

Academic Dishonesty Among Adolescents

by

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Abstract

Academic dishonesty is a growing concern among adolescents in schools worldwide. It is a problem that starts in elementary school and goes on through college, master's and doctorate level programs. Some reasons identified for the rise of academic dishonesty include pressure from teachers, parents, and peers. The classroom environment, self-centered culture, and ever-changing technology also contribute to the rise of academic dishonesty.

Adolescents find successful ways to cheat on assignments, exams, and college entrance exams. Some of the ways they cheat include the use of crib sheets. Students place crib sheets on the wall next to them or on the chair ahead of them. They also write on their arms, legs, or hands. In peer groups, they identify codes and use their specific codes to cheat on exams.

A number of researchers have identified effective prevention and intervention approaches to academic dishonesty. District wide policies are a start to combat academic dishonesty. In classrooms, teachers establish classroom interventions. For some students needing more individualized attention, individual interventions may be helpful.

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Chapter I: Introduction

Academic dishonesty is a growing concern amongst students for better grades (Bushweller, 1999). It occurs in elementary school, middle school, high school, college, and even in master's level programs. With technology evolving making it easier to have access to different tools, adolescents are faced with a decision to choose academic integrity or academic dishonesty.

Adolescents are at a time in their life where peer influence and peer pressure are high (Rettinger & Kramer, 2007). Adolescents are influenced by what their peers do and they form their peer groups around similar interests. Peer influence is at its highest at this point in their lives. If an "unpopular" student is approached by a group of "popular" peers who want an assignment or a past exam, and they say that the "unpopular" student can join their group of friends if they give them what they want, chances are the "unpopular" student will give them what they want. Peers can also be influenced by what their peer group is doing. If peers in their peer group are choosing academic dishonesty, then they are more likely to do the same (McCabe, 1999).

The next group that place pressure on adolescents is comprised of their parents. For some adolescents, parental pressure is high at this age in regards to academics (Strom & Strom, 2007). Academics and grades influence students' post-secondary plans. Students receive pressure from parents to get into highly regarded and competitive colleges (Taylor, Pogrebin, & Dodge, 2002). Academic dishonesty is more likely to occur with parental pressure to get good grades (Taylor et al., 2002). Parents may also increase pressure on their kids when they compare them to their siblings. Adolescents sometimes take risks to please their parents, or perform higher than their

siblings or peers. Academic dishonesty is the result because adolescents believe that if they cheat then they are going to get the grade that they desire or that their parents desire.

Parents teach their children values, morals, and beliefs. Children can adopt values, morals, and beliefs from those they surround themselves with as well. Their views may change when they learn of others having different values, morals, and beliefs. They may learn from peers, teachers, and other parents who surround them. Parents may help their children engage in academic dishonesty by doing their homework for them or writing their college entrance essays (Kleiner & Lord, 1999). According to the U.S. News poll, 20% of adults reported that completing their children's homework was fair and acceptable (Kleiner & Lord, 1999). If children grow up in an environment such as this, they may see this as acceptable and expect this behavior. What they do not know is this is a form of academic dishonesty, and they could face severe consequences. When parents are completing assignments, writing college entrance essays, and doing anything else in their power to help push their child ahead of others, they are losing out on teachable moments and the chance to teach integrity (Riera & Di Prisco, 2002). In the U.S. News poll, one in four adults believe he/she had to lie and cheat to get ahead (Kleiner & Lord, 1999). Parents may convey that it is okay to do whatever it takes to get to the top and to get what they want. Competition is also high amongst parents. Parents may be driven to help their kids get to the top so they look better or so they have bragging rights on the sidelines of the soccer field when they tell everyone how well they are doing. Some parents do not care what it will take to get their child to perform better than their classmates and peers (Strom & Strom, 2007).

Society promotes egocentrism and doing whatever it takes to be at the top and ahead of others (Bushweller, 1999). Being self-centered can make its way into the school environment.

Adolescents compete against each other for class rank. Class rank helps them edge their way into competitive institutions and colleges. Some elite colleges take only the best students.

The classroom and school environment is where academic dishonesty takes place. There are many reasons why an adolescent may choose academic dishonesty over academic integrity. In the 1998 survey by *Who's Who Among American High Students*, 80% of the nation's best students admitted to cheating on an exam (Bushweller, 1999). In the same survey, of those who admitted to cheating, 95% of them were never caught (Bushweller, 1999).

School handbooks are distributed at the beginning of the academic year and many state the academic dishonesty policy. It is up to the teachers and administration to follow through with the consequences if someone is caught cheating. Teachers hold the ultimate power to catch those being academically dishonest and they are the ones to punish. Some simply blame teachers for not caring enough if students are academically dishonest (Bushweller, 1999).

