

T H E S I S

on

FACTORS ASSOCIATED WITH DISHONESTY
IN COLLEGE STUDENTS

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CHAPTER I
INTRODUCTION

PURPOSE OF STUDY--

Dishonesty, broadly defined, is fraud or violation of a trust placed in a person. No one is dishonest by nature. Where there exists a conflict between a student and his environment, dishonesty is a natural mode of adjustment. The traditional conception that it either did or did not completely dominate one in all of his activities has been exploded. At the present time it is believed that one can be perfectly honest under one set of conditions and dishonest under another set.

This study, besides indicating the prevalence of dishonesty in a typical college class room situation, purports to isolate those factors commonly regarded as associated with it, evaluate them scientifically, and ascertain whether or not they can be utilized in more intelligently understanding this trait. Major emphasis shall be placed upon the factors of an objective and external nature, although due mention will be made of the ever important subjective and variable factors. For the purposes of validation several experiments conducted at other institutions are included in this study; these experiments contain many elements of a similar nature to those in the local analysis and materially strengthen its findings.

Throughout this investigation dishonesty will be considered as a specific form of conduct in the class room in a specific situation. This type of conduct is ordinarily thought of as cheating, or attempting to better one's score by unfair means.

IMPORTANCE OF STUDY--

The question may arise as to the practical value of a study of dishonesty in a college class room situation, but considerable doubt is dispelled when it is revealed that under ordinary conditions 40% of those in an average college class will cheat.

An organized program of character education is a relatively modern movement in the high school, having been formulated during the last fifteen years. Character education is generally regarded as a process through which the child learns to make wholesome social adjustments in his many perplexing life situations. It was formerly thought of as a function of the family and community organizations; however, under our changing social and economic life, the schools have found it necessary to assume responsibility for this function. However, the fact that character education is of recent origin does not decrease its importance; its relation to successful adaptation in life is indisputable. Dishonesty constitutes one of the most vital issues to be encountered in a well organized program of character education, and the treatment of the same determines to a great extent the worth of our program. That something is radically wrong with the present, and past, methods of

imparting principles of moral conduct, is an undeniable fact -- over 40% dishonesty in a college class room speaks for itself. This study intends to make known information that will assist in attacking this problem of cheating, which in turn should result in better instruction in character education.

As mentioned previously, this study will isolate those factors commonly thought of as associated with dishonesty, and establish their relative importance. A common sense view of the matter leads us to appreciate the fact that before adequate treatment can be applied we must be cognizant of what exists as to conditions in the individual. Diagnosis precedes therapy. Observance of the special traits or characteristics of the offender may assist in the application of remedial measures. Much cheating could be prevented if teachers were aware of the factors causative and accompanying its occurrence. The mere urging of honest behavior does not necessarily bear a relation to the control of class room conduct. Inculcating ideals often does more harm than good. One must strike at the crux of the problem and ascertain, if possible, why pupils cheat in specific situations. This must be done by analyzing the various elements which will be spoken of as associative factors.

Through the scientific weighing of these factors, and the regard for their relative importance, we should be able to divert the attention given to stereotyped methods of teaching honesty and re-direct it into increased emphasis upon providing regular opportunities for such forms of conduct as will result in the mutual betterment of teacher and pupil. If the above is accomplished, the

secondary school program of character education would be nearer an attainment of its aims.

Thus, it may be concluded that a study of dishonesty in the college class room, as is described in this investigation, has the following values: It points out the extent of cheating, thus implying that the past and present character education programs in our secondary schools are not functioning properly; it analyzes the associative factors, indicating the need for their consideration in character education programs in order to prevent dishonest conduct; and it also indicates that a better understanding of this conduct assists greatly in dealing with it.

TECHNIQUE--

This study is based upon data compiled at Oregon State College over a two year period of time. Each term, commencing with the 1931 school year and extending up to the third term of the present year, a continuous experiment has been conducted in a class in Methods of Study offered by the School of Education. It is part of the regular procedure in this class to give various standardized tests for the purpose of enabling the student and the instructor to diagnose certain skills and abilities, such as those of reading, concentration, outlining, and vocabulary. The students understand that the tests constitute an important phase of the course; however, it is duly impressed upon them that their scores in no way affect final term grades.

The results of the vocabulary* test were used in this study to discover the incidence of cheating. This test, which is given during the third week, was secretly scored, results carefully tabulated, and then returned to the students with the instructions that each one was to correct his own paper. An assistant explained that due to an unforeseen contingency the professor would be unable to be present, and that the students would facilitate matters by scoring their own tests. Determining who did and who didn't cheat was relatively simple since any discrepancy between the student's scoring and the secret scoring implied dishonest procedure. In this experiment the student either did or did not cheat -- there was no middle ground or level of doubt as to his actions.

During the last week of the term the professor obtained from the students certain information that he explained was needed for a study in which he is attempting to determine the correlation between various factors and school success. In the questionnaire¹ filled out were the following items of information: sex, age, school in college, fraternity or sorority membership, parents dead or alive, parents together or separated, nationality of parents, occupation and salary of parents, number of brothers and sisters, number of older and younger brothers and sisters, population of home town, native of Oregon or otherwise, size of high school graduated from, rank in high school graduating class, character organization membership, church preference or affiliation, high

* See appendix for copy of test.

1 See appendix for copy of the questionnaire.

school activities, college activities, self-supporting or otherwise, number of times reported for delinquency, grade in Methods of Study,² and mental rating.³ The results of the questionnaire were combined with those of the vocabulary test, and both were tabulated on a master summary sheet. By inspection of this sheet one could immediately ascertain whether or not a student cheated and what characteristics were peculiar to him.

² This was taken from the class book

³ This item was obtained from the college records

CHAPTER II
PREVIOUS STUDIES

FOREWORD--

Having surveyed all the current literature available, the writer includes in this chapter the valid and outstanding experiments relative to cheating. Attention is called to the fact that all the studies described here have been published. It must be realized that some studies of a most commendable nature are as yet unpublished. Special consideration has been given to findings similar to those in the main study in order to afford an adequate basis for comparison. Due to the fact that the purpose of this investigation is not primarily concerned with techniques, little stress is given to them; major emphasis being focused upon the incidence of cheating and the factors associated with it.

Experiments were found involving elementary school children, and college students, but for some unaccountable reason none applied to secondary school students. Undoubtedly research has been carried on in high school cheating, although the findings have not as yet been published. That there is a vital need for secondary school experimentation is unquestionable because of the obvious presence of dishonest conduct among adolescent students.

STUDIES BELOW THE COLLEGE LEVEL--

Hartshorne and May (1) carried on a most extensive study relative to all forms of deceit. Reference is made here to their analysis of cheating in the class room which involved approximately 1500 elementary school children. The following conclusions were drawn:

- (1)--That the older pupils manifested more dishonesty than did the younger pupils, but the difference was not significant.
- (2)--That the factor of sex was of no consequence.
- (3)--That a positive relationship existed between honesty and intelligence as shown in the following figure.

FIGURE I

FREQUENCY OF CHEATING AS RELATED TO INTELLIGENCE

<u>I.Q.</u>	<u>N</u>	<u>%</u>	10	20	30	40	50	60	70	80	90	100
140--up	61											21
120-139	196											31
110-119	312											30
90-109	624											46
80--89	523											49
60--79	257											70
0--59	33											82

- (4)--That no relation existed between physical condition and dishonesty.
- (5)--That dishonesty was definitely associated, as indicated in Figure 2, with the economic condition of the family. By

economic condition is meant the occupational rank or group to which the breadwinner of the family belonged.

FIGURE II

FREQUENCY OF CHEATING AND OCCUPATIONAL LEVEL

<u>GROUPS</u>	N	%	0	10	20	30	40	50	60
PROFESSIONALS	404		-----						25.7
ARTISANS	674		-----						46.8
SKILLED LABOR	396		-----						46.3
UNSKILLED LABOR	154		-----						55.2

- (6)--That the broken home exerted an influence upon, and caused the individual to cheat.
- (7)--That children of parents who were born in North America or North Europe were less deceptive in the class room than were those of parents born in South Europe. Colored children cheated more than white children. These differences persisted even when allowance was made for intelligence and economic level.
- (8)--That little or no difference was observed in cheating between the various religious groups.
- (9)--That there was no pronounced variation in cheating from grade to grade. The sixth grade pupils did not cheat more than the seventh grade pupils, etc.
- (10)--That those who excelled in school achievement cheated less than those low in school achievement, but that

when achievement was stated in terms of mental age the relation vanished.

(11)--That the progressive schools, those employing up to date teaching methods, did not have as much cheating as the conventional schools.

(12)--That there was practically no relation between Sunday school attendance and cheating.

(13)--That children who belonged to organizations presumably teaching honesty were fully as dishonest as those not belonging.

H. S. Tuttle (2) recently conducted a study in dishonesty trends among pupils of grades four to seven in Eugene, Oregon. He tested 2,037 cases and followed 1,320 of these through a two year period. Dishonesty was discovered through a performance test in changing answers in a well motivated school contest; a concealed carbon device registering cheating.

The results of this study indicated that intelligence correlated highly with honesty. For one comparison the cases were divided according to intelligence into three groups; those below 90 I.Q., those 90 to 100, and those above 110. In the superior group only 11% were consistently dishonest, while 22% in the sub-normal group were so classified. It is significant that the percentage of the consistently dishonest cases below an I.Q. of 90 is twice as great as that above 110.

There was no evidence of consistent variations in the different

grades; that is, there was no higher percentage of cheating in one grade than there was in another.

M. A. Steiner (3) attempted to measure dishonesty by the giving of a test to 612 students of the eighth and ninth grades in Ingram, Pennsylvania; the method consisting of a test scored by the teacher and then by the pupil. In each of the eight schools studied, the author noted whether or not character education was being taught. It may have been a coincidence that in the two schools professing to have no program of character education the eighth grade pupils were more honest than the seventh grade pupils. With but one exception the schools that claimed to have a specific character education program had the highest percentage of honesty; however, the number of schools is so small that no conclusive statements can be made on the basis of this evidence.

