

UNDERSTANDING THE RELATIONSHIP BETWEEN BASIC HUMAN VALUES AND ATTITUDE TOWARDS CHEATING BEHAVIOUR IN MIDDLE SCHOOL CHILDREN

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Human values are fundamental principles in an individual's life that guide their attitude and behavior. The aim of this study was to understand the relationship between basic human values and attitudes towards cheating behavior in middle school children. This study takes into consideration the previous studies examining the relationship between these variables. However, lack of literature in the context of middle school students adds to the purpose of this study. The convenience sampling method was used for collecting data for this study, the data was collected from middle school students of age 11-14 years, through a self-reported questionnaire that measured both variables. The study measures basic human values such as self-direction, power, achievement, hedonism, stimulation, benevolence, universalism, tradition, conformity and security. This study also examines the gender differences in attitude towards cheating behavior and human values of the students. The results of this study revealed (1) no significant relationship between the basic human values and the students' attitude. (2) male students reported to have a more lenient perspective towards the cheating behavior in comparison to the female students. However, the data for this study was collected from a small sample and from one geographical area. Therefore, it is suggested to conduct more extensive research with larger samples to generalize the results to a larger population.

Introduction

Cheating behaviour is not something that recently came into play. The concept of cheating can be dated back to the time of Indian mythology which documents various instances depicting cheating. However, the concept of cheating is as vast as any other behaviour exhibited by humans. Much research has been conducted in determining various causal factors that play in academic cheating and how students justify their actions and their attitude towards the behaviour across the globe. However, less emphasis has been given to the underlying motivations behind this behaviour of students and even less to the role of basic human values especially in Indian literature. Therefore, this paper would explore the context of attitudes towards academic cheating specifically in middle school students in India.

For many years educators and scholars have been concerned about the tenacious problem of cheating in education. Cheating undermines the integrity of the education system and has a debilitating impact on students' moral and ethical development. (Anderman & Murdock, 2007; Valla et al., 2010). The Bihar examination scandal made

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headlines in India in 2016. The top students in the 12th-grade exams were those who couldn't even spell the subject names correctly or explain what the subject was about. The toppers, parents (for paying bribes to make their children toppers), and other staff members involved in this scam had been detained by police. The former head of the Bihar School Examination Board (BSEB) and the college principal played a big part in this. (Times of India, 2016, May, 31). Families and the surrounding community are encouraging students to adopt a positive attitude toward academic dishonesty (Radhakrishnan, 2016). Therefore, it is vital to understand the causative factors of cheating behaviour in hopes of developing successful preventative measures. One such factor that may influence cheating behaviour is basic human values.

Basic human values are the fundamental principles that direct people's attitudes and behaviours. They represent the underlying goals that people work towards in life and are considered to be universal and enduring. (Schwartz, 2012). Previous studies have demonstrated the relevance of values in shaping a variety of facets of human behaviour such as academic achievement and moral development. (Knafo & Schwartz, 2009; Park & Peterson, 2006). However, the association between human values and cheating behaviour has not been the subject of much studies.

Past researches have demonstrated connection between academic integrity and virtues including accountability, honesty and respect. (Becker & Luthar, 2002; Murdock, Anderman, & Martinez, 2006). For instance, students are more likely to cheat if they do not value honesty unlike the ones who value honesty (Murdock et al., 2006). Similarly, students are more likely to engage in academic misconduct if they report to not value responsibility than the ones who value responsibility (Becker & Luthar, 2002). These findings indicate that students' opinion towards cheating may be greatly influenced by their values.

Additionally, middle school is a crucial time for moral growth as students start to build their own moral principles and values. (Eisenberg et al., 2005). Consequently, it is critical to understand how middle school students' cheating behaviour and values interact.

Theory of planned behaviour : The TPB's central tenet is that people rationally choose to engage in particular behaviours based on their own beliefs about those activities and their anticipation of a favourable outcome as a result of those behaviours. TPB postulates that cheating occurs when there is a chance and a desire to do so. Intention to act is influenced by three factors, according to Ajzen (2002): (1) attitude toward behaviour (beliefs about acting in a particular way and its repercussions); (2) subjective norm (normative expectations of other people who are significant to the actor regarding acting in a particular way); and (3) perceived-behavioural-control (the perceived-difficulty or ease of performing the behaviour).