Politics in a school may also play an important factor for who gets caught and disciplined accordingly when they engage in academic dishonesty (Riera & Di Prisco, 2002). Parents who have power may threaten administrators and teachers with a lawsuit (Strom & Strom, 2007). In circumstances like this, it is easier to forget that a student was academically dishonest than to follow through with a consequence. When words get around about a student being let off the hook for academic dishonesty, it creates an environment that says it is acceptable to be academically dishonest.

Teachers have some influence on how to set up their classrooms, as well as goals set and attained throughout the academic school year. Teachers can have mastery goal structure or performance goal structure in their classroom. Mastery goals focus on learning and

improvement, where as performance goals are based on grades and what one can do to be at the top (Anderman & Midgley, 2004).

Statement of the Problem

Academic dishonesty is taking precedence over academic integrity in schools. With increasing demands, stressors, and pressure, adolescents may choose academic dishonesty over academic integrity. School counselors, administrators and teachers play an important role in helping students achieve academic integrity.

Purpose of the Study

The purpose of this literature review is to determine why adolescents in America choose academic dishonesty over academic integrity. The review will be completed during the Spring semester of 2011. This literature review will also focus on the role the classroom and school environment play, the ways students cheat, and the prevention of academic dishonesty.

Research Questions

The following research questions will be addressed while reviewing literature related to academic dishonesty.

1. What does the literature say are the driving forces, or the main influences behind academic dishonesty?
2. How are adolescents successfully cheating?
4. What can teachers, administrators, and school counselors do to prevent academic dishonesty?

Definition of Terms

There are two terms that need to be defined before reading further into this literature review.

Academic dishonesty: the act of engaging in behavior in which a student borrows an assignment to copy from another student, copies off of an exam, or obtains assignments and/or exams from previous semesters. It also includes engaging in behavior where one would write answers anywhere on the body, clothing, desk, or paper in order to advance oneself on an exam. Academic dishonesty is commonly referred to as cheating throughout this literature review.

Academic integrity: abiding by the rules established in the school and not engaging dishonestly academically. It also includes reporting when knowing of other peers engaging in academic dishonesty.

Assumptions and Limitations of the Study

The first assumption of the study is that literature reviewed will be from peer-reviewed journals and thus well conducted. The second assumption is that not all studies will be uncovered and included in this literature review. The third assumption is that in some cases, non-peer reviewed information or information obtained from websites will be included.

A limitation is the heavy use of self-report instruments in the studies. Due to the nature and severity of academic dishonesty, the consequences one would face could do a lot of harm to the individual. Through the use of surveys and self-reported measures, studies have been done. There is no telling if participants were telling the truth or fabricating their answers. Lastly, some information or studies could have changed in the field since the literature was searched, and different surveys and statistics could have been reported.

Chapter II: Literature Review

This chapter will include the role of the classroom teacher and the school environment in academic dishonesty and the reasons why adolescents choose academic dishonesty over academic integrity. It will also explore some of the ways that students use to cheat academically. Briefly, it will also look at what school counselors, teachers, and other administrators can do to prevent academic dishonesty.

Influences on Academic Dishonesty

School environment. The school environment may facilitate academic dishonesty. Teachers and other staff can either reinforce or disapprove academic dishonesty. It is the responsibility of the staff and the school district to establish clear rules and policies about academic dishonesty. Many schools may have this in their student handbooks already, but sometimes students feel that printing it in the handbook and going over it on the first day of school does not have a big impact on their decision when choosing academic dishonesty over academic integrity (McCabe, 1999).

The atmosphere of the school can attribute to the rise of academic dishonesty. If students know of others who have cheated and gotten away with it, then they are more likely to engage in the same behavior (Kleiner and Lord, 1999). Schools can play an important role in academic dishonesty and academic integrity with students.

Today, schools can be competitive in nature and students feel the burden and pressure to be the best. School and societal norms play a role in academic dishonesty as well (McCabe, 1999). In the beginning of the school year when schools are going over their handbooks, if academic dishonesty is not talked about, then students are not aware of the consequences for

their actions. Academic dishonesty is on the rise, but it is talked about less and less in schools (Bushweller, 1999).

Classroom teachers, counselors, and administration can either facilitate or prevent academic dishonesty. When a teacher catches a student cheating and does not do anything about it, students might see this as an easy way to do the same thing and not receive a consequence. Simply stated, when teachers or administration do not care, it gives students the gateway they are sometimes looking for to cheat on assignments or tests (Riera & Di Prisco, 2002). This may create an environment in a school system that is surrounded by negativity. Instead of acting on an opportunity to teach students about integrity, the school is reinforcing academic dishonesty. In essence, the school may be cheating the student in the end by failing to capitalize on a moment to teach the value of integrity (Riera & Di Prisco, 2002).