M. W. Campbell (4) is of the opinion that the broken home appears to have no effect upon the achievement of the child in school when achievement is regarded as accomplishment over a period of years. She arrived at her conclusions by a statistical study of the achievement quotients of children in the sixth and seventh grades. Although her findings are not directly related to dishonesty there is justification in including them in that they bear an indirect relation to whether or not one will cheat in the class room situation. Consideration will be shown this point in later discussions.

COLLEGE STUDIES--

W. G. Campbell was responsible for two studies in dishonesty, both of which will be discussed in this section.

His first experiment(5), at the University of Southern California, involved 70 students and purposed to discover to what extent they would report errors in their favor. Of the total number concerned, 65% were outstandingly dishonest. Due to the fact that there was unequal representation as to seniors, graduates, and freshmen, the prevalence of dishonesty is probably unreliable. It is significant, however, that a larger percentage of sophomores than juniors retained points in their favor, 68% as compared to 56%. While the difference is not of much statistical importance, it might be indicative of the suggested relation between maturity and cheating. Time cannot be taken here to discuss the many factors that undoubtedly influence such a relationship -- further mention will be made of this point later on in the main study.

In his second experiment(6), also at the University of Southern California, Campbell tested 173 college students in order to learn a few basic facts relative to class room cheating. These students were chosen from classes in Educational Psychology and History of Education. Although the seniors and graduate students did not constitute a large group there was a sufficient number of each to insure reasonable reliability.

One of the outstanding facts brought to light in this study was the incidence of cheating. Of the 173 subjects, 96, or 56%, were guilty of dishonesty. On the average, according to Otis test scores, those who cheated were inferior in mental ability to those who did not cheat, and likewise those who cheated were inferior in scholastic achievement to those who did not cheat.

From the standpoint of personality traits Campbell inferred that the cheater is branded more or less as a separate and distinctive entity. Not much faith should be placed in this mode of designating the cheater in view of the fact that all degrees of dishonest conduct were apparent, thus suggesting that the segregating of people into honest and dishonest groups is not justifiable.

This particular study implies that the degree or frequency of cheating in the class room may be a function of the pressure exerted by relevant factors and the ease with which misrepresentation could be accomplished. Elaboration will be made upon this implication later on in the thesis.

In a study reported anonymously(7) a true-false test was given to 72 freshmen and 57 juniors for the purpose of discovering the percentage of cheating. The tests were secretly graded by the instructor and then returned to the students; each student scoring his own paper. 46% of the freshmen were dishonest in comparison to but 25% of the juniors. It is noted, however, that many of the freshmen were fraternity and sorority pledges.

In the matter of intelligence and honesty, it was found that a definite correlation existed between the two. 38% of the freshmen with superior mental rating and scholastic achievement were classified as cheaters, while 54% inferior in both of the aforementioned respects were thus classified; for the juniors the percentages were 22 and 50, respectively. One might conclude from these figures that the less gifted, mature students cheat to about the same degree as do the less gifted, immature students; however, insufficient data are available at the present to uphold any such conclusion.

G. F. Miller (8) endeavored to formulate some conclusions regarding the frequency of cheating by giving a test to 73 students at the University of Oklahoma. Each class was well represented and nearly equal to the other in number. The nature of the technique was such that it allowed the student the opportunity of reporting a paper that had been purposely graded too high or too low. Over 35% of the students were said to be cheaters in that they ignored errors in their favor. Little relation was noticed between one's class status (upper or lower classman) and the extent of his cheating; likewise, sex variations were negligible.

E. H. Moore (9) developed four techniques for testing situational dishonesty from an objective quiz. The experiment concerned 65 students in a sociology class at Oregon State College, and presented a most reliable means of determining the amount of cheating done by the students. Since this study is not primarily interested

in techniques, they will be omitted; however, the general procedure will be briefly described. A short test was taken by the students who corrected their own work from a dictated set of answers, part of which were wrong. One week later the same material was presented as part of a written examination, but on this occasion the grading was done by the instructor.

Despite the fact that there was an inadequate sampling in this experiment, the results indicated that the men were more dishonest than the women and the graduate students more dishonest than the undergraduate students. Perhaps the "B" standard of performance required of graduate students, as compared with a "C" average for undergraduates, might partially explain the latter situation. It is of considerable interest that among the nine most dishonest in their conduct were an ordained minister and a state president of a young people's christian organization. Drawing conclusions from these facts would be dangerous; nevertheless, it may be said that mere membership or affiliation with a religious organization does not warrant honest conduct. Unquestionably, those who take it for granted that their actions will not be closely observed are quite likely to cheat. This point will bear further discussion.

L. N. Yepson (10) attacked the problem of dishonesty in a manner somewhat similar to that employed in the previous experiment; namely, by the use of a test which was scored by teacher and then by pupil. The subjects involved were 56 women and three men, most of whom had completed at least one year of college. Twenty of the 59,

or 34%, altered their papers, and of this 20 it was noted that 13 were far above average in mental rating. Thus, in this study there was a tendency for the brighter students to cheat more than the duller ones; however, this tendency is not characteristic of the majority of experiments in dishonesty as shall be pointed out in the conclusion of this chapter.

N. Fenton (11), at Ohio University, performed an experiment in a psychology class composed of 32 sophomores and juniors, and came to the conclusion that cheating was quite prevalent. For the purpose of ascertaining what students would do when presented a partial or total opportunity to cheat, the following situations were used. First, the instructor remained in the room and read a book; second, he remained in his office which was adjacent to the class room, but out of vision; third, he left the room and walked across the campus, being quite visible to the whole class. Tests of equal difficulty were given for each situation. Proctors located at vantage points throughout the room carefully recorded the frequency of cheating.

Sixty-three per cent of the group actually took advantage of the opportunity offered and cheated in one or more of the situations, eleven did not cheat at all, while three cheated consistently. When the instructor was in the class room, 31% cheated; when in his office, 39%; and when he left the building, 45%. These percentages indicate that there is a pronounced tendency for dishonesty to increase in relation to the opportunities presented.

When the course grades and intelligence were compared with the cheating, it was found that those making high grades cheated less than those making low grades, and those scoring high in intelligence likewise cheated less than those scoring low. According to Fenton, these data suggest that until we are willing to provide specific training in honesty in the examination situation commencing with the primary grades, we will not be justified in expecting honest conduct among students.

MISCELLANEOUS STUDIES--

F. A. Clark (12) gave a "peeping" test to 500 daily vacation Bible school pupils. 56% of the boys and 68% of the girls cheated; rather high percentages as compared to the results of public school studies. He concluded that age, school, and Sunday School experience in no way influenced the frequency of cheating.

A. Busemann (13), although he did not experiment directly with dishonesty, investigated the characteristics and nature of sibling status. His efforts are of value in that they cast light upon a factor definitely related to class room dishonesty.

He selected about 400 children representing a uniform and average group, within which valid comparisons of families of varying size and composition could be made. It appears from his study that the eldest sibling has on the average a higher class position than the median sibling, the youngest a lower position than the median. This point will be accorded further discussion later on in the thesis.

SUMMARY--

Regardless of the fact that many relationships would be materially affected if certain other factors were taken into consideration, a few conclusions may be drawn from these past studies. Since the elementary school experiments have been satisfactorily summarized in the section devoted to them, no mention shall be given to them. The following conclusions will concern the college and miscellaneous studies. Some of the more pertinent observations are:

- (1)--That sex bears only a slight relation to honest conduct in the class room.
- (2)--That, although one study* concluded otherwise, an inverse relationship seems to exist between cheating and intelligence.
- (3)--That there appears to be an inverse relationship between cheating and scholastic achievement.
- (4)--That upper class men in college tend to cheat less than the lower class men.
- (5)--That the percentage of those who cheat in the average college class room is approximately 44 -- the range being from 35% to 67% (the elementary school average is nearly identical).
- (6)--That there is apparently no correlation between one's religious affiliations, training or preference, and his frequency of cheating.

* L.N.Yepsen (10)

(7)--That the greater the opportunity presented the more the students tend to avail themselves of the opportunity to cheat.

(8)--That the frequency of cheating is noticeably affected by sibling status.

(9)--That the cheater may not be identified by any specific personality traits.

One can readily see that there is essentially little difference between these conclusions and those of the elementary schools, with the exception that the latter experimented with four additional factors; namely, physical condition, occupational rank, the broken home, and variations in nationality. The question of the effect of the progressive school in relation to that of the conventional school can hardly be dealt with in the colleges.

As stated before, no elaboration will be made upon these conclusions until the main study has been completed.

CHAPTER III
PRESENT STUDY

FOREWORD--

Before attempting to interpret the data in this study it is essential that we know whether or not the techniques employed were valid and reliable; in other words, has dishonest conduct been measured and how consistently has it been measured?

As explained in another section of this study, the technique used to determine the occurrence of cheating was absolutely fool-proof in that the students were not aware that they were being tested. Their conduct was under perfectly normal conditions. There is no doubt but that cheating, as defined in the introduction, was measured, since each student had a definite opportunity to alter his paper. When we consider the possibility of the dishonest conduct being measured in like manner from day to day, little question arises but that under normal conditions the possibility becomes a reality. Students are quite accustomed to correcting their own papers and rarely regard doing so as anything out of the ordinary.

It is the writer's belief, after having presented practically all available studies and experiments published in dishonesty, that this study is much more exhaustive and unique than any carried on at other colleges.

ANALYSIS OF FINDINGS--

In discussing the significance of the many factors regarded as associated with dishonesty extensive use will be made of tables and graphs for the purpose of emphasis and clarification. It is undeniable that the value of any study is greatly enhanced by such supplementary data.

1--GENERAL INFORMATION

This investigation involved diagnosis of the conduct of 354 students, and of this group it was discovered that 146, or 41.2%, engaged in dishonest conduct.