Schwartz theory of Basic Human Values

Shalom H. Schwartz developed a framework to understand the values which are

crucial to people across cultures. Schwartz listed 10 fundamental human values that are each defined by their underlying purpose or drive and he illustrates the way individuals from all cultures may recognize them. The 10 universal values given by Schwartz are:

1. Power: a desire for control and influence over others and the environment
2. Achievement: a desire for personal success and accomplishment
3. Hedonism: a desire for pleasure and enjoyment
4. Stimulation: a desire for excitement and novelty
5. Self-direction: a desire for autonomy, creativity, and independence
6. Universalism: a concern for the welfare of all people and nature
7. Benevolence: a concern for the welfare of those who are close to oneself
8. Tradition: respect for customs and traditions
9. Conformity: a desire for conformity to social norms and expectations
10. Security: a desire for stability, safety, and security

These values are arranged in a circle, with diametrically opposed values placed across from one another.

Parks Leduc et al (2021) researched the relationships between personal values, justifications, and academic cheating for business vs. non business students. They particularly investigated power values and found that they were positively correlated to academic cheating in their sample and that the association between power values and cheating was partially mediated by the major (business or non-business). They also considered the extent to which students rationalized their cheating behaviour. The study reveals that while both business and non-business students engage in academic cheating, personal beliefs and reasons play a key role in the activity, with business students maybe being more prone to doing so.

Koćeciłniak & Bojanowska (2019) conducted a study on the role of personal values and student achievement in academic dishonesty. It was discovered that personally oriented values (Hedonism, Power, and Stimulation) were associated favourably with unethical behaviour whereas socially oriented values (Conformity and Tradition) were negatively related to these behaviours. Further research showed that students' academic success considerably moderates the correlations between some values (Achievement and Security) and academic dishonesty (grades).

Feldman et al (2015) researched the motivation and inhibition of breaking the rules: Personal values structures predict unethicality. The results of three investigations with 16 different multinational samples showed how complicated the incentives for unethical behavior are. It was consistently discovered that the values theory circumplex structure predicted the inhibition and motivation of unethical action across settings

and cultures for attitudes Unethical behavior was favorably correlated with ideals of self-enhancement and negatively correlated with values of self-transcendence and conservation. Yet, the inhibition of various forms of unethical behavior was correlated with self-transcendence and conservation ideals. Although there was a generally positive correlation between openness to change and unethical behavior, the effect size varied depending on the situation.

Clariana et al (2013) conducted research on Academic cheating and gender differences in Barcelona (Spain). The findings, which are consistent with those from other nations, demonstrate that more than half of the pupils often cheat and that guys cheat noticeably more frequently than girls.

Rationale of the study

As the above-mentioned literature suggests, cheating behaviour in students is a significant problem. It has a deleterious effect on the ethical and moral development of the students and taints the integrity of the education system. Although there have been researches conducted to understand the causal factors behind cheating behaviour and students' justifications and attitude towards it, there is not much attention paid to the human values aspect. The little studies that have been conducted keeping human values as their bases are mostly done on college students and no significant light has been put on the understanding of the relationship of these values with cheating behavior in middle school students.

Basic human values are fundamental beliefs that reflect individuals' desirable goals and guide their attitudes and behaviors. Academic integrity has been linked to values like honesty, responsibility, and respect in previous studies, which raises the possibility that views about cheating conduct may be significantly influenced by values.

As adolescents start to create their own moral principles and values in middle school, this is a crucial time for moral growth. Therefore, understanding students' attitude towards a particular behaviour and their relationship with human value can be very important.

Another cause to note here is that those studies conducted are mostly international and little to no relevant studies are available in the Indian context. Understanding the relationship between basic human value and cheating behavior is very important to help develop interventions that can prove effective in promoting ethical and moral behavior in classrooms.

This study aims to understand the relationship between human value and attitude towards cheating behavior in the Indian context in middle school. By highlighting the values that strongly relate with the cheating behavior this study can prove useful in developing interventions that help in rectifying this behavior in students. In the final analysis, this study will provide insights and recommendations for policymakers and educators on how to promote an education system that is more honest and

trustworthy.

Major research question: -

1. Which human values are strongly associated with the attitude towards cheating behavior in middle school students?
2. Are there differences between male and female middle school students' basic human values and attitudes regarding cheating behaviour?

Objectives of the study

1. To identify the human values that correlate with attitude towards cheating behavior in middle school students
2. To assess the gender differences in students' basic human values and their attitude towards cheating.