Classroom sizes can also impact academic dishonesty (McCabe, 1999). Overpopulated and crowded classrooms facilitate academic dishonesty. It is nearly impossible for teachers to keep their eyes on the whole class and pay attention to what each student is doing. Where there is a will, there is a way for students; when they want to do something badly enough, they will find a way to succeed. Their eyes may wander or they may have codes to communicate with each other. For the teachers in crowded classrooms, it is not always possible to pick up on student codes or other cheating behaviors.

When teachers have over populated classrooms, it means they have more assignments and tests to correct. Outside of the school atmosphere, teachers also need to maintain a healthy lifestyle to avoid burnout. If they do not have a lot of time outside of school or have lunchroom duty or some other school-based duty on their prep period, they may not change their assignments or exams from semester to semester or year to year (Kleiner & Lord, 1999). When

students know this, they may retrieve a copy of the old assignment or exam from one of their peers. This creates a culture for cheating amongst students (Rettinger & Kramer, 2009). When students know of teachers using the same assignments or exams, they may start to save all of their work from the class and distribute it to their peers who have the same class, or try to sell it.

Teachers have the ability to create and start a positive classroom atmosphere from the beginning of the year. They can have a strong influence on their student's attitudes regarding school. When they are passionate and excited about teaching, their students are likely to take on that same trait. When adolescents and all students alike care about learning and want to learn, they are less likely to cheat on assignments and exams (Kleiner & Lord, 1999).

Teacher credibility also plays a factor in academic dishonesty. Anderman, Cupp and Lane (2010) found that there is a link between the perceived credibility of the teacher and the student's motivation and learning. Students were less likely to cheat in the classroom if they perceive their teachers as credible. Murdock, Hale, and Weber (2001) found a similar relationship; students reported that academic dishonesty was less likely to occur when they found their teachers to be respected by the students and when the teachers were committed to their jobs.

Depending on the subject area, how teachers relate to the students can become increasingly important (Anderman et al., 2010). Students need to feel a connection to their teachers and know that the teachers are on the same page as them and understand them. Adolescence is a time that students want to be accepted.

Undoubtedly, teachers create a learning environment for their students. Teacher instruction and how they deliver classroom content is also important. They can have a competitive environment focused on grades, or they can have an environment focused on learning and the importance of learning (Alderman & Murdock, 2007). Academic dishonesty is

more likely to occur in classroom environments that are competitive and place more importance on extrinsic factors such as grades (Anderman & Midgley, 2004).

Receiving more attention in studies is the role of classroom goal structure (Murdock et al., 2001). Achievement goal theory examines the role of the classroom in aiding or ending academic dishonesty (Anderman & Midgley, 2004). There have been two types of academic goal structures defined in the literature thus far: mastery goal structures and performance goal structures (Anderman et al., 2010). Mastery goals structures are classroom environments where students perceive there is an emphasis on improvement, development of skill, effort, and self-comparisons (Anderman et al., 2010). The student is interested in learning as a whole and understanding all of the material in mastery goal structures (Anderman & Midgley, 2004). Mastery goal structures foster student involvement and achievement and take on the approach of a learning community. In mastery goal structures, academic dishonesty is less likely to occur (Anderman & Midgley, 2004). Performance goal structures place a strong emphasis on competition and grades within the classroom (Anderman et al., 2010). Performance goals are based on grades, competition, and are more based on the individual for what the individual can get out of it (Anderman & Midgley, 2004).

Another way that the school environment can contribute to academic dishonesty is through inner house politics. Parental political power can play a role in covering up academic dishonesty (Riera & Di Prisco, 2002). An example of this would be a school board member's child. If their child participates in academic dishonesty, the school may feel pressured or threatened by the parent to forget about the problem. Riera and Di Prisco (2002) reported an incident where students cheated on a project and the teacher assigned them a zero for the project. Parents complained to the superintendent, and the superintendent directed the teacher to only

take off 600 points from the project so they would still perform well the project and in the class. In the end, the teacher ended up resigning. In this scenario, the teacher was sticking to the handbook and the guidelines for academic dishonesty and plagiarism. She was trying to stay firm and teach those kids as well as the whole class how important academic integrity is. She was trying to teach an important lesson; a lesson that those kids would not forget for the rest of their lives. This case proves how much political power parents can have in a school district and how much pressure they can place on the superintendent to change things immediately (Riera & Di Prisco, 2002).

Worry amongst educators when pursuing adolescents who engage in academic dishonesty is the legal aspect or lawsuit that can result (Kleiner & Lord, 1999). Teachers may face a lawsuit and risk their jobs in the end of an academic dishonesty case. In one study, 70% of educators agree that they were concerned about the reaction from parents when identifying and punishing those engaging in academic dishonesty (Strom & Strom, 2007). Teachers have to worry about the actions they take and what kids they take actions against for academic dishonesty in schools. Some adolescents come from families that have a little more pull in school districts, and the power of politics can play a huge role in who will get reprimanded and who will not for academic dishonesty. Some parents will try everything in their power to guard or protect their child when they misbehave in school.