TABLE I

GENERAL INFORMATION

CASES IN STUDY - - - - -	354
NUMBER OF CHEATERS - - - - -	146
PERCENTAGE CHEATING - - - - -	41.2

2--FREQUENCY OF CHEATING

In the discussion of technique, reference was made to the fact that a student either did or did not cheat in scoring his own paper. The writer wishes to convey the impression that the opportunity to cheat was variable, and depended on errors and omissions, and thus no attempt was made to say that one student

was more dishonest than another. This also explains why no correlations were run, as those who are acquainted with statistical principles know that correlations cannot be established between variable factors and factors that either do or do not exist.

It might be of some interest to observe the number of times the students cheated, although no relationships can be set up inas-much as no means of measuring the opportunities is available. According to Table II the range was 1 to 62, and the mean approximately 12. The reader must understand that this study endeavors to measure the qualitative aspects of cheating, not the quantitative.

TABLE II
 FREQUENCY OF CHEATING
 (Range--1-62 Mean--12.05)

Interval	Frequency of Cheating
61--65	1
56--60	0
51--55	0
46--50	4
41--45	1
36--40	1
31--35	5
26--30	3
21--25	11
16--20	18
11--15	16
6--10	39
1-- 5	48

3--CHEATING ACCORDING TO SEX

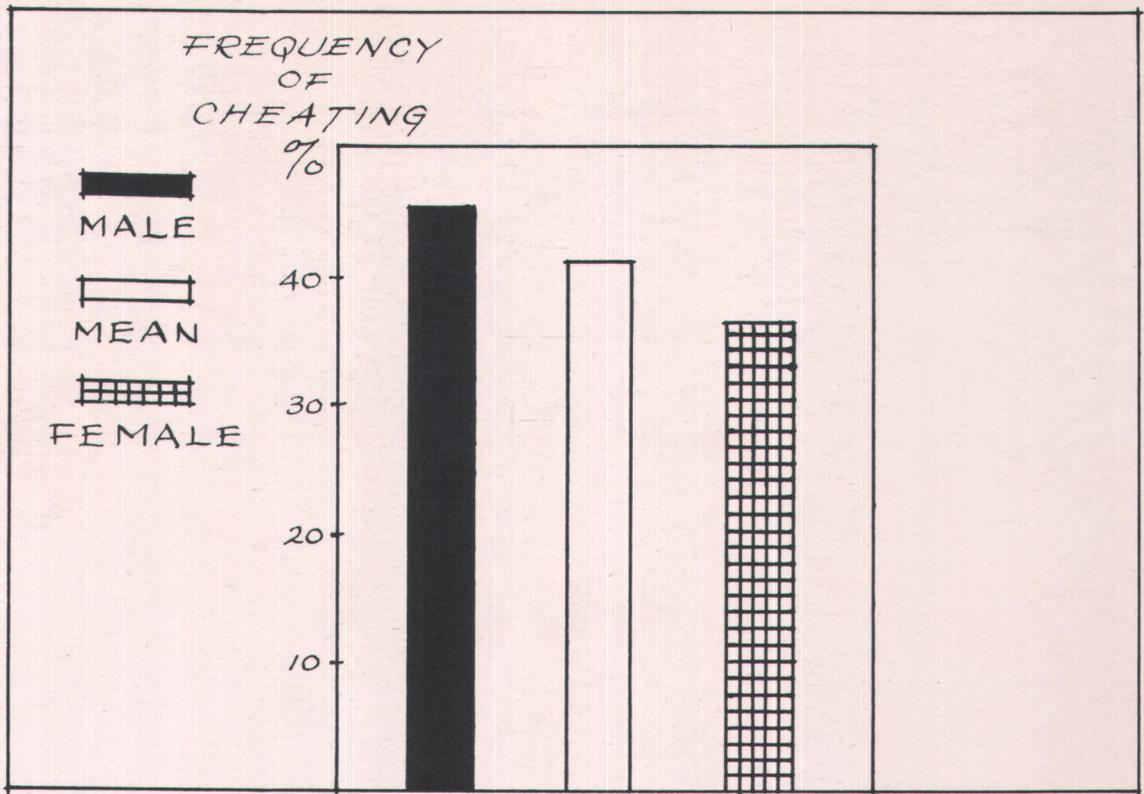
Contrary to the findings of other studies, the men cheated appreciably more than the women in this investigation, as is shown in Table III. However, when the respective psychology test scores are considered it is found that the women had the higher marks. Thus, in view of the fact that the brighter students are more honest than the duller ones, it is possible that the apparent difference in dishonest conduct between the sexes may be due to the factor of intelligence.

TABLE III

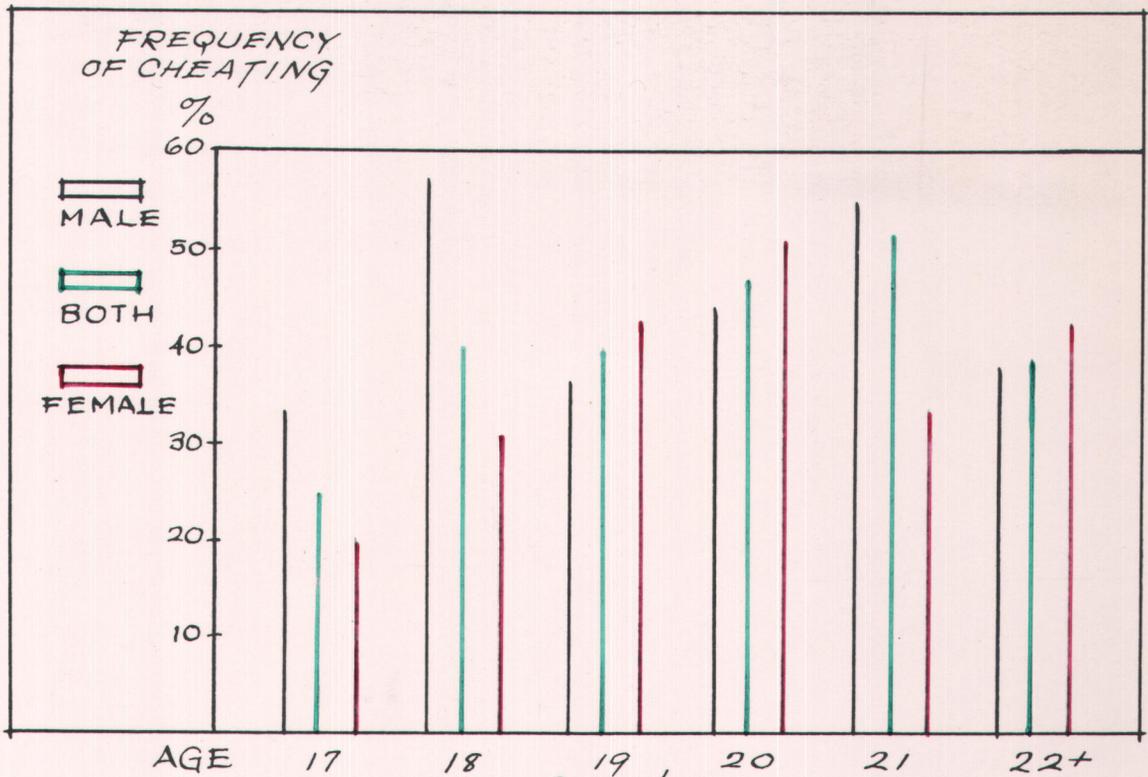
	CHEATING ACCORDING TO SEX			Average quar. rating
	Cases	Cheating N	%	
MALE	204	92	45.1	2.17
FEMALE	150	54	36	2.38

4--CHEATING ACCORDING TO AGE

When the factor of age is taken into account it appears that a positive relationship existed between it and cheating, with the exception of age 22 and above. Those 22 years of age and above were probably mature students representing a selected group of individuals who had sufficient ambition to resume their education after a forced period of absence from school. The marked absence of cheating at age 17 may be explained by calling attention to the fact that these students are mentally accelerated and consequently do not have to be dishonest in order to gain their objective. This is well illustrated when sex differences are taken into consideration, as shown in Table IV. A lack of consistency is evident in the cheating curve for the men; however, this might be due to selection.



