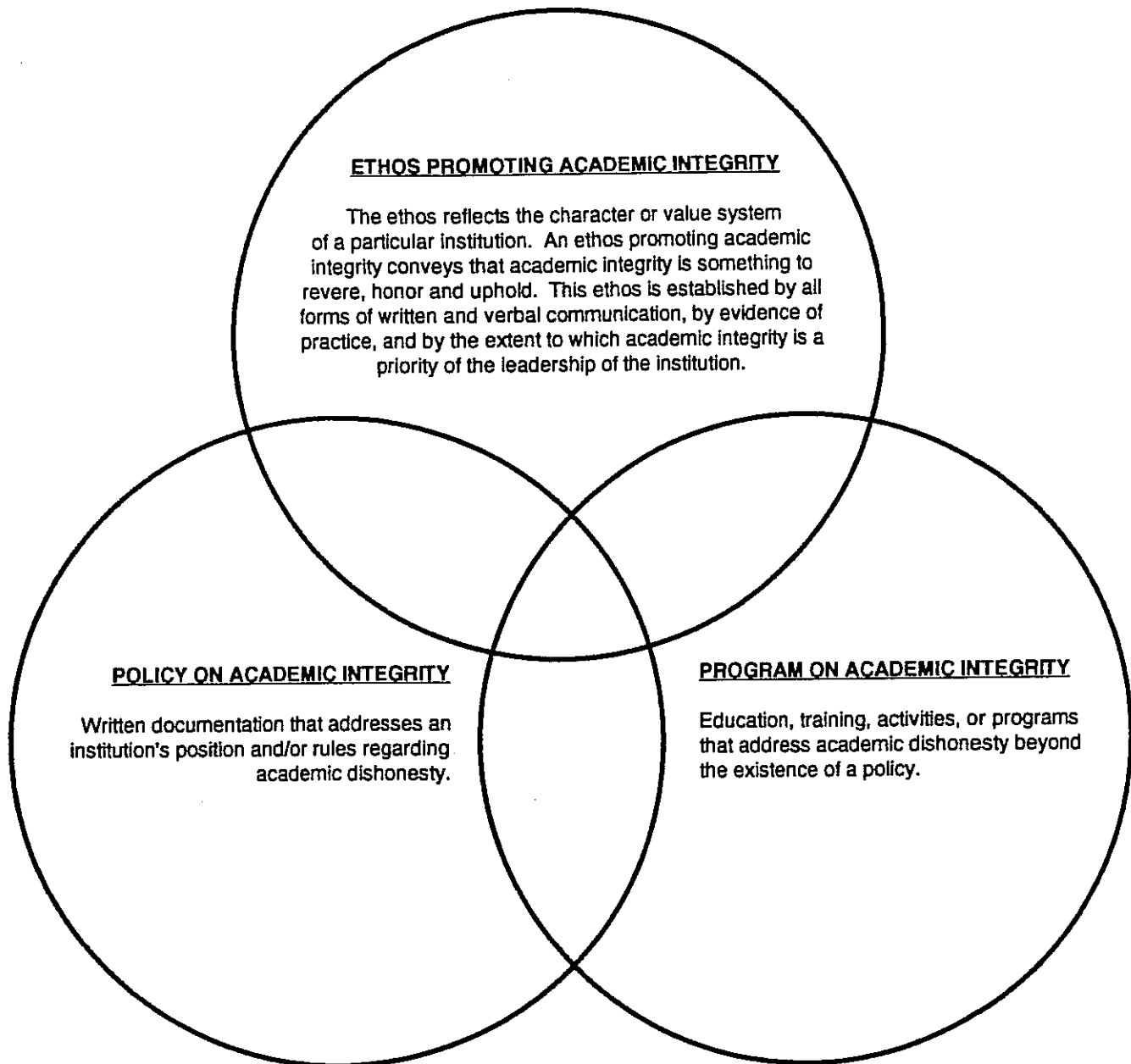
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**A FRAMEWORK FOR ADDRESSING STUDENT ACADEMIC DISHONESTY
FROM A STUDENT DEVELOPMENT PERSPECTIVE**

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MEANS OF INTERVENTION

The broad categories of methods that an institution may use to address student academic dishonesty and promote an environment of academic integrity