Teachers and administrators in the school environment can also be the ones responsible for academic dishonesty and pass the same idea down to the student body (Kleiner & Lord, 1999). Standardized exams and No Child Left Behind (NCLB) have placed pressure on teachers to help their students excel and succeed. Their job security and salary can be directly affected by the performance of their students (Kleiner & Lord, 1999).

Family factors and academic dishonesty. There may be many reasons why adolescents choose to cheat. Adolescents can feel an immense pressure from their peers or their parents to perform up to a standard that they feel they cannot reach themselves (Kleiner & Lord, 1999). They may turn to cheating to help alleviate some of that stress (Strom & Strom, 2007). Other adolescents may act on their impulsivity (Anderman et al., 2010). Adolescents may also have academic and social motivations behind their academic dishonesty (Murdock et al., 2001).

Parents place an immense pressure on their children to be at the top. Some parents reward their children with cash. For every A they receive on their report card, they may be rewarded \$100. This can cause their child to become very competitive with other students, and they may cheat on assignments and tests to achieve a high score on those and their report card. Parental pressure on students can have a positive and negative effect. Pressure can cause students to want to achieve to their highest capability. Yet, when the pressure builds up and it gets to be too much, they may break. Cracking under pressure and feeling overwhelmed may also contribute to why students choose to cheat (Kleiner & Lord, 1999; Riera & Di Prisco, 2002). Pressure can also add up when parents compare their children to one another. Sibling rivalry or competition amongst siblings can be strong at times.

According to a recent survey that was sent out to a national sample of parents who have students in high school or middle school regarding 11 values relating to character development, the value that was ranked the highest at 91% was “to be honest and truthful” (Strom & Strom, 2007, 104). Parents want their children to be honest and truthful in all aspects of life. This is a value of character development that parents want their children to learn and abide by. In a survey given to students who were chosen for scholastic recognition, 80% acknowledged to cheating and of those, 95% said that they considered themselves to be morally responsible individuals

(Strom & Strom, 2007). So even though students are engaging in academic dishonesty, they do not see anything wrong with it. These students who were chosen for scholastic recognition were getting rewarded and not punished for engaging in this behavior.

Peer factors. Peer influence can be the major driving force behind adolescents' behaviors. Peers can play a large role in academic dishonesty during adolescence. Most know that it is unacceptable to cheat. They look at their peers' behaviors and attitudes regarding academic dishonesty and tend to follow suit (Rettinger & Kramer, 2009). In essence, this is creating a culture within a school to cheat (Rettinger & Kramer, 2009). Rettinger and Kramer (2009) found that when students have direct knowledge of each other cheating, it is strongly associated with them partaking in the same behavior.

Other factors. Besides pressure from parents and influence from peers, a fear of failure can also be a reason why adolescents choose academic dishonesty (Murdock et al., 2001). When adolescents compare themselves to their peers or siblings, they may feel they have to perform at or above what is already established or being established academically. Their fear of failure may also be in regards to their future. If there are high standards academically for them or high standards to get into an elite university, then adolescents may choose academic dishonesty so they get the grades they are looking for so they maintain their high achieving status.

Adolescents may not believe in themselves and their abilities to get the grades they want. Fear of failure mixed with not believing in themselves can be a result of choosing academic dishonesty as well (Murdock et al., 2001). When adolescents doubt themselves and their ability, they might rely on their peers to help them out on their assignments and exams (Murdock et al., 2001).

Perhaps one of the biggest motivators behind academic dishonesty can be attributed to the rise of individualism in the United States (Bushweller, 1999). There is a big push for individualistic achievement and for individuals to fight their way through competition to the top. As students move from middle school to high school, more focus is placed on the extrinsic outcome of grades (Alderman & Murdock, 2007).

Grades are what determine grade point average (GPA), which in turn determines class rank upon graduation. National Honor Societies are formed in schools and are made up of the highest achieving students in the school. Colleges and universities have competitive admission guidelines. High achieving students get offered significant scholarship to attend institutions. When applying for community scholarships or scholarships through their selected university, GPA is often considered. Students easily justify academic dishonesty due to their overwhelming homework load, increased and intense pressure from their parents, peer influence, and pressure they place on themselves (Kleiner & Lord, 1999).

How Adolescents Cheat

Adolescents have come up with ways to successfully cheat on assignments and tests. Some of the ways they cheat include copying, crib sheets, body parts, clothing, technology, communicating in codes, or faking an illness (Bramucci, 2003). Some adolescents choose to have wandering eyes when they are taking tests. Others obtain assignments from their peers who previously had the course or have it a different hour of the day and then copy the answers (Bramucci, 2003). They may also get tests from previous quarters and use those to study from or memorize, in hopes that the tests are the same from quarter to quarter. Some students even go as far as breaking into their teacher's classrooms, filing cabinets, and computers (Bramucci, 2003). If teachers have a TA or student helper during the day, they may consult with that student, bribe

them, or even go as far as paying them to obtain answers to assignments and tests (Bramucci, 2003).