Graph I
CHEATING ACCORDING TO SEX



Graph II
CHEATING ACCORDING TO AGE

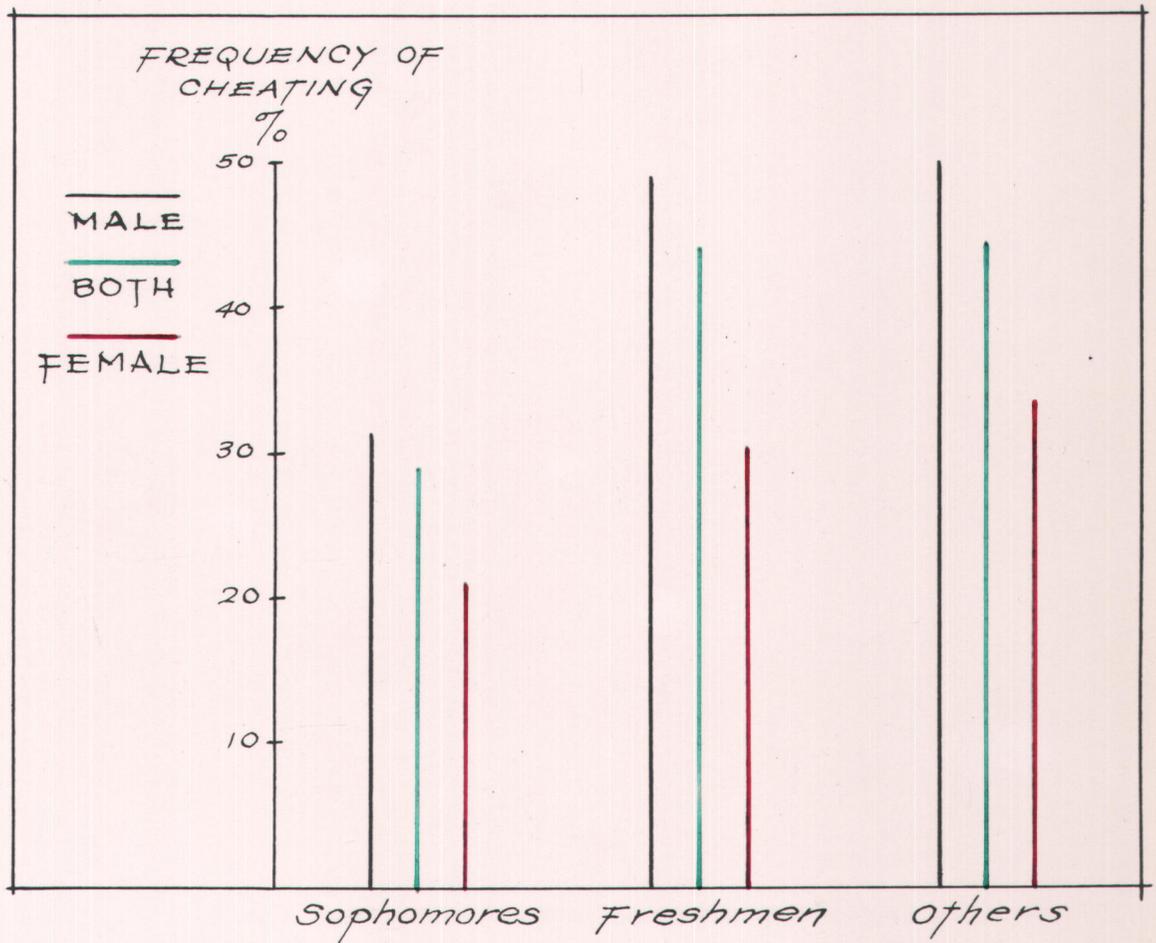
TABLE IV
CHEATING ACCORDING TO AGE

Age	MALE			FEMALE			BOTH		
	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %
22+	29	11	37.9	7	3	42.8	36	14	38.8
21	34	19	55.9	6	2	33.3	40	21	52.5
20	47	21	44.7	17	9	52.9	64	30	46.9
19	53	20	37.7	44	19	43.2	97	39	40.2
18	29	17	58.6	52	16	30.8	81	33	40.7
17	12	4	33.3	24	5	20.8	36	9	25.0

5--CHEATING ACCORDING TO YEAR IN COLLEGE

That status in college is related to dishonest conduct is indicated by the fact that the sophomores were found to be less dishonest than the freshmen. One may conclude, therefore, that upperclassmen cheat less than lower classmen. This is true, also, when both sexes are considered; however, Table V shows that such a condition might be due to cheating of the men.

Although these facts may seem to contradict those relative to age, it must be called to attention that there is a wide range in age evident when large groups are analyzed. The average age of the freshmen and the sophomores is practically the same.



Graph III
CHEATING ACCORDING TO YEAR IN COLLEGE

TABLE V
CHEATING ACCORDING TO YEAR IN COLLEGE

Year	MALE			FEMALE			BOTH		
	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %
SOPH.	45	14	31.3	19	4	21.1	64	18	28.1
FRESH.	153	75	49.0	128	49	30.5	281	124	44.1
OTHERS	6	3	50.0	3	1	33.3	9	4	44.4

6--FRATERNITY VS INDEPENDENT CHEATING

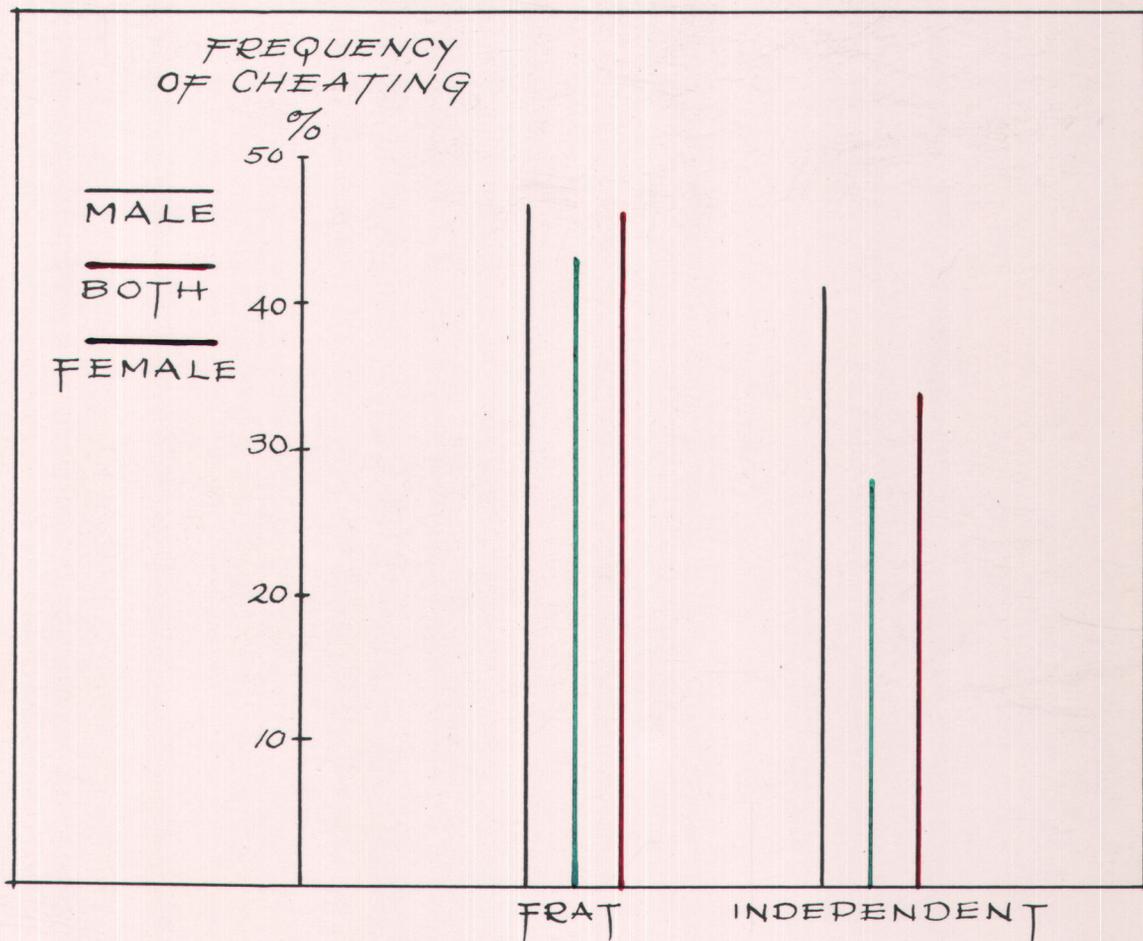
That fraternity men and women cheat more than do independent men and women is borne out in this study. For both sexes the percentage of cheating by independents is noticeably less than average; the reverse being true for the fraternity group. It is more interesting to note that there is a far greater difference in cheating between the women, than between the men; in other words, little variation is noticed from a sex standpoint between fraternity and sorority members, but considerable is observed between independent men and women.

A reason which might be advanced for the less cheating among independents than among fraternity students is that a majority of the latter were endeavoring to make their house grades and consequently were more apt to resort to dishonest methods in their school work. **More stress upon sorority pledges** than upon fraternity pledges might account for the high

percentage of cheating of the former. Far more emphasis than is necessary is given to the absolute necessity of a sorority pledge becoming a house member. It must also be realized that even fraternity and sorority members are under a strain in that they are required to maintain a higher scholastic standard than are the independents; this undoubtedly contributes to dishonest conduct.

TABLE VI
FRATERNITY VS INDEPENDENT CHEATING

Group	MALE			FEMALE			BOTH		
	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %	Cases	Cheating N	Cheating %
FRAT.	136	64	47.0	81	35	43.2	217	99	45.6
INDEP.	68	28	41.2	69	19	27.5	137	47	34.3



Graph IV
FRATERNITY VS. INDEPENDENT CHEATING

7--CHEATING ACCORDING TO SCHOOL AT O.S.C.

There appears to be little variation among the different schools on the local campus as to the percentage of cheating evidenced. The school of engineering has a percentage but a fraction of a per cent below the average for all men; likewise, the school of home economics has a percentage fairly close to the average for all women. The school of education, having both sexes in nearly equal ratio, is noted to be in close proximity to the general average of cheating, as is also the school of commerce.

TABLE VII
CHEATING ACCORDING TO SCHOOL AT O.S.C.

School	Cases	Cheating	
		N	%
COMMERCE	29	13	44.8
AGRICULTURE	47	21	44.7
ENGINEERING	18	8	44.4
SCHOOL OF EDUCATION	201	85	42.3
MISCELLANEOUS	27	9	33.3
HOME ECONOMICS	32	10	31.2

8--CHEATING AND STATUS OF PARENTS

In direct contradiction to what is generally thought to be true, this study shows that those whose parents are both dead cheat less than those whose parents are both living. The percentage for the former group is significantly below the general

average while that of the latter is approximately the same as the general average. Men having both parents dead cheat less in relation to the average than do those having both alive cheat above the average. For the women the difference is markedly less. Variation between sexes is typical.

When only the father is dead it is discovered that the percentage of cheating is distinctly higher than when the mother is dead, the percentage for the former being almost average and that of the latter 14 points below average.

Not too much significance can be attached to these particular findings due to the small numbers.

TABLE VIII
CHEATING AND STATUS OF PARENTS (BOTH LIVING)

Sex	Cases	Cheating	
		N	%
MALE	159	73	54.9
FEMALE	120	45	37.5
BOTH	279	118	42.3

TABLE IX
CHEATING AND STATUS OF PARENTS

Sex	MOTHER DEAD			FATHER DEAD			BOTH DEAD		
	Cases	Cheating		Cases	Cheating		Cases	Cheating	
		N	%		N	%		N	%
MALE	15	4	26.6	36	17	47.2	51	21	41.2
FEMALE	8	2	25.0	25	8	32.0	33	10	30.3
BOTH	23	6	26.1	61	25	40.9	84	31	36.9

A comparison of those students whose parents are living together and those whose parents are separated shows that the percentage of cheating for the former is far greater than that of the latter. It is generally thought that the so-called "broken family" atmosphere was not productive of any semblance of character training, and in the light of this it is most interesting to call attention to the fact that the opposite condition is true in this study. A fact worthy of note is that the women whose parents are living together have a higher percentage of cheating than the men whose parents are living together. Undue importance must not be given to this comparison, however, since there is an inadequate number of cases involved in the group with parents living apart.