Hypothesis

H_0 - There will be no significant relationship between human values and attitude towards cheating

H_A - There will be a significant relationship between human values and attitude towards cheating
 H_0 - There will be no significant gender differences in students' human values and their attitude towards cheating.

H_A - There will be significant gender differences in human values and their attitude towards cheating.

METHOD

SAMPLE

The sample included male and female students from middle school classes VI, VII, VIII of age group 11-14 years. Data was collected from a total of 101 participants which included 51 males and 50 Females. Convenience sampling was used for data collection. It is a non- probability sampling technique in which researchers collect data from a convenient pool of respondents.

RESEARCH DESIGN

In order to respond to the study's research topic, a quantitative approach is used. The experimenter attempts to ascertain the relationship between two separate sets from the same group of individuals using the correlation study design, often known as the psychometric technique. The term correlation describes the strength and direction of a relationship.(Singh, 2012)

MEASURE: -

Attitude towards cheating scale: It was used for assessing students' attitude towards cheating behavior. It is a 34-item scale developed by Gardener & Melvin (1988) which assesses the attitude towards cheating on a 5-point likert scale. The scale was modified according to school students.

Human Value Scale (ESS): Shalom Schwartz created the widely used 21-item Human Values Scale (HVS), a component of the European Social Survey (ESS). Respondents are categorized based on ten fundamental value orientations: achievement, benevolence, conformity, hedonism, power, security, self-direction, stimulation, tradition, and universalism. Respondents rate how like the person depicted in each item is to themselves for each item. As a result, the implicit values of the people respondents believe to be similar to themselves are used to infer the respondents' own personal values. It is a 6-point rating scale with the following categories: 1 = "Very much like me", 2 = "Like me", 3 = "Somewhat like me", 4 = "A little like me", 5 = "Not like me", 6 = "Not like me at all".

PROCEDURE

Participants for this study were approached through a school. Once the school granted permission to approach the students, the students were asked to fill out the questionnaire. Their participation in this study was entirely voluntary. The participants were thoroughly explained the procedure and were given the instructions to fill out the questionnaire. They were encouraged to not discuss their answers and fill out the questionnaire individually. They were encouraged to ask for help in understanding the questions if needed and help was provided to them in that.

After the data was collected, it was further added to the statistical package for social sciences (SPSS) and the analysis was done using it.

RESULTS

Table 1. The table shows descriptive statistics of Human Values and attitudes towards cheating.

Variables	N	M	SD
Self-direction	101	5.35	0.69
Power	101	4.42	0.97
Universalism	101	5.55	0.57
Achievement	101	5.47	0.59
Security	101	5.09	0.97
Stimulation	101	5.35	0.68
Conformity	101	5.44	0.71
Benevolence	101	5.72	0.45
Hedonism	101	5.42	0.73
Tradition	101	5.00	0.95
Total Human Values	101	52.86	3.31
Attitude towards cheating	101	5.32	11.49

Table 1 showed the mean and standard deviation of the scores of middle school children on the human value scale and attitude to cheating behavior scale. The table reports mean score and standard deviation of self-direction 5.35(0.69), power 4.42(0.97) , universalism 5.55(0.57), achievement 5.47(0.59), security 5.09(0.97), stimulation 5.35 (0.68), conformity 5.44(0.71) benevolence 5.72(0.45), hedonism 5.42(0.73) and tradition 5.00(0.95). The mean score and standard deviation for total human values was reported to be 52.86(3.31) and for attitude towards cheating behavior was 5.32(11.49). On the basis of mean values, the result shows that children have moderately high basic human values. However, they have a more tolerant attitude towards cheating.

Table 2. Correlation between basic human values and attitude towards cheating.

Variables	N	M	SD	Attitude towards cheating behaviour
Self-direction	101	5.35	0.69	-.024
Power	101	4.42	0.97	-.099
Universalism	101	5.55	0.57	.066
Achievement	101	5.47	0.59	.013
Security	101	5.09	0.97	.123
Stimulation	101	5.35	0.68	.068
Conformity	101	5.44	0.71	-.005
Benevolence	101	5.72	0.45	-.046
Hedonism	101	5.42	0.73	-.251*
Tradition	101	5.00	0.95	-.012
Total Values	101	52.86	3.31	-.037

* $p < 0.05$

Table no. 2 showed the correlation between the basic human values and the attitude towards cheating. From the table it can be inferred that there is no significant relationship between the total human values and students' attitude towards cheating, $r(101) = -.037$. However, it can also be understood that correlation between hedonism value and attitude towards cheating is significant at .05, $r(101) = -.251$, $p < 0.05$. This means a negative correlation exists between hedonism and attitude towards cheating.