In the classroom, students find ways to cheat with the materials they have. They may place notebooks and papers on the floor or in their open backpacks that contain answers (NEA Today, 2006). Students may also tape a cheat sheet or crib sheet to the chair ahead of them or somewhere else close to them in the classroom (Bramucci, 2003; Kleiner & Lord, 1999). Some students may move about the classroom to sharpen their pencil or ask their teacher a question so they can look at their peers' papers on the way (Bramucci, 2003).

Another resource they use in the classroom is their pens and pencils (Bramucci, 2003). They can scratch formulas or other information into their pens and pencils. Students can also empty out a pen or mechanical pencil, write on a sheet of paper and roll it up inside, then take the paper out during the exam (Bushweller, 1999).

Any other object on their desk can also be used. Water bottles, pop bottles and Gatorade bottles can also be used to help them cheat (Oleck, 2008). Students can peel the labels off, write on the inside of the labels, and then tape them back on the bottle. They can also simply write on their desk and cover it up with their hands or test paper and then erase it after the exam.

Students can be clever and fake an illness in a couple of ways. The first one is they can have tissues on their desks with all the notes on them and then look at the tissues, blow their nose, wad them up and throw them away when they are done with them (Bramucci, 2003). They could also tell their parents they are ill the day of an exam and then badger their peers for what was on the exam and ask for specific questions or other information pertaining to the exam (Bramucci, 2003). Adolescents could also form a group of students and throughout the quarter or semester, each take a turn staying home on exam day and the other students serve as their

information source by remembering specific questions and giving them exact answers to questions.

Many students use their own bodies or clothing as a source for cheating. They can write notes on top of their hands or on their palms. Another way is for them to wear long sleeves and write on their arms, pull their sleeves up to read what is written, and then they can wash it off after the exam. Writing on legs under their pant legs is also common (Bramucci, 2003). They can write on their legs, cross their legs under their desk, read what is written, and then put their legs back down. Females may also wear skirts and write on their thighs or place a crib sheet under their skirt and lift it up to read. This may be controversial for instructors to catch because they could claim sexual harassment if they are “looking” at their legs (NEA, January 2006). Wearing shirts that open in the front or sweatshirts that un-zip can also serve as a way. They can write on a piece of paper and tape it to the inside, write on tape and tape it to the inside, or they can simply write with a pen or marker on the inside (Bramucci, 2003). Cheating may also become successful when they write on their shoes or the bottoms of shoes (Bramucci, 2003).

Adolescents can partner up with their fellow peers and come up with a code system (Bramucci, 2003). There are endless ways that they can communicate in codes. They could tap their pen or their foot once for “A,” twice for “B” and so on (Bushweller, 1999). They can move their papers in a certain way or place objects on their desks for the correct answer on multiple choice or true and false. They are clever with what they come up with to communicate with. Endless possibilities make it very hard for the teacher to un-code or catch on to what they are doing. It may be impossible to know that they are cheating by using codes.

With technology changing and surrounding every classroom, students use technology in any way they can to help them cheat. The ever-evolving smartphone technology and mp3 players

and other music players can also play a role in academic dishonesty. They can program anything into their cell phones, mp3 players, and calculators, then hide them in their pockets and take them out and cheat (Bramucci, 2003). Students can also text each other from wherever they are in the classroom or text their friends outside of the classroom. They can put their phones in their pockets and sneak them out during the exam. They can also record anything on their mp3 players, hide the headphones under their sweatshirt and slip a headphone in and cover it with their hair (Bramucci, 2003). If it is a verbal exam for a foreign language class or English class, they can have a pocket recorder recording and then pass it off to their peer for when they take the test next. If the school has wireless internet, they can gain access to the internet through their iPods or cell phones and Google anything they want to and almost immediately get an answer.

Technology can also serve as a source for them to come up with ways to cheat. With a simple Google search, websites pop up on ways to cheat, and there are even videos showing how to write on labels. They can gain access to websites where they can buy essays or other papers for an English assignment or assignments for other subjects (Bushweller, 1999). Some websites could also sell the “perfect” college entrance essay for them to gain admittance to the college or university of their choosing. Adolescents are very smart, and when one individual knows about ways to cheat, the word spreads around to the whole peer group. They are also very cautious who they share information with so they do not get caught and end up in trouble.

If students are caught engaging in academic dishonesty, they may try to get out of it. They can deny their actions, or use complete ignorance when the teacher catches them (Bramucci, 2003). Some adolescents may try to cry their way out of it or constantly badger and threaten the teacher with a law-suit or going to the school board to get the teacher to lose their job (Bramucci, 2003).