TABLE X

CHEATING AND STATUS OF PARENTS (LIVING TOGETHER)				
Sex	Cases	Cheating		
		N	%	
MALE	204	85	41.6	
FEMALE	108	49	45.4	
BOTH	312	134	42.9	

TABLE XI

CHEATING AND STATUS OF PARENTS (SEPARATED)				
Sex	Cases	Cheating		
		N	%	
MALE	12	4	33.3	
FEMALE	13	3	23.1	
BOTH	25	7	28.0	

9--CHEATING ACCORDING TO NATIONALITY OF PARENTS

It is apparent from Table XII that nationality plays a comparatively small role in influencing the extent of cheating. It may be of interest, however, to note that some deviation is evident. Scandinavians and Germans seem to have a percentage of cheating well below the average, while the French and Dutch appear to have a percentage above that of the average.

TABLE XII
CHEATING ACCORDING TO NATIONALITY

Nationality	Cases	Cheating	
		N	%
SCOTCH	104	43	41.3
IRISH	109	49	44.9
GERMAN	125	44	35.2
ENGLISH	192	78	40.6
DUTCH	38	18	47.4
FRENCH	49	24	48.9
SCANDINAVIAN	40	11	27.5
MISCELLANEOUS	36	16	44.4

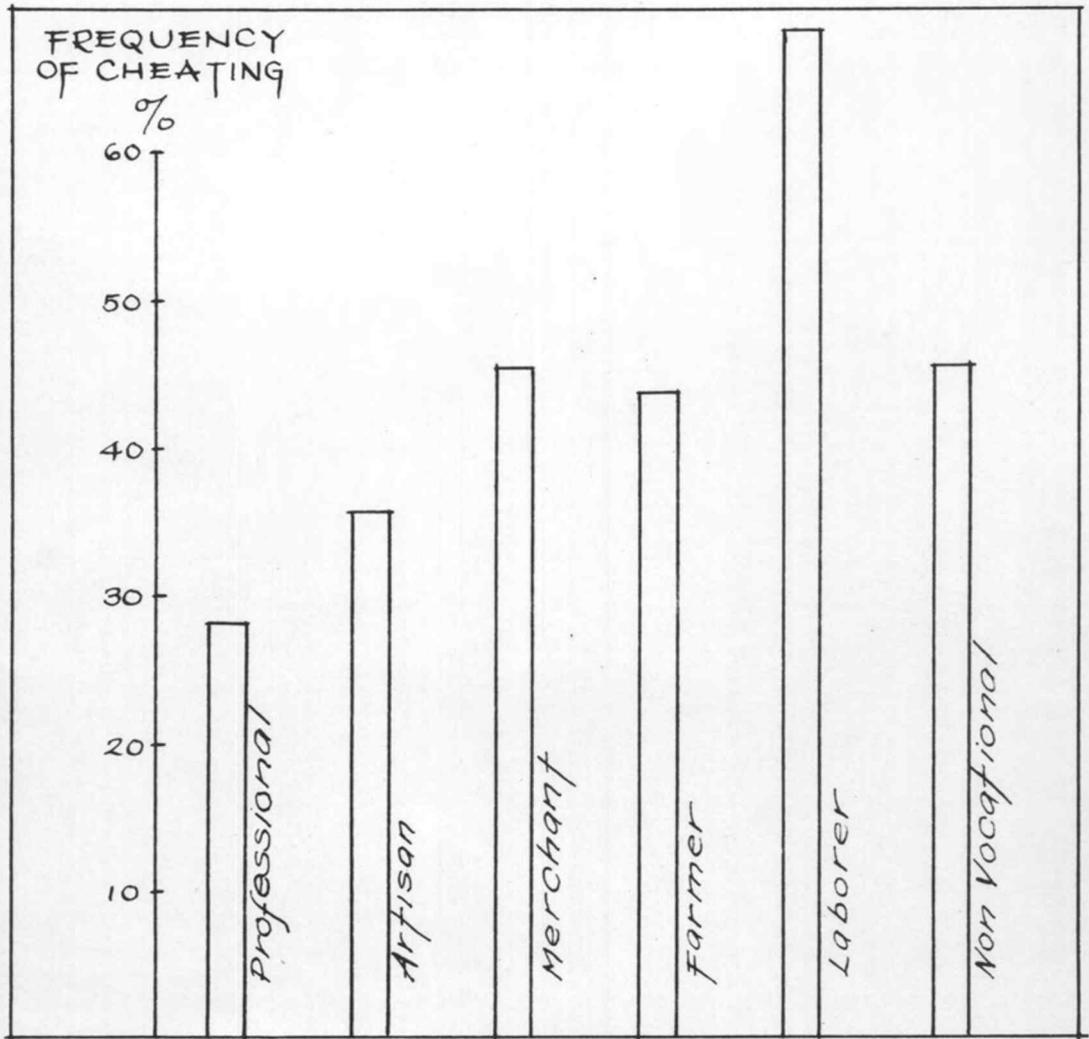
10--CHEATING ACCORDING TO OCCUPATION OF PARENT

This study, like other studies, points out that the percentage of cheating varies indirectly with the occupational level. That is, there is more dishonesty among children of laborers and farmers than among children of artisans and professional men. An explanation of this might be that a positive relation exists between mental ability and occupational. It will be shown later that the brighter students have a lower percentage of cheating than the dull students. Table XIII and Graph V present a vivid picture of the relationship described.

TABLE XIII

CHEATING ACCORDING TO OCCUPATION OF PARENT

Level	Cases	Cheating	
		N	%
PROFESSIONAL	66	19	28.8
ARTISAN	86	31	36.0
MERCHANT	81	37	45.7
FARMER	67	30	44.8
LABORER	19	13	68.4
NON-VOCATIONAL	35	16	45.7



Graph V
CHEATING ACCORDING TO
OCCUPATION OF PARENT

11--CHEATING ACCORDING TO SALARY OF PARENT

In view of the fact that cheating varies indirectly with the occupational level one would expect to find a similar relation to the salary level; however, such does not seem to be the case as indicated by this study. Students belonging to families of a high salary level cheat to no less degree than those belonging to families of a low salary level. This pertinent fact indicates that the relation between high salaries and high occupational levels is not nearly so pronounced as commonly thought.

TABLE XIV

CHEATING ACCORDING TO SALARY OF PARENT

Salary	Cases	Cheating	
		N	%
\$5000--up	38	16	42.1
\$2500--4999	148	63	42.6
\$0000--2499	150	60	40.0

12--CHEATING ACCORDING TO NUMBER OF BROTHERS AND SISTERS

There appears to be little or no influence exerted by the relative number of brothers or sisters upon the percentage of cheating, as is shown in Table XV. The percentage is close to the average, whether one has one of five brothers or sisters. However, there is a variance when the age factor of these other children is observed.

TABLE XV

CHEATING ACCORDING TO NUMBER OF BROTHERS AND SISTERS				
Number	Cases	Cheating		
		N	%	
5+	44	19	43.2	
4	24	9	37.5	
3	50	22	44.0	
2	84	37	44.0	
1	103	39	37.8	
0	49	20	40.8	

13--CHEATING AND OLDER AND YOUNGER BROTHERS AND SISTERS

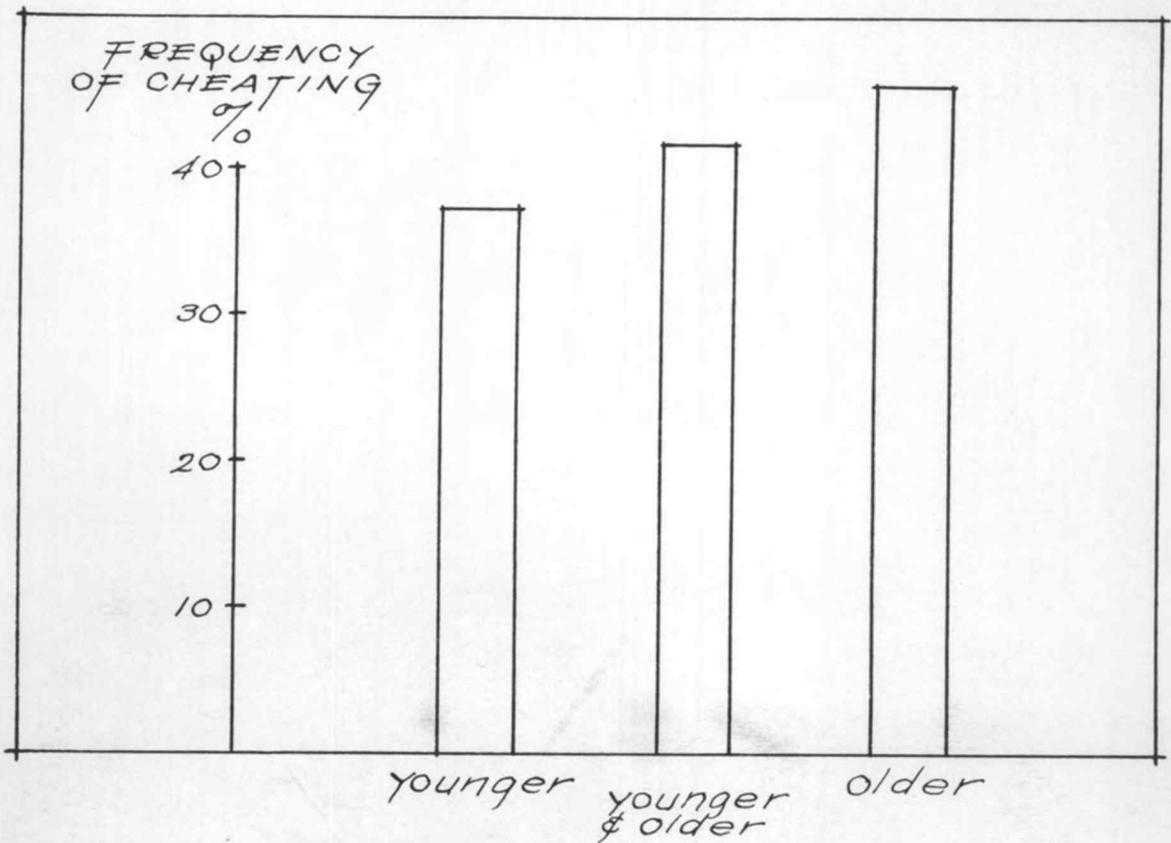
While it has been pointed out in the preceding section that the number of brothers and sisters bears little relationship to dishonesty, this study shows that the factor of age status in the family is quite significant. That students having older brothers

and sisters cheat more than those with younger brothers and sisters, and that those having both younger and older are representative of the average of the group is indicated in Table XVI.