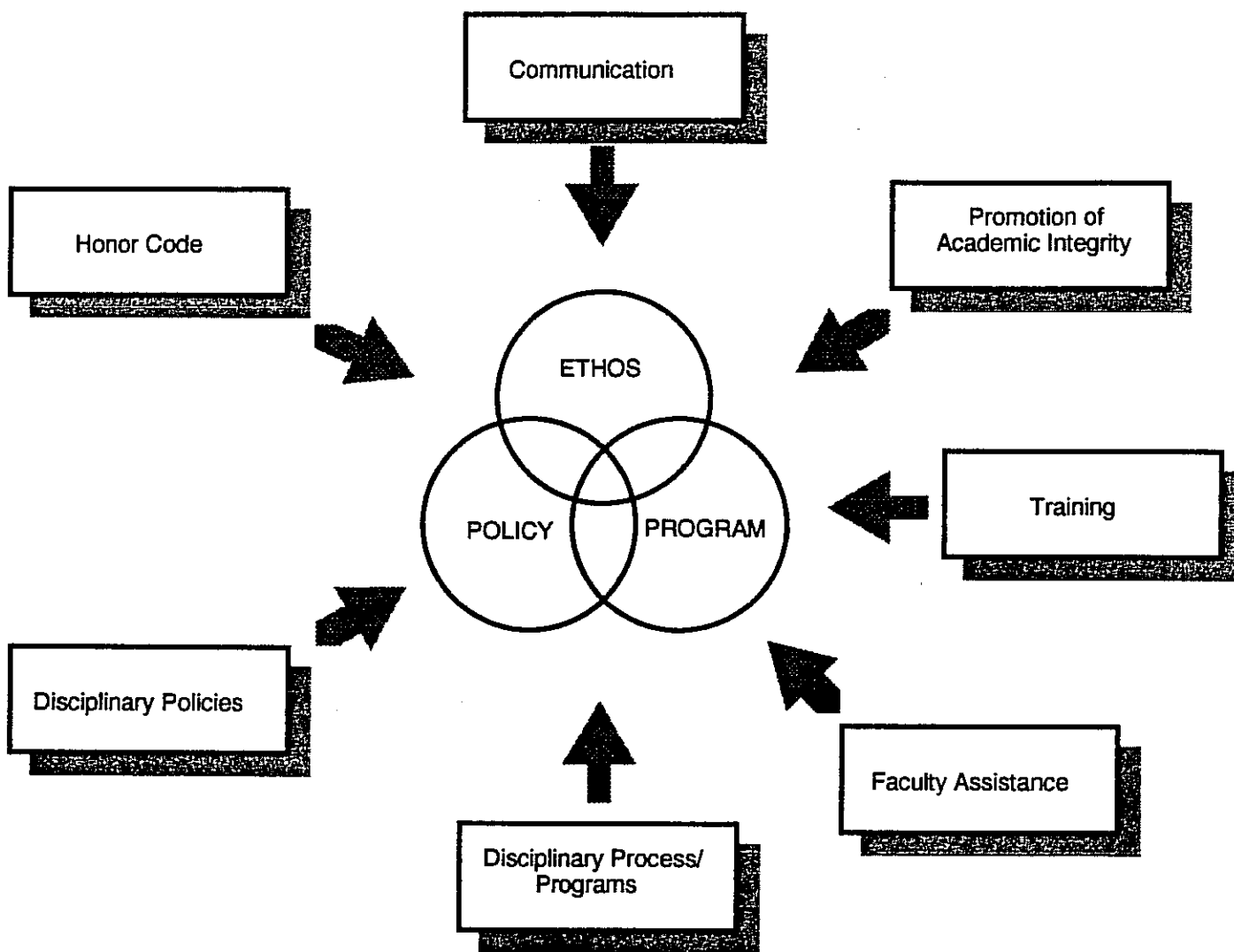


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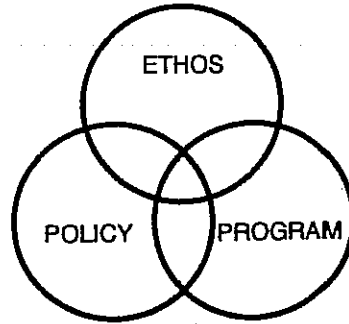
COMPONENTS
OF THE
MEANS OF INTERVENTION

Each component is comprised of INTERVENTION STRATEGIES
listed on Tables 1-7

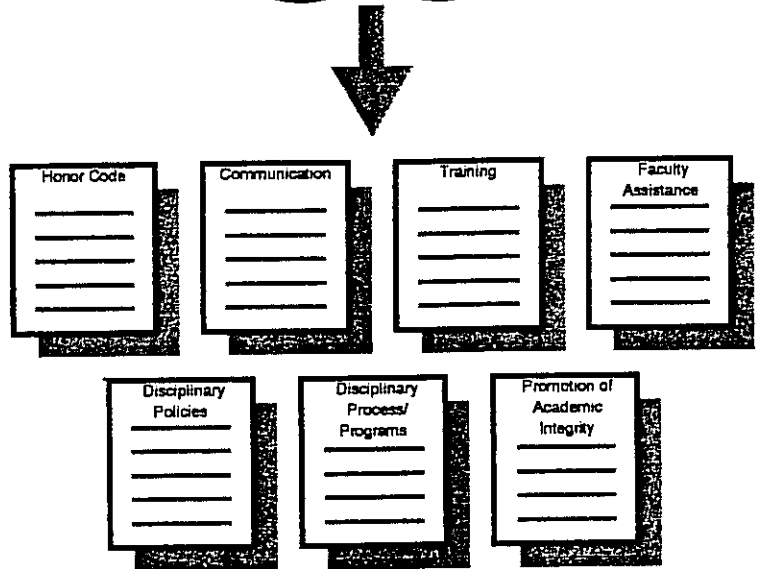


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MEANS OF INTERVENTION



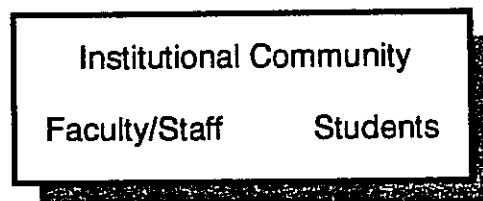
INTERVENTION STRATEGIES OF EACH COMPONENT



TYPES OF INTERVENTION

- Proactive Direct
- Proactive Indirect
- Reactive Direct
- Reactive Indirect

TARGETS OF INTERVENTION



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TYPES OF INTERVENTION

The techniques used to implement the intervention strategies

Proactive

Interventions intended to deter or prevent academic dishonesty

Direct

Interventions involving direct/personal communication with or involvement or action by the target

Reactive

Interventions intended to address incidents of academic dishonesty

Indirect

Interventions involving impersonal communication and requiring no involvement or action

TARGETS OF INTERVENTION

The group or groups to which the academic dishonesty intervention methods are directed

Institutional Community

Includes faculty/staff and students as well as other members of the overall community such as parents, visitors, and supporters of the institution

Faculty/Staff

Members of the faculty and/or staff of a particular institution.

Students

Members of the student body of a particular institution.

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

HONOR CODE

- HONOR CODE IS DISSEMINATED IN WRITING TO ALL STUDENTS AND ALL FACULTY/STAFF.
- HONOR CODE STATES AND DEFINES PROHIBITED BEHAVIORS.
- HONOR CODE STATES THE CONSEQUENCES FOR ENGAGING IN PROHIBITED BEHAVIORS.
- HONOR CODE DESCRIBES THE METHOD FOR REPORTING VIOLATIONS.
- HONOR CODE DESCRIBES STUDENT AND FACULTY/STAFF RESPONSIBILITIES IN PROMOTING ACADEMIC INTEGRITY.
- STUDENT ARE REQUIRED TO AFFIRM THEIR COMMITMENT TO THE HONOR CODE AND/OR TO ACADEMIC INTEGRITY AT THE FOLLOWING TIMES:
 1. Admission
 2. Beginning of each course.
 3. On each exam or assignment.
- FACULTY ARE REQUIRED TO AFFIRM THEIR COMMITMENT TO THE HONOR CODE AND/OR ACADEMIC INTEGRITY.