Table 3. Gender differences between attitude human values and attitudes towards cheating behavior

Variables	Male		Female		t-value	p
	M	SD	M	SD		
Total human values	52.56	3.29	53.16	3.32	-.917	.361
Attitude towards cheating behavior	2.06	13.08	8.64	8.51	-2.99	.004

Table no. 3 revealed non-significant mean differences in students' total human values with $t(101) = -.917$, $p > .05$. It also reveals significant mean differences in students' attitude towards cheating behavior $t(101) = -2.99$, $p < .05$. The findings showed that female students have higher scores in attitude towards cheating behavior ($M = 8.64$, $SD = 8.51$) compared to the male students ($M = 2.06$, $SD = 13.08$).

DISCUSSION

The purpose of this study was to understand the relationship between basic human values and attitude towards cheating behavior in middle school children. Cheating behavior among students has been at rise in recent times. This not only challenges the credibility of the education system, integrity of the institutions but also significantly impacts the values that a student carries. Understanding the motivational factors behind this behavior is of utmost importance to timely intervene and inhibit this behavior in students. The past researches in this area have revealed various factors that might contribute to promoting this behavior among the students. Personality factors such as impulsivity and sensation-seeking have been known to be predictors of transgressive behavior (McTernan, 2014). Some other researchers have focused on how students justify their indulgence in cheating behavior and rationalize them. The literature, however, talks less about the influence of an individual's basic human values and cheating behavior. In this study we have tried to understand the relationship between the values and students' attitude towards cheating. Values play an important role in forming an individual's attitude towards something. According to the theory of planned behavior our attitude towards something can be predictive of our intention towards indulging in that behavior. Therefore, we have tried to understand the attitude of middle school students towards cheating.

Past research has focused more on understanding cheating behavior in college students or high school students. Although there are significant studies done on moral values of middle school students. There is insignificant literature that talks about the role of human values in cheating. So far, the researchers have only explored the role of human values in college students. Values such as hedonism, power and stimulation have been favourably related to unethical behavior in college students and values such as conformity and tradition have been negatively correlated to cheating behavior (Kococielniak & Bojanowska, 2019). Understanding the relationship between values and the attitude of children towards cheating in middle school can help us draw interventions at early stages and promote more ethical behavior in students.

The objective of our study was to identify the values that relate with attitude towards cheating. Table 1. in the result section depicts the descriptive statistics of the variables. The mean score and standard deviation of total human values has been reported to be 52.86 and 3.31 respectively and the mean score and standard deviation of attitude towards cheating has been 5.32 and 11.49 respectively. The students have scored moderately high on the human value scale whereas they have scored significantly low on the attitude towards cheating behavior scale. This means that the students have a more tolerant attitude towards cheating and a less condemnatory attitude. It can be inferred that students are more accepting of cheating around them and do not take it as a serious offense. Their attitude towards the behavior can be a predictor towards their intention to indulge in the behavior themselves. Students generally have a "justifying" attitude toward academic fraud (59.47%), whereas up to 40.53% of them "oppose" it. That is, the majority of them either support the reality

of academic fraud or are recognized as having a strong propensity to engage in it (Yaya Sunarya, 2019).

Table 2 shows the correlation between students' human values and their attitude towards cheating. The table shows values such as power, self-direction, conformity, benevolence, hedonism and tradition are negatively correlated with attitude towards cheating behavior.

However, the relationship is weak and not significant except for hedonism which is significant at $.05$, $r(101) = -.251$, $p < 0.05$. This means a negative correlation exists between hedonism and attitude towards cheating. It can be inferred from this that the higher hedonistic values of students are the lower their attitude towards cheating behaviour is, this means that they will have a more tolerant attitude towards cheating rather than condemning it. In previous research, the present hedonistic time perspective has been found to be directly related to cheating (Orosz et al., 2016) Hedonism by definition is a desire for pleasure and enjoyment. Students who seek pleasure in taking risks and focus more in means of their enjoyment and pleasure can significantly indulge in cheating behaviour.