Students who have older brothers or sisters usually endeavor to compete with them on equal terms. Obviously they are less mature and are forced to use devious means in order to gain their objective. On the other hand, those with younger brothers and sisters are aware that they are more mature; thus, they do not need to resort to dishonest practices. Those who have both younger and older brothers and sisters have been subjected to neither of the previously mentioned conditions, and would tend to strike the middle ground. From Table XVI it might be said that the average student is one with both younger and older brothers and sisters since the percentage of cheating for the younger and older group is identical to that of the general average for all students.

TABLE XVI

CHEATING ACCORDING TO OLDER AND YOUNGER BROTHERS AND SISTERS			
	Cases	Cheating	
		N	%
YOUNGER	99	37	37.4
OLDER	100	45	45.0
YOUNGER AND OLDER	104	43	41.3



Graph VI
CHEATING ACCORDING TO OLDER
BROTHERS & SISTERS

14--CHEATING ACCORDING TO POPULATION OF HOME TOWN

No relation exists between the size of the town from which students came and their percentage of cheating. Discussion of this point is unnecessary due to the clearness of Table XVII.

TABLE XVII

CHEATING ACCORDING TO POPULATION OF HOME TOWN			
Population	Cases	Cheating	
		N	%
25,000--up	120	46	38.3
10,000--24,999	22	13	59.1
5,000---9,999	98	40	40.8
1,000-- 4,999	48	21	43.7
00000----- 999	64	26	40.6

15--CHEATING--OREGON VS OUT-OF-STATE

Although there are nearly five times as many Oregon students as there are those classed as from out of the state, it is significant to note that the percentage of cheating for the former is much less than that of the latter. The Oregon percentage is slightly below the general average while the out-of-state percentage is markedly above average. A partial explanation of this situation is that those from out of the state have a lower average mental test rating than Oregon students. This is probably

due in part to the fact that a large number of athletes are unable to enter colleges in their own states and consequently are forced to go to other states. It might be said that many out-of-state students, other than athletes, also have experienced difficulty in entering colleges in their own respective states.

TABLE XVIII

CHEATING--OREGON VS OUT OF STATE

	Cases	Cheating	
		N	%
OREGON	287	112	39.0
OUT OF STATE	67	34	50.7

16--CHEATING ACCORDING TO SIZE OF HIGH SCHOOL ATTENDED

There is a prevalent feeling, mainly due to low standards, that many traits such as cheating, untrustworthiness, deceitfulness, etc., are characteristic of the students graduating from small high schools. Such an assumption, however, is not consistent with the findings of this study, which indicate that no relation exists between the size of the high school attended and the percentage of cheating. For all size schools the percentage is approximately the same as the general average.

TABLE XIX

CHEATING ACCORDING TO SIZE OF HIGH SCHOOL ATTENDED				
Size	Cases	Cheating		
		N	%	
2000--up	70	28	40.0	
1000--1999	45	20	44.4	
500-- 999	108	45	41.7	
100-- 499	92	39	42.4	
000-- 99	39	16	41.0	

17--CHEATING ACCORDING TO RANK IN H.S. GRADUATING CLASS

As would be expected, those students who graduated with the upper level of their class have a distinctly lower percentage of cheating than those ranked as average. Since success in high school correlates highly with mental rating, there is nothing unusual about this fact.

TABLE XX

CHEATING ACCORDING TO RANK IN CLASS				
Rank	Cases	Cheating		
		N	%	
HIGH	136	42	30.8	
MIDDLE	212	103	48.6	
LOW	6	1	16.6	

18--CHEATING AND CHARACTER ORGANIZATION MEMBERSHIP

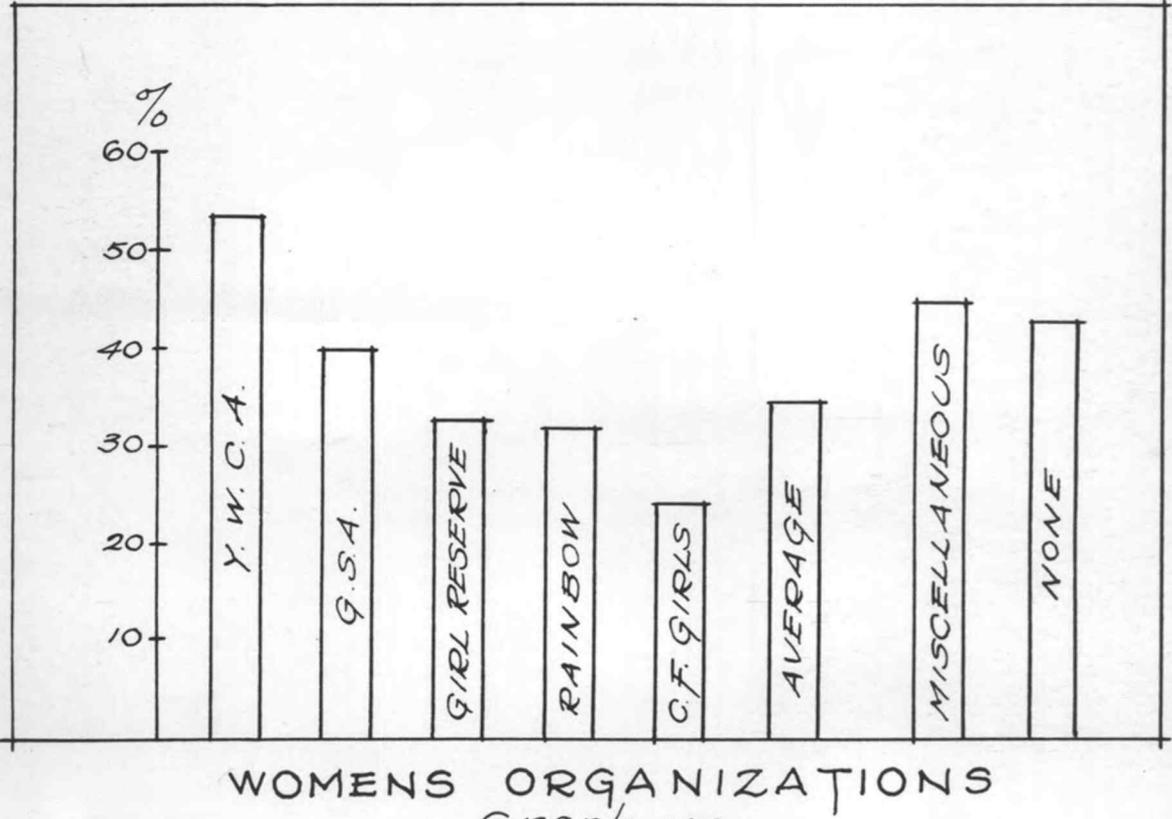
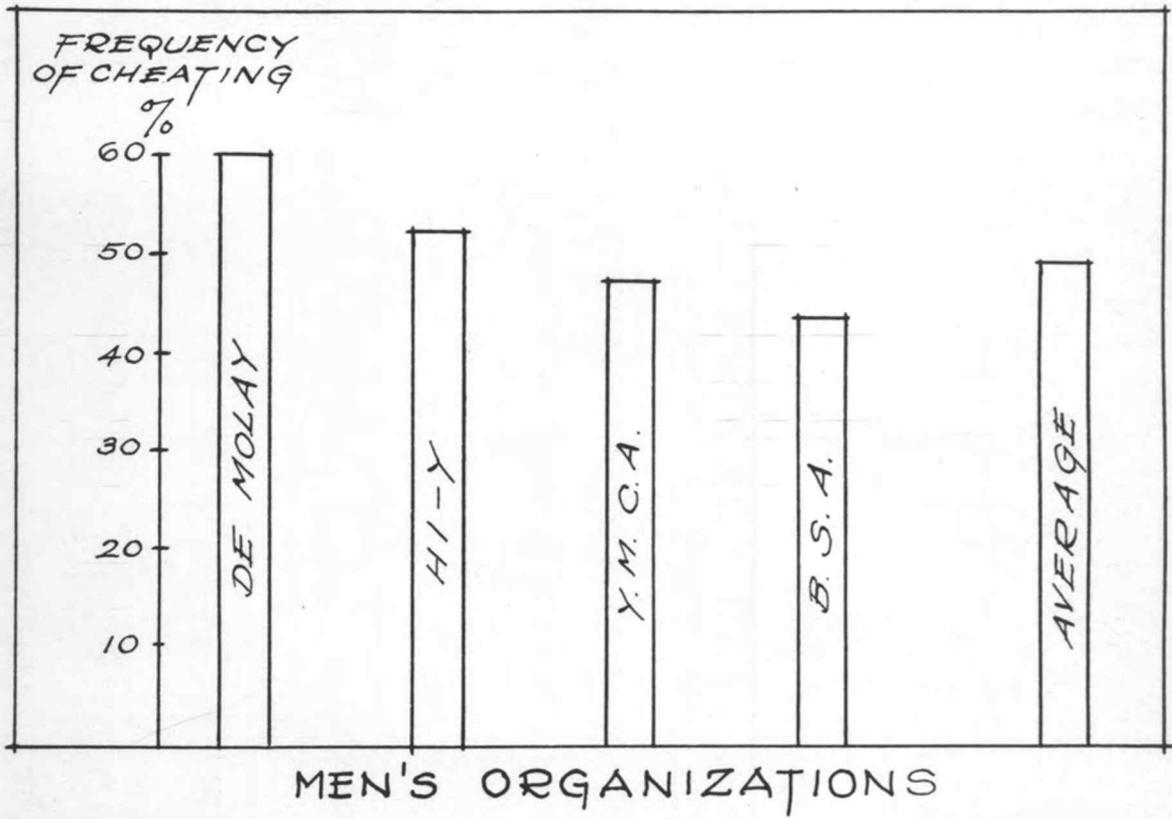
One cannot deny that there is at present a most firm belief among many people that such organizations as Boy Scouts of America, Y.M.C.A., Y.W.C.A., and others, are exerting a tremendous influence upon moulding the character of our youth. That this belief might be open to question is indicated by the facts presented in Table XXI. Individuals affiliated with men's organizations have an average percentage of cheating slightly higher than that of all men, while those affiliated with women's organizations have an average percentage slightly lower than that of all women. Those signifying no membership in any organization cheat to the general average, as do those professing membership in miscellaneous organizations.