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

COMMUNICATION

- **DISCUSSION OF ACADEMIC DISHONESTY/INTEGRITY IS INTEGRATED INTO EACH OF THE FOLLOWING:**
 1. New student orientation
 2. First meeting of every course
 3. New faculty/staff training
 4. Graduate teaching assistant training
 5. Faculty/staff in-service training

- **STATEMENT ON ACADEMIC DISHONESTY/INTEGRITY IS PRINTED IN THE FOLLOWING:**
 1. Faculty/staff job application materials
 2. Faculty/staff handbook
 3. Catalog
 4. Admission application materials
 5. Student handbook
 6. Schedule of classes
 7. Course syllabus in every course
 8. Exam booklets

- **WRITTEN INFORMATION ABOUT ACADEMIC DISHONESTY DISSEMINATED TO STUDENTS INCLUDES THE FOLLOWING:**
 1. Definition of academic dishonesty.
 2. That academic dishonesty is prohibited and why.
 3. Expectation and responsibilities of students.
 4. Expectations and responsibilities of faculty.
 5. How to report violations.

- **ANNUAL CORRESPONDENCE GOES TO FACULTY, STAFF, TEACHING ASSISTANTS AND STUDENT LEADERS ON THE FOLLOWING:**
 1. Efforts to reduce academic dishonesty.
 2. Appropriate data on academic dishonesty.
 3. Suggested improvements in policy/practice.

- **REGULAR ANNOUNCEMENTS ABOUT EFFORTS TO PROMOTE ACADEMIC INTEGRITY ARE INCLUDED IN THE CAMPUS PRESS.**

- **CASE RESULTS ARE PUBLISHED IN THE CAMPUS PRESS PERIODICALLY WITHOUT IDENTIFYING INFORMATION.**

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

TRAINING

- **TRAINING ON ACADEMIC DISHONESTY IS PROVIDED FOR ANYONE WHO TEACHES. TRAINING INCLUDES THE FOLLOWING:**
 1. Definitions of academic dishonesty.
 2. Prevention strategies.
 3. Strategies for handling violations/disciplinary process.
 4. Sanctions.
 5. Classroom atmospheres that promote academic integrity.
 6. Testing techniques that promote academic integrity.

FACULTY ASSISTANCE

- **PROCTORING SERVICES ARE AVAILABLE FOR ALL TESTS WHERE NEEDED.**
- **CASE ASSISTANCE/CONSULTATION IS PROVIDED FOR ALL FACULTY MEMBERS WHEN VIOLATIONS OCCUR, INCLUDING THE FOLLOWING:**
 1. Policy and procedures.
 2. Expectations.
 3. Methods for gathering evidence.
 4. Strategies for presenting evidence.
- **RECOGNITION IS PROVIDED FOR FACULTY MEMBERS WHO PROPERLY HANDLE CASES OF ACADEMIC DISHONESTY.**

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

DISCIPLINARY POLICIES

- ACADEMIC DISHONESTY POLICIES ARE DISSEMINATED IN WRITING TO ALL STUDENTS AND ALL FACULTY/STAFF.
- POLICIES FOR COMMUNICATING THE INSTITUTION'S POSITION ON ACADEMIC INTEGRITY ARE IN PLACE.
- CODE OF CONDUCT FOR ACADEMIC DISHONESTY EXISTS AND CONTAINS THE AT LEAST THE FOLLOWING ELEMENTS:
 1. That academic dishonesty is unacceptable and why.
 2. Definitions of all forms of academic dishonesty.
 3. Simple, equitable procedures for handling violations.
 4. Due process for disciplinary procedures, including the following:
 - a. Authority
 - b. Jurisdiction
 - c. Notice
 - d. Hearings
 - e. Appeals
 5. Definitions of all possible sanctions and who has the authority to implement them.
 6. Disciplinary records policy.
- TEST ADMINISTRATION POLICIES THAT PROMOTE ACADEMIC INTEGRITY ARE IN PLACE.
- RELATIONSHIP BETWEEN THE HONOR CODE (IF ONE EXISTS) AND THE DISCIPLINARY PROCESS IS DESCRIBED.
- ANONYMOUS REPORTS OF DISHONESTY ARE ACCEPTED AND IMMEDIATELY TRANSMITTED TO THE ACADEMIC DEPARTMENT.

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

DISCIPLINARY PROCESS/PROGRAM

- **DISCIPLINARY SANCTIONS:**
 1. Sanctions are decided by a person or persons trained in the concepts of student development.
 2. Sanctions are determined by consideration of the following:
 - a. Severity of the behavior.
 - b. Previous behavior record.
 - c. Developmental level of the student.
 3. Sanctions are considered in accordance with perceived developmental level of the student and the sanction(s).
 4. The following sanctions are available:
 - a. Grade sanctions:
 - Lower the assigned grade.
 - 0 on the assignment
 - Lower the course grade.
 - F in the course.
 - b. Records sanctions:
 - Warning/reprimand.
 - Probation.
 - "Dishonesty grade" notation on transcript.
 - c. Service sanctions:
 - Simple labor.
 - Work project involving people.
 - Write a paper.
 - Develop and deliver a program.
 - d. Required education:
 - Class or seminar.
 - Required counseling.
 - e. Separation sanctions:
 - Removal from the institution for a specific period of time.
 - Removal from the institution with conditional re-admission.
 - Removal from the institution indefinitely.
 - Removal from the institution permanently.

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

DISCIPLINARY PROCESS/PROGRAMS (CONTINUED)

- EDUCATIONAL PROGRAM ON ACADEMIC INTEGRITY (AVAILABLE TO ALL STUDENTS / REQUIRED AS A SANCTION FOR STUDENTS FOUND IN VIOLATIONS OF THE HONOR CODE OR ACADEMIC DISHONESTY POLICIES). THE PROGRAM CONTAINS THE FOLLOWING ELEMENTS:
 1. Academic dishonesty
 - a. Definitions.
 - b. Why it is unacceptable.
 2. Moral development education.
 3. Ethics education.
 4. Values education.
 5. Academic skills training:
 - a. Study skills.
 - b. Test taking skills.
 - c. Anxiety management.
 - d. Time management.
 - e. Goal setting.
 6. Assessment:
 - a. Pre-test/post-test on moral development.
 - b. Pre-test/post-test on awareness of academic dishonesty.
 7. Referral to counseling an option.

- INCENTIVE FOR PARTICIPATING IN THE EDUCATION PROGRAM:
 1. For volunteers: academic credit is offered..
 2. For those required to attend: Successful completion enables elimination of dishonesty notation on transcript.