Prevention of Academic Dishonesty

Through a survey administered to students, teachers, counselors, and administration, a school gains a better understanding of the current state of academic dishonesty (Bushweller, 1999). Williams (2001), states that academic dishonesty prevention starts with a district wide approach to ensure that everyone understands and defines academic dishonesty the same way. Once there is a district wide approach, a combination of staff members and administration forms a committee to create policies and consequences against academic dishonesty (Bushweller, 1999).

Teachers perhaps are the main source for the prevention of academic dishonesty. They are the first to communicate with students about academic dishonesty on the first day of the semester, and the reinforcement of academic integrity serves as a reminder to students of what is morally correct (Stephens & Wangaard, 2009). There are a number of strategies and techniques teachers can use to prevent academic dishonesty in the classroom. According to Bushweller (1999), one of the ways teachers can prevent academic dishonesty is to change their assignments every quarter. Another way to prevent academic is to warn students of the consequences of choosing academic dishonesty over academic integrity. According to Stephens and Wangaard (2009), this is done by placing a short paragraph in the course syllabus and going over it with the class on the first day of school. Contracts are another way to prevent academic dishonesty. This can be done by the classroom teacher writing up a contract about academic dishonesty at the beginning of the year and having the class sign and then having the parents read over the same contract and sign. Then, if anyone is caught, the teacher can pull out the contract and act accordingly. The teacher would also be covering their grounds if a parent would try to retaliate on the teacher or school district with the threat of a lawsuit.

Having teachers that are competent and knowledgeable in the content area they are teaching is a way to combat academic dishonesty (James, 2008). Students respond to teachers whom they find respectable and teachers who respect students. According to Davis (1993), the classroom environment plays an important role in promoting academic integrity. The classroom environment is developed around group norms and a climate that promotes and supports honesty and academic integrity (Davis, 1993). Classroom teachers are the staff members that have the most contact with students throughout the day. Teacher collaboration and consultation is used to gain a better understanding of a specific individual, and it is also used to learn the signs of stress and coping mechanisms in individuals (Davis, 1993). If there is suspicion of academic dishonesty, the problem needs to be dealt with immediately.

Davis (1993) stated that giving students the skills to monitor their progress and evaluate their own performance is a way to prevent academic dishonesty in the classroom environment. Along with progress monitoring, another way to thwart academic dishonesty out of the school atmosphere is to require students to submit drafts of papers to be peer-reviewed (Davis, 1993). The peer-reviewed drafts are to be turned in with their final paper so teachers have all the drafts and corrections while grading the final copy (Davis, 1993). This can serve as a way to prevent cheating or plagiarism on certain papers or essays by having students monitor and use evaluation.

When exam time comes, teachers have options and ways to prevent cheating. Administering different copies of the exam with the questions mixed up can prove to be very frustrating to students when they are expecting to copy from their neighbor (Strom & Strom, 2007). Another way to simply change things up a bit is to change the wording of the questions on the test. It will become apparent on the student's faces when they act surprised that the questions

have been changed or the wording is different from the test that they acquired from last semester (Strom & Strom, 2007).

Teachers have the ability to change and implement different procedures for exam day. According to Davis (1993), mixing up the seating arrangement, randomly placing desks in different locations around the room, placing an empty desk between students or requiring the class to move to a whole separate room are all ways to prevent academic dishonesty during exam time. In the classroom, more teachers are requiring students to place their bags by the wall or somewhere else away from them (Davis, 1993). This can serve as a way to prevent students from placing things on or in their bags to help them cheat. With the rise of technology, cell phones, mp3 players, and graphing calculators help aide students when they choose academic dishonesty over academic integrity (Stephens & Wangaard, 2009). Handbook policies determine what is acceptable and what is not in districts. Cutting back on technology use will help prevent students' texting answers to each other or students programming answers or other relevant information in their calculators.

Another important factor in guarding against academic dishonesty is the importance of communication to students to emphasize to their students the importance of mastery goals over performance goals (Stephens & Wangaard, 2009). This way the students will focus on the content and mastering the content versus just working towards the overall outcome of their grade. Keeping mastery goals in mind, to engage students in the content they are learning, it must be appealing and interesting to them (Stephens & Wangaard, 2009). When teachers create appealing learning experiences, students apply their knowledge and apply the content learned to their lives (Stephens & Wangaard, 2009). According to Stephens and Wangaard (2009), challenging students to have mastery goals is used as a tool to increase academic integrity.

Sometimes students want to be given a voice and a challenge for the homework assignments, classroom content, and exams (Stephens & Wangaard, 2009). By recognizing individual talents in students by emphasizing and acknowledging their efforts, teachers are promoting integrity (Stephens & Wangaard, 2009). It is important that students feel like they are learning and becoming competent in the classes they are in (Stephens & Wangaard, 2009).