As is shown in Table XXI, the most effective women's organization from the standpoint of moral training is the Camp Fire Girls group, and the least effective, the Y.W.C.A. For the men, the Boy Scouts organization is the most effective, although only one per cent below the average for all men, while the De Molays are by far the least effective.

TABLE XXI

CHEATING AND CHARACTER ORGANIZATION MEMBERSHIP

Organization	Cases	Cheating	
		N	%
DE MOLAY	45	27	60.0
HI Y	55	29	52.3
Y.M.C.A.	55	26	47.4
B.S.A.	98	43	44.0
Average for Men's Organizations			49.4
Y.W.C.A.	30	16	53.0
G.S.A.	25	10	40.0
GIRL RESERVES	31	10	32.3
Average for Women's Organizations			34.5
MISCELLANEOUS	45	20	44.4
NONE	78	33	42.3



Graph VII
CHEATING AND CHARACTER ORGANIZATION MEMBERSHIP

19--CHEATING ACCORDING TO CHURCH PREFERENCE AND AFFILIATION

This study shows that those having church preference or affiliation are not necessarily more honest than those having no relations with the church. However, when one examines the percentages of cheating of the different denominations he discovers quite a range. The Catholics and Christian Scientists have the highest percentage of cheating, while the Congregationalists and the Episcopalians have the lowest.

TABLE XXII

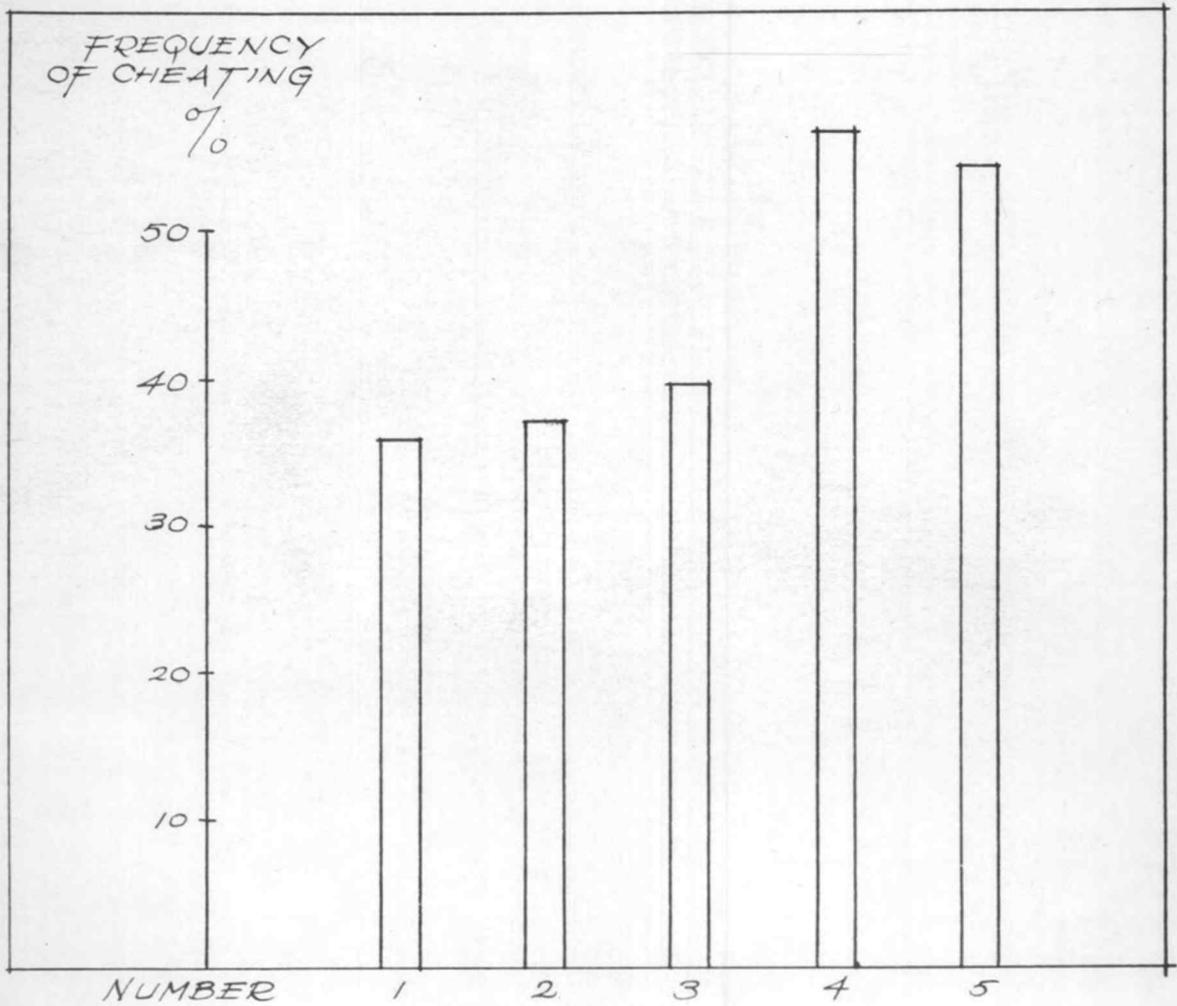
CHEATING ACCORDING TO CHURCH PREFERENCE				
Church	Cases	Cheating		
		N	%	
CATHOLIC	19	10	52.6	
CHRISTIAN SCIENTIST	23	12	52.2	
METHODIST	80	35	43.7	
PRESBYTERIAN	80	35	43.7	
BAPTIST	21	9	42.8	
NO PREFERENCE OR AFFILIATION	42	18	42.8	
MISCELLANEOUS (i.e., Seventh Day Adventist, Unitarian)	46	17	36.9	
EPISCOPAL	24	8	33.3	
CONGREGATIONAL	19	5	26.3	

20--CHEATING ACCORDING TO NUMBER AND KIND OF H.S. ACTIVITIES

No outstanding deviations from the general average are noticed in the percentage of cheating for those engaging in any specific high school activity. The greatest variance is found in the case of athletics, but even here it is not of significance. Thus one may say that the nature of the specific high school activities in which one participates is not directly related to frequency of cheating; however, when the number of activities is taken into account there is a relation, as is shown in Table XXIV. Those who took part in from one to three activities, inclusive, cheated less than the average, while those who engaged in more than three cheated more than the general average. This is probably due to the time consumed by a large number of activities in comparison to a small number.

TABLE XXIII
CHEATING ACCORDING TO HIGH SCHOOL ACTIVITIES

Activity	Cases	Cheating	
		N	%
ATHLETICS	209	102	48.8
CLUBS	211	91	43.1
MUSIC	156	73	46.7
POLITICS	84	37	44.0
PUBLICATIONS	99	45	45.4
PUBLIC SPEAKING	144	65	45.1
NONE	7	1	14.3



graph VIII
CHEATING ACCORDING TO NUMBER OF
HIGH SCHOOL ACTIVITIES

TABLE XXIV

CHEATING ACCORDING TO NUMBER OF H.S. ACTIVITIES

Number	Cases	Cheating	
		N	%
1	83	30	36.1
2	86	32	37.2
3	91	36	39.5
4	49	28	57.1
5	37	20	54.1

21--CHEATING ACCORDING TO COLLEGE ACTIVITIES

In the preceding section it was pointed out that the type of high school activities engaged in had little relation to the frequency of cheating; however, in college there seems to be an evidence of some relationship. Referring to Table XXV we see that college students engaging in publication, public speaking, and club activities appear to have a lower percentage of cheating than the average. Politics, although not participated in by many students, had the highest percentage. This is not unusual when one considers the nature of college politics. Those taking part in no activities varied little from the general average.

Assuming that those who engaged in particular high school activities would select the same ones in college, we might expect that the percentage of cheating would be approximately the same for both. This happens to be true in the cases of athletics and

music, but not so for the others. The percentage of cheating for high school clubs is higher than that of college clubs, for publications much higher, for public speaking significantly higher, and for politics much lower.

When comparing the sex factor in college athletics it is found that the men cheated notably more than the women, and that both had percentages above average. Classification according to intelligence indicates the fact that the men as well as the women are below normal. Another factor that must be accorded due allowance is the one relative to the time spent by the athletes in their particular type of endeavor, which may result in dishonest behavior in the classroom.