INTERVENTION STRATEGIES FOR ADDRESSING ACADEMIC DISHONESTY FROM A STUDENT DEVELOPMENT PERSPECTIVE

PROMOTION OF ACADEMIC INTEGRITY

- THERE IS ONE OFFICE RESPONSIBLE FOR COORDINATING EFFORTS TO REDUCE AND CONTROL ACADEMIC DISHONESTY, INCLUDING THE FOLLOWING:
 1. Monitor relevant data.
 2. Assess the effectiveness of policies/procedures.
 3. Coordinate communication efforts.
 4. Coordinate training on academic dishonesty and prevention strategies.
- SEMINARS/PROGRAMS/DISCUSSION GROUPS ON ACADEMIC INTEGRITY ARE OFFERED TO STUDENTS, STUDENT ORGANIZATIONS AND THROUGH CLASSES.
- STUDENTS AND FACULTY ARE ACTIVELY INVOLVED IN DEVELOPING AND ENFORCING STANDARDS PERTAINING TO ACADEMIC INTEGRITY.
- THE INSTITUTION MAKES A PRIORITY EFFORT TO AVOID LARGE, LECTURE-STYLE CLASSES.
- A COMPREHENSIVE FINAL EXAMINATION OR SENIOR THESIS IS REQUIRED OF ALL STUDENTS.
- THERE IS A CONVENIENT METHOD FOR STUDENTS TO REPORT INCIDENTS OF ACADEMIC DISHONESTY.

CONCLUSIONS

1. POLICIES

- Legal/Due Process - are developmental
- Designed to respond to violations rather than prevention

2. HONOR CODES

- Set standards and expectations
- Important component in establishing ethos that promotes academic integrity
- Should not stand alone - does not work in isolation

3. PROGRAMS

- Need to promote awareness - keep academic integrity on the agenda

4. COMMUNICATION

- Critical to establish ethos that promotes academic integrity

5. FACULTY

- Communication and involvement critical
- Either Student Affairs or Academic Affairs coordinates process for addressing this issue
- Do not isolate faculty - involve them!

6. STUDENTS

- Involvement and communication important
- "Us vs. Them" sets up an atmosphere that encourages cheating

7. SANCTIONS

- Mostly punitive
- Being held accountable to standards is developmental
- Accountability is not all that should be taught
- Academic dishonesty provides opportunities to teach morals, ethics, values, academic skills, etc.

8. DATA ON CHEATING

- Availability a real problem
- Good records are an essential first step
- Impossible to measure outcomes without records

9. STUDENT JUDICIAL AFFAIRS OFFICERS

- Believe in a student developmental approach
- Most are in Student Affairs - but not all!

**HOW INSTITUTIONS ARE RESPONDING
TO VIOLATIONS OF ACADEMIC INTEGRITY**

Executive Summary of a 1991 Nation-wide Study

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Executive Summary of Results

Nine major conclusions can be drawn from the findings of this study:

1. Disciplinary policies are very prevalent and are the primary source used to guide how institutions of higher education address academic dishonesty. These policies predominantly address academic dishonesty from a legal/due process perspective rather than a student development perspective. Having legally sound policies is an essential element in any student disciplinary system. Further, these policies can be developmental because they require that students be held accountable for their actions. However, the emphasis in these policies is to respond to violations of academic dishonesty policies rather than to prevent or reduce the prevalence of academic dishonesty.

2. Honor codes are not very prevalent as a source to guide how institutions of higher education address academic dishonesty. Only one-fourth of the institutions have an honor code and none reported relying exclusively on an honor code without the guidance of disciplinary policies. The absence of honor codes on so many campuses contributes to a lack of standards and expectations that are important in the promotion of academic integrity.

3. Systematic, comprehensive programs to promote academic integrity are not very prevalent at higher education institutions. The absence of such programs fails to foster the awareness of academic dishonesty among students and faculty that is a necessary part of an effective prevention strategy.

4. The only prevalent methods of communicating academic dishonesty are the traditional communication methods of student handbooks, catalogs, and new student orientation. This study stated that an ethos promoting academic integrity is established by all forms of written and verbal communication, by evidence of practice, and by the extent to which academic integrity is a priority of the leadership of the institution. The failure by most of the institutions in this study to establish such an ethos creates environments on their campuses that foster cheating.

5. There is little communication with faculty about academic dishonesty and only moderate involvement by faculty in the development and enforcement of these policies and programs at most institutions. By not actively communicating with and involving faculty in efforts to prevent academic dishonesty, institutions are isolating them. Faculty are the most critical persons on campus in the prevention of academic dishonesty. They are in the best position to communicate and enforce standards and expectations regarding academic integrity. If faculty are isolated from the institution's efforts to prevent academic dishonesty, those efforts are likely to be ineffective.

6. There is little involvement of students in the development and enforcement of academic dishonesty policies or programs at most institutions. By failing to involve students in these processes, an atmosphere of "us against them" is fostered, which encourages cheating.

7. Punitive disciplinary sanctions for academic dishonesty are very prevalent in higher education institutions. These sanctions penalize students primarily through lowering their grades and/or removing them from the institution. Being held accountable for one's behavior is certainly developmental, so punitive disciplinary sanctions can be very effective. The disciplinary process at any institution should be a part of the institution's teaching process. There is little emphasis on addressing academic dishonesty from a student development perspective through sanctions; thus, accountability is the only lesson being taught at many institutions. The morals, values, ethics, and skills lessons that could be taught through addressing academic dishonesty are largely overlooked.

8. A large percentage of the institutions reported that data on cases of academic dishonesty were not available. Thus, many institutions are doing a poor job of record keeping. Good records are a necessity for institutions to be able to monitor whether their efforts to prevent academic dishonesty are effective. Failure to keep records on academic dishonesty represents a lack of commitment by those institutions to the promotion of academic integrity.

9. Student judicial affairs officers do believe that academic dishonesty should be addressed from a student development perspective, including responding to student offenders from that perspective. Thus, there seems to be support at these institutions for promoting a framework that addresses academic dishonesty from a student development perspective.

In general, based on the framework for addressing academic dishonesty from a student development perspective that was developed in this study, there is little emphasis on the student development perspective in addressing academic dishonesty in higher education.