School counselors also play an important role in preventing academic dishonesty. Counselors are an asset to a school district due to their training and experiences they have received. A survey to the students, parents and staff to identify how big a problem academic dishonesty is in the school serves as the starting point to help prevent academic dishonesty and promote academic integrity. School counselors help thwart academic dishonesty by collaborating with teachers on mastery versus performance goals (Stephens & Wangaard, 2009). Through the implementation of character education programs and the promotion of mastery goals, academic integrity is promoted and encouraged at a young age through school counselors (Kleiner & Lord, 1999). The character education program serves as a way to tie other parts of the classroom guidance curriculum together. Williams (2001) stated that counselors create a culture of honesty in the school atmosphere and have ongoing discussions with students through individual contacts, small guidance groups and classroom lessons. School counselors may be called upon to help students overcome performance goals or the academic dishonesty barrier that impedes their learning. This is done through individual counseling or small guidance groups. Working with a student one on one also serves as a way to make an important connection that the student might need in order for them to work towards academic integrity and to help them focus on mastery goals.

Overall, academic dishonesty is a growing concern in our society, yet it can be challenging to overcome the barriers that impede learning. The promotion of academic integrity and mastery goals appears to serve as a significant factor for prevention of academic dishonesty. Through promoting integrity and mastery goals, and trying other classroom and individual interventions, a decline in academic dishonesty would be expected.

Chapter III: Summary, Critical Analysis, and Recommendations

This chapter will summarize key points from the previous chapter. It also provides a critical analysis of the literature on academic dishonesty. Lastly, it will conclude with recommendations for schools and for future research.

Summary

Parents, school personnel, peers, and school environment have a strong influence on adolescents. In regards to the school atmosphere, they all play a role in an adolescent's life. Academic dishonesty occurs every day, and there are driving forces behind why one chooses academic dishonesty over academic integrity.

The research concluded that the atmosphere of the school plays an integral role in academic dishonesty (Anderman et al., 2010). Classrooms can either reinforce academic dishonesty or help prevent it. The literature agreed that classroom goal structures play a role in academic dishonesty (Anderman et al., 2010). The two goals structures were mastery goal structures and performance goal structures. Mastery goals structures, which focused more on learning and improvements, reinforced academic integrity rather than academic dishonesty. Performance goals, which focused on more individualistic outcomes, grades and competition in general, were found to aid in academic dishonesty due to the competition aspect and the focus on grades. In regards to the school atmosphere, school and societal norms also play a role in academic dishonesty or academic integrity (McCabe, 1999). McCabe (1999) also stated that overpopulated and crowded classrooms facilitate academic dishonesty for students.

When students feel a stronger connection to their teachers and when they perceive them as knowledgeable in the content area being taught, they feel a stronger connection to their teachers and therefore academic dishonesty declines (Anderman et al., 2010). Teachers have the

ability to promote academic integrity in their classrooms through classroom norms and by placing an importance of learning the material (Alderman & Murdock, 2007).

In school districts, politics also play a role when certain circumstances arrive. Parental political power in the school district and in the outside community has an impact on academic dishonesty (Riera & Di Prisco, 2002). The status of a student's parent also has an impact on punishments that may be received from choosing academic dishonesty over academic integrity.

Pressure from parents on their children is also a contributing factor to academic dishonesty (Kleiner & Lord, 1999). This pressure adds up and causes students to feel overwhelmed and crack under pressure. Thus, students turn to academic dishonesty to get the desired grade (Riera & Di Prisco, 2002). It may not even be the grade that they desire, but the grade that their parents want them to get.

Peer influence is a major contributor to academic dishonesty during adolescence. Adolescents look to their peers for acceptance, and will do things they know are wrong to please their peers (Rettinger & Kramer, 2009). If their peers are doing it, they do not want to be seen as left out of the group. Adolescents may also compare themselves to siblings or other peers when looking at school performance and grades. Academic dishonesty may be seen as an option to get a desired grade on homework or a test. When comparing themselves to their siblings or other peers, a fear of failure may overcome them (Murdock et al., 2002).

Critical Analysis

There are clear differences in the literature as to why adolescents choose academic dishonesty. The most prominent factor contributing to why adolescents choose academic dishonesty is pressure. Pressure to achieve more, pressure to achieve high, and pressure to be at the top were reasons listed (Kleiner & Lord, 1999; Anderman & Midgley, 2004; Riera & Di

Prisco, 2002). Parental pressure is also a contributing factor (Murdock et al., 2001). The literature focused on adolescents wanting to achieve for their standards or their parent's standards. The literature also stated adolescents are cheating to get into highly competitive colleges.