The table also shows that there is a weak positive relationship between universalism, achievement, security and stimulation are positively correlated with attitude towards cheating behavior. However, there is no significant relationship between these values and students' attitudes. Overall, the study reveals no significant relationship between basic human values and attitude towards cheating behavior. On the basis of the results, we have failed to reject our null hypothesis.

Table 3. Shows the gender differences between male and female student's basic human values and their attitude towards cheating. We discovered that there are no significant differences between human values of male and female students. It also reveals that there are significant differences between male and female students' attitude towards cheating behavior with $t(101) = 2.99$, $p < .05$. The findings showed that female students have higher scores in attitude towards cheating behavior ($M = 8.64$, $SD = 8.51$) compared to the male students ($M = 2.06$, $SD = 13.08$). From this it can be inferred that female students have less tolerant attitude towards cheating behavior and more condemnatory whereas male students' low score on the scale means they have more tolerant behavior towards cheating and less condemnatory behavior. A study done on gender-based differences among pharmacy students involved in academically dishonest behavior also suggested that male students may view academically dishonest behavior with less severity than female students do (Ip et al., 2018). On the basis of these findings, we have accepted our alternative hypothesis that there are significant differences in the attitude of male and female students towards cheating behavior.

Overall, this study reveals that there is no significant relation between middle school students' attitude towards cheating behavior and basic human values.

Limitations

1. The sample size of N = 101 was small for this kind of study in India's vast population. For a broader perspective, a bigger sample size might provide greater insight into the topic.
2. Responses were self-administered by the participants in this study which creates room for bias in the results obtained.
3. Data was collected from only one geographical area.
4. The study is conducted over a limited time.

Suggestions

1. Taking a larger sample for the study from different geographical areas can help in generalizing results over a larger population.
2. Conducting the study over an extensive time can help get a better understanding with respect to the topic.

Conclusion

Cheating behavior is prominent among students and has detrimental effects on the quality of education. The findings of this study did not reveal any significant relationship between basic human values and attitude towards cheating behavior in middle school children. However, it is very important to mark motivating factors behind cheating. Our attitude plays an important role in predicting our indulgence in a particular behavior. Therefore, understanding the attitude of students towards transgressive behavior can be significant in predicting their indulgence in it.

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ANNEXURE

The questionnaire used for data collection

Demographic Details

Age -

Sex (male/female) -

Grade-

Here we briefly describe some human characteristics. Please read each description and think about how much each character is or is not like you. Please tick the box on the right that shows how much the characteristic in the description is like you on a scale of 1 to 6. Them being; 1 = "Very much like me", 2 = "Like me", 3 = "Somewhat like me", 4 = "A little like me", 5 = "Not like me", 6 = "Not like me at all".

	Very much like me	Like me	Somewhat like me	A little like me	Not like me	Not like me at all
Thinking up new ideas and being creative is important to him/her. He/she likes to do things in his/her own original way.	1	2	3	4	5	6
It is important to him/her to be rich. He/she wants to have a lot of money and expensive things.	1	2	3	4	5	6
He/she thinks it is important that every person in the world should be treated equally. He/she believes everyone should have equal opportunities in life	1	2	3	4	5	6
It's important to him/her to show his/her abilities. He/she wants people to admire what he/she does.	1	2	3	4	5	6
It is important to him/her to live in secure surroundings. He/she avoids anything that might endanger his/her safety.	1	2	3	4	5	6
He/she likes surprises and is always looking for new things to do. He/she thinks it is important to do lots of different things in life.	1	2	3	4	5	6
He/she believes that people should do what they're told. He/she thinks people should follow rules at all times, even when no-one is watching.	1	2	3	4	5	6
It is important to him/her to listen to people who are different from him/her. Even when he/she disagrees with them, he/she still wants to understand them.	1	2	3	4	5	6