**STUDENT/FACULTY PERCEPTIONS
OF ACADEMIC DISHONESTY**

From a 1993 MIT Study

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MIT Study - 1993

Perceptions of Most Serious Cheating Behaviors

<u>Faculty</u>	<u>Teaching Assistants</u>	<u>Students</u>
1. Cheating during an exam	1. Cheating during an exam	1. Cheating during an exam
2. Submitting another person's paper or report as one's own	2. Submitting another person's paper or report as one's own	2. Submitting another person's paper or report as one's own
3. Misrepresenting or fudging data in a report or research	3. Copying from another's work without acknowledgement	3. Copying from another's work without acknowledgement
4. Copying from another's work without acknowledgement	4. Misrepresenting or fudging data in a report or research	4. Studying from an identical, previously given quiz or exam when prohibited
5. Copying homework that will be graded	5. Copying homework that will be graded	5. Misrepresenting or fudging data in a report or research

Perceptions of Least Serious Cheating Behaviors

<u>Faculty</u>	<u>Teaching Assistants</u>	<u>Students</u>
1. Listing references without reading the sources	1. Permitting another student to copy homework that will not be graded	1. Copying homework that will not be graded
2. Copying homework that will not be graded	2. Copying homework that will not be graded	2. Permitting another student to copy homework that will not be graded
3. Permitting another student to copy homework that will not be graded	3. Listing references without reading the sources	3. Guessing at or fudging references
4. Guessing at or fudging references	4. Guessing at or fudging references	4. Listing references without reading the sources
5. Collaborating on homework when prohibited	5. Collaborating on homework when prohibited	5. Collaborating on homework when prohibited

MIT Study - 1993

Undergraduate Students' Self-Report of Cheating Behavior (Engaged in this behavior at least once during AY 1991-92)

1.	Collaborating on homework answers when prohibited	67%
2.	Allowing another to copy homework that will be graded	60%
3.	Copying homework that will be graded	58%
4.	Allowing another to copy homework that will not be graded	50%
5.	Collaborating on approach to homework when prohibited	49%
6.	Using another's phraseology, ideas or argument w/o acknowledgement	48%
7.	Guessing at or fudging references like page nos. or pub. dates	45%
8.	Misrepresenting or fudging data in report or research	42%
9.	Copying homework that will not be graded	42%
10.	Listing references without reading the sources	42%
11.	Copying from another paper or publ. work w/o acknowledgement	19%
12.	Studying copy of a previously given exam when prohibited	15%
13.	Smuggling in crib sheets or other aids when prohibited	6%
14.	Copying from another student during an exam	5%
15.	Permitting another student to copy exam answers	5%
16.	Exchanging answers during an exam	3%
17.	Submitting another person's paper or report as one's own	2%

MIT Study - 1993

Perceived Causes of Cheating

<u>Reason</u>	<u>Students</u>	<u>Faculty</u>	<u>TAs</u>
Assignments overly time consuming	79%	42%	55%
Assignments overly difficult	69%	22%	32%
Many assignments due on same day	64%	40%	50%
Assignment represent significant portion of grade	50%	39%	47%
Panicked because close for failing	45%	47%	49%
Behind in work	43%	28%	38%
Tremendous pressure to get good grades	42%	61%	61%
Access to old quizzes and exam questions when use prohibited	38%	38%	54%
Belief that working together helps the learning process	34%	6%	17%
Penalties given for late assignments	33%	18%	19%
Confusion about guidelines on acceptable collaboration	33%	21%	21%
Assignments and exam seen as obstacle courses not learning opportunities	31%	37%	45%
Access to "bibles" when prohibited	31%	44%	54%
Belief there is little chance of getting caught	21%	33%	35%

Lipson, A& McGavern, N. (1993, November). Undergraduate Academic Dishonesty at MIT: Results of a Study of Undergraduates, Faculty and Graduate Teaching Assistants. MIT Colloquium Committee, Undergraduate Academic Affairs, Massachusetts Institute of Technology, Boston, MA.

ACADEMIC DISHONESTY PREVENTION STRATEGIES

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TABLE II. — SUMMARY OF PREVENTION STRATEGIES FOR ACADEMIC DISHONESTY

<i>Types of Cheating</i>	<i>Detection</i>	<i>Prevention Strategies</i>
1. ALL TYPES OF CHEATING	<ul style="list-style-type: none"> • Constant attention to details of prevention strategies. • Student help. 	<ul style="list-style-type: none"> • Stress students' ethical and moral responsibilities to avoid cheating and to help prevent others from cheating. • Clarify policies regarding cheating and penalties for those who do cheat. • Set up a "hotline" where students can anonymously report incidents of cheating. • Individually counsel with students caught cheating or suspected of cheating—may prevent future cheating.
2. TEST PREPARATION Obtaining a copy of the test	<ul style="list-style-type: none"> • Student's responses seem beyond abilities. • Pattern of wrong answers by students known to associate with each other. 	<ul style="list-style-type: none"> • Test should be secured in safe place by instructor from formation to administration • When word processing is used in test preparation, avoid leaving the information on the computer. If possible, place the information on a disc which can be secured in a safe place. • Tests should be original, not repetitions of exams given previous semesters.
3. TEST TAKING a. Copying b. Crib sheets and other means of having answers in classroom c. Passing answers	<ul style="list-style-type: none"> • Carefully proctor exams. 	<ul style="list-style-type: none"> • Instructors should walk around the room. • When giving multiple choice or short answer tests, alternate test forms should be used. A computer can be used to scramble questions and create an answer key for each different test. • Spread out students using randomized seating so that every other column of seats is empty. • All books, papers, and personal belongings should be stored under the student's seat or, preferably, in the front of the classroom. • Paper should be provided for the test answers and any scratch work. Staple together answer sheets and scratch paper prior to distribution with answer sheet on bottom. do not permit papers to be unstapled. • If blue books are to be used, require students to turn them in blank at the class period prior to the test. The books can be distributed at the start of the test. • Give essay exams rather than True/False and multiple choice tests. • Do not permit any communication between students. • Test pick-up—have students leave their test package on their desks. This will prevent switching papers and will allow detection of copying from neighbors by answer patterns.