However, Bushweller (1999) stated that educators say the rise of academic dishonesty was due to the explosion of a self-centered culture. In a self-centered culture, adolescents focus on doing whatever they can to set themselves ahead of and above their peers. This may be a learned trait from their parents or may be caused from their learning environment. Some literature also stated that peer influence plays a major role in adolescents choosing academic dishonesty over academic integrity (Anderman & Murdock, 2007; McCabe, 1999).

In contrast to peer pressure and self-centered culture, other literature stated that impulsivity and classroom goal structure contributes to the rise of academic dishonesty (Anderman et al., 2010). Mastery and performance goals are established in the classroom-learning environment based on the teacher and the population of the class.

The differences in literature contribute to the overall study of why adolescents choose academic dishonesty over academic integrity. The research included in this literature review included specific studies focusing on one or more factors that the researchers thought contributed to adolescent's decisions regarding academic dishonesty or academic integrity. Other literature included forums or newspapers highlighting academic dishonesty in schools today with specific examples and cases. Lastly, other literature included simply informs readers about academic dishonesty and what schools can do to prevent the problem. The researchers set out to study certain factors that contribute to academic dishonesty. Studying different factors contributes to the varied outcomes of literature on academic dishonesty.

The information obtained for this literature review provided extensive and detailed ways adolescents choose to use to help them cheat. Studies on methods of cheating were among the most helpful information for educators, including school counselors. Adolescents come across many ways and ideas to cheat in the classroom. Adolescents can even gain access to websites that describe methods of cheating. Many students use materials they have right with them. From communicating in codes to writing on their legs, arms, hands or desks to placing crib sheets somewhere in the classroom, adolescents develop creative ways to place answers to the tests anywhere and everywhere (Bramucci, 2003).

Across the literature, recommendations are similar and complement each other regarding the prevention of academic dishonesty. A district-wide approach to academic prevention may begin with a survey to faculty, administrators, pupil service personnel, students, and parents to gain a better understanding of academic dishonesty in a particular school or district (Williams, 2001). Other approaches to preventing academic dishonesty include having a set definition of it and having it placed in the handbook to be covered on the first day of school so everyone is on the same page (Stephens & Wangaard, 2009). When setting goals at the beginning of the school year, teachers and their students can focus on goals. The literature states that mastery goal structures should take precedence in the classroom over performance goals (Anderman et al., 2007; Anderman & Midgley, 2004). Within a school setting, teachers, administrators, school counselors, and students create the learning environment. The ideas obtained from the literature coincide with one another and help create a comprehensive approach.

To gain a more comprehensive approach in a school, a school counselor can be involved with character education programs, classroom guidance lessons, and one on one individual intervention. Much of the literature included in this literature review does not include the role of

the school counselor in preventing academic dishonesty. There is a small amount of information included on character education. The research did not state that the school counselor plays a role in character education and academic dishonesty. The next step for future research and literature should include the school counselor's role in preventing academic dishonesty through the services they provide at school

Recommendations for Practice and Research

Schools and parents must work together to help the problem of academic dishonesty. There needs to be a common ground with clear understanding of what academic dishonesty is and what the consequence will be for anyone who chooses academic dishonesty over academic integrity. The more academic dishonesty is talked about and the more awareness is turned towards it in the schools, the less it will occur (Strom & Strom, 2007).

Parents and schools need to collaborate and talk about academic dishonesty. The penalties should be the same across the board for all students. They should be clear and talked about with students and parents alike. Disciplining, for academic dishonesty should occur during a teachable moment (Keiner & Lord, 1999). Lessons on academic integrity can also be taught so more students will want to have integrity rather than dishonesty.

School counselors, teachers and administrators can come up with creative ways to combat academic dishonesty in their specific schools. This may be done through contracts with the students and parents and through observations. Teachers can play a very important role in academic dishonesty in the classroom. Teachers can emphasize understanding and mastering the concept they are teaching rather than placing importance on grades and performance. School counselors can work with teachers to implement character education and classroom lessons focused around understanding and mastering versus performance. School counselors can also

implement small group guidance to students who need to focus more on school content over competition and pressure. If more help is needed, school counselors can work with students one on one to help them look at the big picture and understand the importance of simply gaining an education and understand concepts versus the pressure and perfectionism they may feel.

Ultimately, using a team approach, academic integrity can be promoted in every school atmosphere to try to drive away academic dishonesty. Placing importance on academic integrity can help students be the best they can be by just being themselves. The team approach could also work to educate parents on the effects of their demands and high pressure for their children to be the best.

To extend research on academic dishonesty in the future, more studies can be done on ways students are cheating. These studies can be done through questionnaires and direct observational studies in the classroom. It would be beneficial to have studies done on the school counselor's role in academic dishonesty in the school atmosphere for other school counselors to gain a better understanding on how to help their student population and how to educate their student population, teachers, administrators, and school board on academic dishonesty.

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