It is important to him/her to be humble and modest. He/she tries not to draw attention to himself/herself.	1	2	3	4	5	6
Having a good time is important to him/her. He/she likes to "spoil" himself/herself.	1	2	3	4	5	6
It is important to him/her to make his/her own decisions about what he/she does. He/she likes to be free and not depend on others.	1	2	3	4	5	6
It's very important to him/her to help the people around him/her. He/she wants to care for their well-being.	1	2	3	4	5	6
Being very successful is important to him/her. He/she hopes people will recognise his/her achievements.	1	2	3	4	5	6
It is important to him/her that the government ensures his/her safety against all threats. He/she wants the state to be strong so it can defend its citizens.	1	2	3	4	5	6
He/she looks for adventures and likes to take risks. He/she wants to have an exciting ¹⁴ life.	1	2	3	4	5	6
It is important to him/her always to behave properly. He/she wants to avoid doing anything people would say is wrong.	1	2	3	4	5	6
It is important to him/her to get respect from others. He/she wants people to do what he/she says.	1	2	3	4	5	6
It is important to him/her to be loyal to his/her friends. He/she wants to devote himself/herself to people close to him/her.	1	2	3	4	5	6
He/she strongly believes that people should care for nature. Looking after the environment is important to him/her.	1	2	3	4	5	6
Tradition is important to him/her. He/she tries to follow the customs handed down by his/her religion or his/her family.	1	2	3	4	5	6
He/she seeks every chance he/she can to have fun. It is important to him/her to do things that give him/her pleasure.	1	2	3	4	5	6

This scale represents an individual's attitude towards cheating. Please read each statement carefully and tick the box on the right that shows how much you agree or disagree with a statement on a scale of 1 to 5. Them being 1 = "strongly agree", 2 = "agree", 3 = "undecided", 4 = "disagree", 5 = "strongly disagree".

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
If during a test one student is looking at another student's answer sheet, the teacher should not point this out until after class because it might embarrass the student.	1	2	3	4	5
If a teacher sees a student cheating, it is just the teacher's word against the students, unless the student admits he or she was cheating.	1	2	3	4	5
Cheating on school tests is morally wrong.	1	2	3	4	5
If during a test two students are looking at each other's answer sheet and talking, the teacher should not assume that they are cheating.	1	2	3	4	5
Asking seniors for previous year papers in predicting recent years questions is cheating.	1	2	3	4	5
Only the student knows whether he or she was cheating; therefore, no decision should be made until the student is asked whether he or she cheated.	1	2	3	4	5
If a student says that he or she did not cheat and gives some explanation for his or her behavior, only an unfair teacher would penalize the student.	1	2	3	4	5
Copying the homework from a classmate/friend before submission is considered cheating.	1	2	3	4	5
It is cheating to ask another student (from an earlier section) "What was on the test?"	1	2	3	4	5
If a student is offered a copy of a stolen test, the offer should be refused.	1	2	3	4	5
If a student is caught cheating, that student should plead innocent and force the school to prove the accusation.	1	2	3	4	5
When a student who denies cheating is found guilty, the student should receive additional punishment for lying.	1	2	3	4	5
If a student accused of cheating admits having cheated, the punishment should be reduced to reward honesty.	1	2	3	4	5
A student who hands in a purchased term paper should be expelled from school.	1	2	3	4	5
If a teacher leaves the room during a test, that teacher is in effect okaying cheating.	1	2	3	4	5
Most students who don't cheat are just afraid of getting caught.	1	2	3	4	5
All tests should be open book, because in real life we can always look in the book.	1	2	3	4	5
A student who sees another student cheating and reports it should refuse to identify the cheater.	1	2	3	4	5
If over half the class is cheating on an assignment, the others are justified in cheating also.	1	2	3	4	5
Students should report by name anyone seen cheating.	1	2	3	4	5
Students are justified in cheating if the teacher's grading system is unfair.	1	2	3	4	5
Studying usually doesn't result in a better grade.	1	2	3	4	5
Most students who cheat are unethical people.	1	2	3	4	5

Making up excuses in order to withdraw from an exam to avoid failing is cheating.	1	2	3	4	5
Smart students make good grades without really having to study.	1	2	3	4	5
The whole purpose of going to school is to just pass exams and move to the next grade.	1	2	3	4	5
Students who cheat don't learn as much as others.	1	2	3	4	5
There is really nothing wrong with cheating, other than the risk of being caught.	1	2	3	4	5
If a student accidentally sees an answer on someone's paper, that answer should not be used.	1	2	3	4	5
Testing and grading are just a game with the students on one side and the teachers on the other.	1	2	3	4	5
School tests don't measure useful knowledge or ability.	1	2	3	4	5
Most students who are accused of cheating are actually innocent.	1	2	3	4	5
Most school students never cheat.	1	2	3	4	5
It is lying when a student who cheated denies it.	1	2	3	4	5



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