<i>Types of Cheating</i>	<i>Detection</i>	<i>Prevention Strategies</i>
d. "Ringer" taking the test for another student	<ul style="list-style-type: none"> Carefully proctor exams. Check student ID's. 	<ul style="list-style-type: none"> Have each student display their photo ID on the desk. Proctor can go around to check for substitutions. Have each student hand in the test personally and present his/her ID. The instructor, having inspected the ID, checks the class roster, the name on the test, and initials the test.
"Stooge" who sits in on exam and leaves with test	<ul style="list-style-type: none"> Be vigilant—try to have a proctor watch each exit. Check ID's early. 	<ul style="list-style-type: none"> Number all tests before distribution. Be sure all tests are returned. If one is missing, be sure it does not show up later. If a student needs to leave the room during a test, have him/her hand in the exam until he/she returns.
4. FOLLOWING THE TEST a. Turning in lifted exam as test taken in class	<ul style="list-style-type: none"> Close observation. 	<ul style="list-style-type: none"> Do not leave exams or grade book on the desk or in the open unattended. Keep in locked safe place. If a test is discovered missing at end of exam, be sure it does not reappear as completed test.
b. Changing grades on exams c. Changing answers on exams	<ul style="list-style-type: none"> Photocopy the tests of those suspected before handing them back. 	<ul style="list-style-type: none"> Mark grades in grade book prior to returning tests. Warn students that some exams will be photocopied before returning to detect changes. If grades are placed on a computer, insure security is of the highest level. Place grades on disc, if possible, so that the disc can be safely locked up.

5. TAKE-HOME TEST Take-home test done by "expert"	<ul style="list-style-type: none"> Solution done in a way not covered by instructor. Looks "professional." 	<ul style="list-style-type: none"> Avoid giving take-home tests. Require oral presentation.
6. HOMEWORK / REPORTS a. Copy solutions from instructor's manual	<ul style="list-style-type: none"> Compare solutions with manual. 	<ul style="list-style-type: none"> Change to a book with no manual.
b. Copy solutions from fellow students c. Copy from old sets from previous semesters	<ul style="list-style-type: none"> Careful grading—look for similarities. 	<ul style="list-style-type: none"> Count homework as only a small percentage of final grade or not at all. Give different homework assignments each semester.
d. Get report done by expert	<ul style="list-style-type: none"> Solutions done in a way not covered by instructor. 	<ul style="list-style-type: none"> Ask for oral presentation.

<i>Types of Cheating</i>	<i>Detection</i>	<i>Prevention Strategies</i>
7. PLAGIARISM	<ul style="list-style-type: none"> • Look for significant fluctuations in writing style. • Looks "professional." • Look for work that appears to be clearly beyond student's ability. • Compare with in-class writing assignments. 	<ul style="list-style-type: none"> • Place limits on topic selection. • Avoid topics that are "too general"—decreases likelihood of using a "paper mill." • Change topic lists frequently. • Establish precise format for paper and stick to it. • Require a tentative bibliography early in the term. Require library location numbers. • Require advance outline of paper. • Do not permit late topic changes. • Give pop test on basic knowledge. • Accept only originally typed manuscripts—no photocopies. • Require notes and rough drafts. • Keep original papers on file for five years. • Use in class writing assignments.

From Kibler, W.L., Nuss, E.M., Paterson, B.G., & Pavela, G. (1988). *Academic Integrity and Student Development: Legal Issues, Policy Perspectives*. Asheville, N.C.: College Administration Publications.

**LEGAL ISSUES AND POLICY PERSPECTIVES
ON ACADEMIC DISHONESTY**

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Legal Issues Associated with Academic Integrity

1. Fear of being sued.

A review of case law for the past 30 years shows no case in which administrators, faculty, or students have been assessed damages to reporting alleged acts of academic dishonesty.

2. Concerns about defamation accusations.

Faculty need not fear defamation suits where the student, after being accused by a faculty member of academic dishonesty, is found not to have committed the act. Faculty and administrators enjoy a qualified immunity from suits and will not be held liable for actions taken in good faith in carrying out their assigned duties. Maintaining academic integrity is certainly a basic duty of every faculty member.

3. It's just my word against his or hers anyway.

Many questions of fact come down to one individual's word against another. However, hearing panels may, for a variety of factors, attach greater weight to one individual's testimony than they do to another and the courts will generally not overrule a fact finder's decision. In *Abrahamian v. City University of New York*, the court said, "As it is arguable that room for choice exists between conflicting testimony, the respondent's (university) decision as to which version of events to accept should not be disturbed."

4. Do not ignore institutional policies.

Faculty who choose to ignore campus policies and procedures expose themselves to a real possibility of damages and actually encourage academic dishonesty. A faculty member who independently assigns an "F" to a student suspected of committing an act of dishonesty rather than going through proper campus procedures risks liability for violating the student's constitutional and contractual rights as well as bridging his or her own contractual obligations to the institution (*James v. Wall*). The result could be money damages and termination of employment.

5. Comply with the outcome of procedures.

Faculty must comply with the outcome of the procedures regardless of whether they agree. Having a fair procedure for reporting and resolving offenses is worthless if faculty ignore the results. Thus, students who are found not to have engaged in academic dishonesty should not continue to be penalized by the accusing faculty member (*Lightsey v. King*).

6. Are academic dishonesty decisions disciplinary or academic evaluations?

The pertinent legal standard was set forth by the U.S. Supreme Court in *Board of Curators of*

the University of Missouri v. Horowitz (1978). Justice Rehnquist outlined two distinctions between disciplinary and academic determinations:

1. An academic evaluation "is by nature more subjective and evaluative" than the "typical factual questions" encountered in the "average disciplinary decision," and
2. disciplinary proceedings "automatically" bring "an adversarial flavor to the normal student-teacher relationship. The same conclusion does not follow in the academic context" (p. 135).

Most academic dishonesty cases seem to involve disciplinary decisions rather than academic judgements. Contested cases of academic dishonesty usually require resolution of disputed questions of fact. Under these circumstances, imposing a serious stigmatizing penalty brings "an adversarial flavor to the normal student-teacher relationship" and will be regarded by most courts as requiring many of the procedural protections used in disciplinary cases.

7. What due process is required in academic dishonesty cases?

The imposition of disciplinary sanctions for acts of academic dishonesty requires basic procedural protections for students. Such protection is desirable because it serves as a useful check upon the arbitrary interpretation and enforcement of campus regulations.

Do not allow your institution to become paralyzed by a misconception of "due process." Due process in campus disciplinary procedures does not require full adversarial hearings, technical rules of evidence, multiple appeals, and the "beyond a reasonable doubt" standard of proof. Due process procedures for resolving allegations of academic dishonesty need not be complicated. A good outline of the basic requirements can be found in a New York appellate court case, *Mary M. v. Clark*:

1. Provide a written notice of charges.
2. Make the student aware of the grounds which would justify expulsion or suspension.
3. Provide a hearing that allows the student the opportunity to hear and confront evidence and the opportunity to offer evidence.
4. Afford the student the right to have someone from the college community assist in the proceedings.
5. Inform the student in writing of the decision and any sanction imposed.

A formal right of appeal need not be granted in student disciplinary cases, although suspensions or expulsions should be reviewed by a senior administrative officer.

8. Are there uniform policies and procedures that should be followed by all units within the institution?

Different institutions have different missions based on different value systems. Each institution should be free to develop its own definitions, standards, policies, and procedures for defining and resolving violations of academic integrity. All policies and procedures should comply with the

basic concepts of fundamental fairness. However, if the institution is to become a purposeful, just and disciplined community in which students are absolutely clear about the policies and standards, then they must be internally consistent. All members of the institutional should agree on the definitions of various forms of academic dishonesty. Students must be included in the process of defining academic dishonesty or they will never really know what it is or be able to communicate the concept to peers. Students, faculty and administrators must be involved in identifying the range of sanctions to be imposed for violations.

Graduate and professional schools may legally hold their students to a higher standard than other student within the same institution. For instance, they may choose to hold their students accountable to professional standards or ethics that do not apply to undergraduate students on the same campus.

9. How should I respond to academic dishonesty when it occurs?

Individuals who observe or are aware of an incident of academic dishonesty should report the matter to the faculty member or other appropriate university representative. Proctors or faculty members who observe academic dishonesty during an exam should:

1. Promptly inform the student (privately if possible)
2. Remove unauthorized materials such as "crib sheets," if possible
3. Note the names of students in adjoining seats
4. Allow the student to complete the examination
5. Report the incident to the faculty member or the appropriate university representative
6. Review campus procedures and initiate required action

Some campuses permit anonymous reports of suspected academic dishonesty. Normally, official action is not based upon anonymous reports alone, although such information might permit campus officials to identify common types of violations.

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**WHY DO STUDENTS CHEAT?
CHEATING AND SELF-ESTEEM
OF COLLEGE STUDENTS**

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CHEATING AND LOW SELF-ESTEEM

I. WHY STUDENTS CHEAT

- A. Academic Survival
 - Expectations, validation and sense of worth are linked to performance. 12
- B. Survival Strategies
 - 1. Study Skills
 - 2. Time Management
 - 3. Academic Advising
 - 4. Career Planning
 - 5. Cheating
- C. Choice to cheat is increasing. 6, 14, 19, 20

CHALLENGE IS TO UNDERSTAND WHY STUDENTS CHOOSE TO CHEAT RATHER THAN CHOOSING OTHER STRATEGIES. MUST UNDERSTAND THIS IN ORDER TO EFFECTIVELY INTERVENE AND CHANGE BEHAVIOR. 11

- D. Previous studies on why students cheat.
 - 1. Situational factors
 - a. Classroom atmosphere. 33, 34, 35
 - b. Opportunities to cheat. 22, 36, 38
 - c. Perception that “everyone’s” cheating. 14
 - d. Perception of a tolerance for cheating. 14, 28, 30
 - 2. Reasons students cite - Grade Concerns. 14, 16, 20, 26, 29, 31, 33, 35
 - 3. Ethical and moral development factors. 19, 28
- E. Recommendations from previous studies. 20
 - a. Improved teaching techniques.
 - b. Positive learning-based atmospheres in the classroom.
 - c. Techniques for preventing and detecting dishonesty.
 - d. Redefining the significance of grades.
 - e. Addressing the moral and ethical development of students. 10, 17, 19, 28

CHALLENGE IS THAT STUDENTS REPORT THAT THEY KNOW IT IS WRONG TO CHEAT AND THEY ARE AWARE OF THE CONSEQUENCES OF CHEATING, BUT THEY STILL CHOOSE TO CHEAT. WE NEED TO UNDERSTAND THE INTERNAL FACTORS THAT MOTIVATE STUDENTS TO CHEAT. 27

II. CHEATING AND LOW SELF-ESTEEM

A. Origins of Low Self-Esteem.

1. Family Issues. 7
 - a. Identity. 18
 - b. Developmental Ego Needs. 24
2. Society: Three Central Cultural Scripts. 18
 - a. Success Ethic
 - Competitiveness
 - Achievement
 - b. Independence and Self-Sufficiency.
 - c. Popularity and Conformity.
3. **SHAME** 3, 24, 25
4. College and Universities mirror and further reinforce society's cultural scripts.

B. Results of Low Self-Esteem. 2

1. Lack of Self-Confidence. 2, 4, 25

Perceptions: Incompetent
Incapable
Inadequate
Inferior
2. Fear of Failure. 4, 5, 24, 25, 32, 41

Reinforces the feelings of incompetence, inadequacy, and inferiority.
3. External Locus of Control. 1, 39, 15, 21

Students look outside themselves to meet challenges.

WHEN FACED WITH ACADEMIC CHALLENGES, STUDENTS WITH LOW SELF-ESTEEM CHOOSE DISHONESTY OR CHEATING! 8, 23, 34,

C. Dishonesty/Cheating

1. Grades achieved through dishonesty produce guilt and shame. 34
2. Leads to further lowering of self-esteem. 13
3. Leads to addictive cycle of cheating.

III. INTERVENTION 21

A. Ineffective Methods - Fail to address the reasons for choosing to cheat. 2

1. Disciplinary actions may fail to address the cause of the behavior.
 - Can be detrimental since punitive measures can negatively affect self-esteem and inadvertently contribute to the student's motivation to cheat. 38
2. Educational interventions are also ineffective if they fail to address the student's fear of failure or lack of internal control.

B. FOUR PART INTERVENTION STRATEGY

1. **Disciplinary intervention:** Grade penalties, probation, and required participation in the other three interventions.

Such actions are necessary and they are developmental. These actions reveal the academic community's expectations and consequences for dishonest behavior. 20

2. **Evaluation/Counseling intervention:** Designed to help the student identify the true source of the dishonest behavior and the true motivation to cheat. The counselor and the student design a plan for addressing the problem(s). When appropriate, the counselor will refer the student to the educational seminar for the other two interventions. 12, 19

3. **Educational intervention (Seminar with two components):** 19

1. Academic skills enhancement seminar:

Goal: Equip students with the tools that will increase confidence and preparation and thus heighten self-esteem.

- a. Academic dishonesty
- b. Time management
- c. Study skills
- d. Writing skills

2. Ethics seminar:

Goal: Help students recognize and appropriately respond to ethical dilemmas in the future. Emphasize the importance of maintaining integrity as a student and in future careers. This component will reinforce positive self-esteem.

SELF-CONCEPT . . .

what people think about themselves.

SELF-ESTEEM . . .

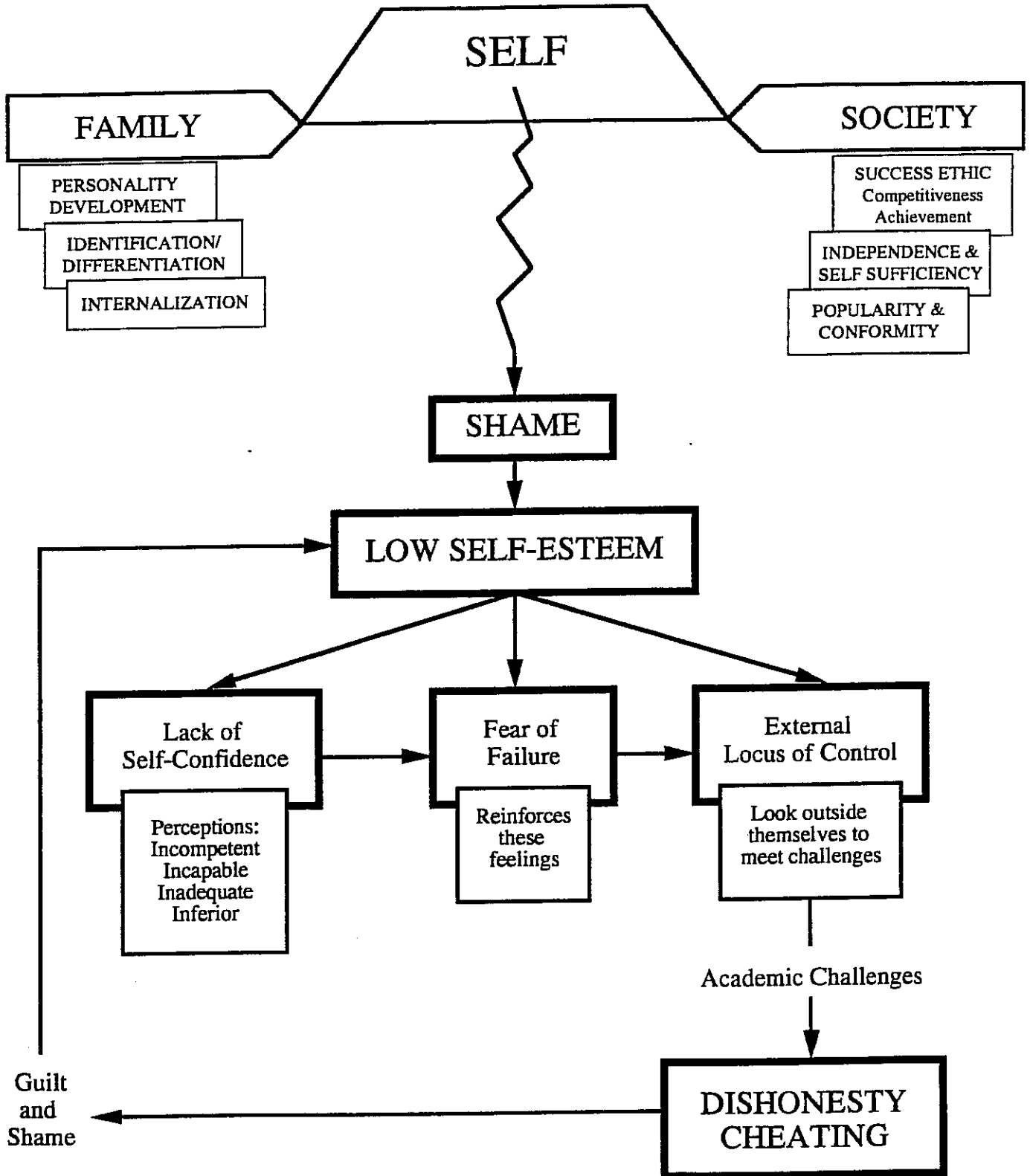
how people feel about their self-concept.

SHAME IS . . .

- Unexpected feeling of exposure.
- Feeling of incompetence, inadequacy, and inferiority.
- Experience of utter worthlessness and despair.
- Paralysis of the SELF.

CHEATING AND SELF-ESTEEM

William L. Kibler and Pamela V. Kibler



DISCIPLINARY PROCESS/ EDUCATIONAL PROGRAMS

Four-Part Intervention Strategy

Disciplinary Intervention

- Grade Penalty
- Probation - requires participation in the other 3 components.

Disciplinary intervention is necessary and developmental. Reveal's the academic community's expectations and consequences to the offender and to other students.

Evaluation/Counseling Intervention

- Evaluation - to identify source of dishonest behavior.
- Counseling - to address the source and the behavior.
- Counselor refers student to the Seminar.

Purpose is to assist the student in identifying the true source of the dishonesty behavior and address the source so as to equip the student to better handle future challenges.

Educational Intervention Two Part Seminar

Academic Skills Enhancement Seminar

- A. Academic Dishonesty component:
 - What it is and why it is unacceptable.
- B. Academic Skills Training component:
 - Time Management
 - Study Skills
 - Test Taking Skills
 - Writing Skills
 - Anxiety Management
 - Goal Setting
- C. Assessment Component

Goal is to equip students with the academic skills that will increase their confidence and preparation and thus heighten their self-esteem.

Ethics Seminar

- Case studies and discussions regarding ethics, values, and moral development.

Goal is to help students recognize and appropriately respond to ethical delimas in the future. Emphasize the importance of maintaining integrity as a student and in future careers. Reinforces positive self-esteem.

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