TABLE XXV

CHEATING ACCORDING TO COLLEGE ACTIVITIES

Activity	Cases	Cheating	
		N	%
ATHLETICS	159	75	47.2
CLUBS	80	29	36.2
MUSIC	63	27	42.9
PUBLICATIONS	57	15	26.3
PUBLIC SPEAKING	52	18	34.6
POLITICS	20	12	60.0
NONE	70	32	43.2

TABLE XXVI

CHEATING ACCORDING TO COLLEGE ATHLETICS (MEN VS WOMEN)

Sex	Cases	Cheating	
		N	%
MALE	112	58	51.8
FEMALE	47	19	40.8

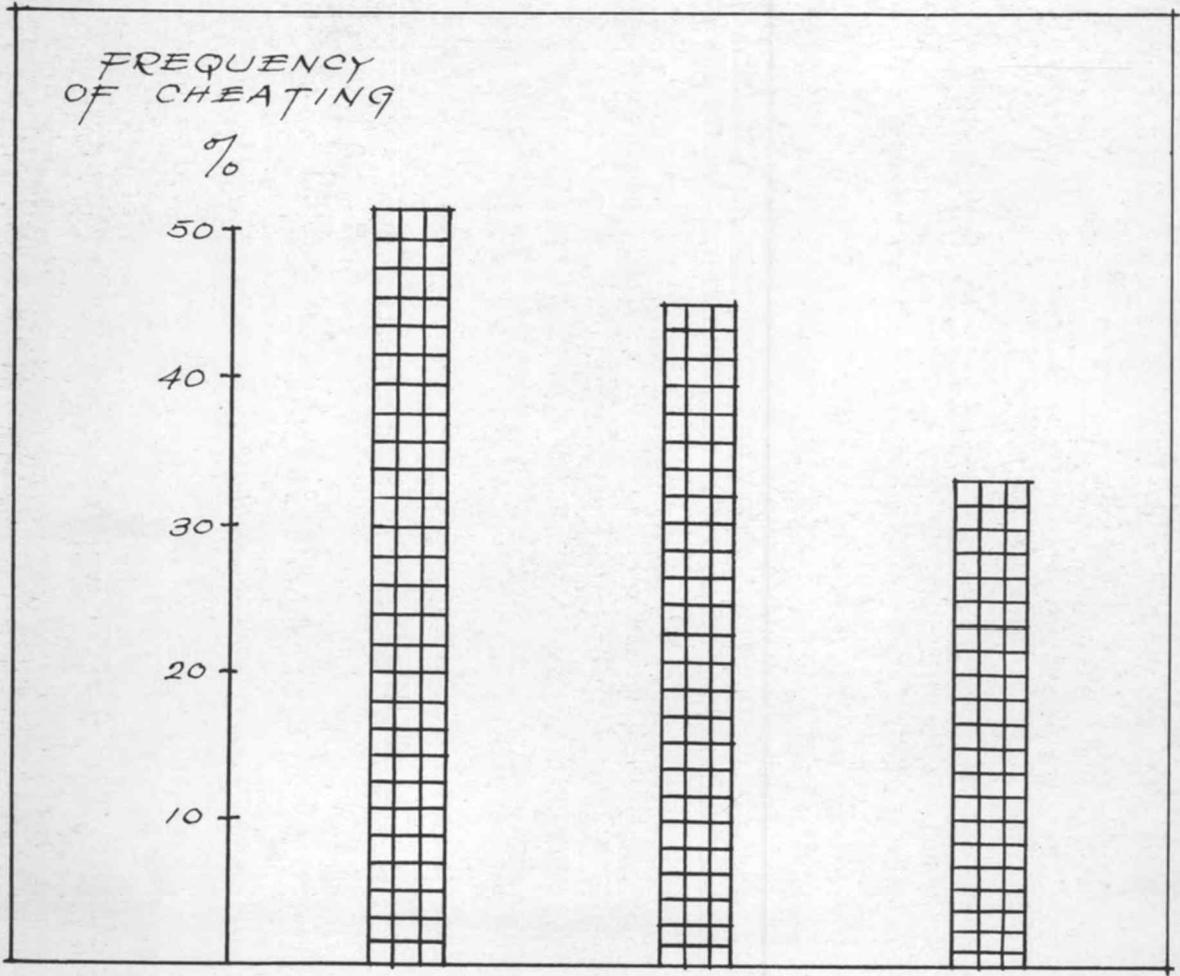
22--CHEATING AND SELF-SUPPORT

It is often believed that those students who are forced to earn their own expenses while in college possess highly commendable traits and characteristics. This study suggests that such an attitude may be open to question, since students who are totally self-supporting have a percentage of cheating above that of those partially self-supporting, and those not supporting themselves at all have the lowest percentage. The less students support themselves, the less the percentage of cheating. No undue difficulty is entailed in explaining this in that those supporting themselves obviously have limited time to give to their studies, and it naturally follows that they would be tempted to cheat.

TABLE XXVII

CHEATING ACCORDING TO SELF-SUPPORT

Degree	Cases	Cheating	
		N	%
TOTALLY	81	42	51.8
PARTIALLY	117	53	45.3
NOT AT ALL	156	51	32.9



TOTALLY PARTIALLY NON-AT-ALL
Graph IX
CHEATING ACCORDING TO
SELF SUPPORT

23--CHEATING ACCORDING TO THE NUMBER OF DELINQUENCY REPORTS

Those who were doing satisfactory work in their studies at mid-term had a percentage of cheating slightly less than the general average and considerably less than that of those who received one report; however, those who received two delinquency reports had a percentage so small that it defies explanation.

TABLE XXVIII

CHEATING ACCORDING TO NUMBER OF DELINQUENCY REPORTS

Number	Cases	Cheating	
		N	%
0	270	103	38.1
1	70	36	51.4
2	61	5	8.2

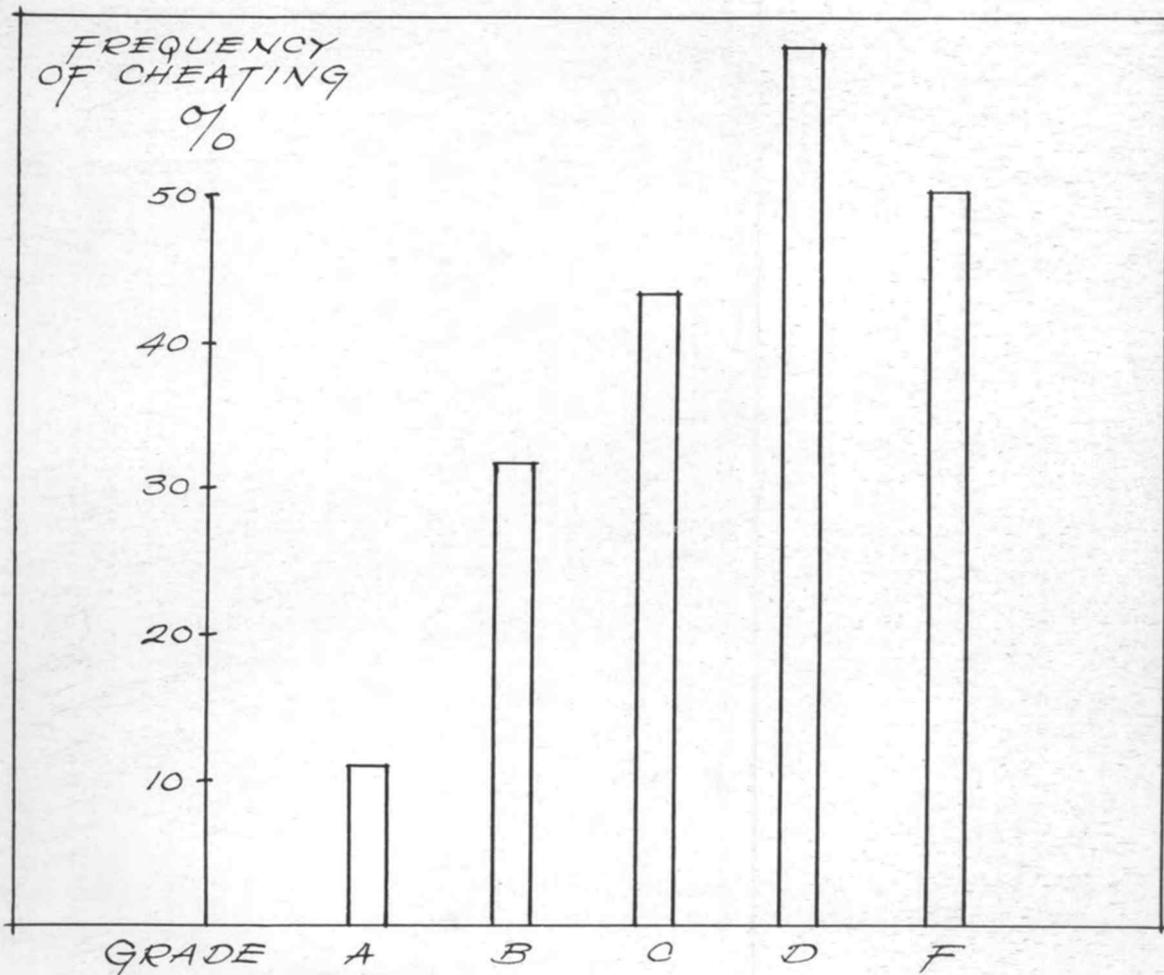
24--CHEATING AND GRADE IN EDUCATION 101

The relation between grades in Methods of Study, the class in which the experiment was conducted, and the percentage of cheating is, as one would expect, very high since those receiving high grades tend to cheat less than those receiving low grades.

TABLE XXIX

CHEATING AND GRADE IN EDUCATION 101

Grade	Cases	Cheating	
		N	%
A	28	3	10.7
B	88	28	31.8
C	156	68	43.6
D	65	39	60.0
F	16	8	50.0



graph x
CHEATING ACCORDING TO GRADE IN
METHODS OF STUDY

25--CHEATING AND INTELLIGENCE

Of all the factors considered in this study it may be stated that intelligence* bears the closest relationship to cheating. As previously inferred, there is a high positive relation between the quartile rating of students and their percentage of cheating. Only 12.7% per cent of those in the upper, or fourth quartile, cheated as compared to 41.2% for all students. Two and a half times as many cheat in the third quartile as in the fourth, over twice as many in the second as in the third, and nearly eight times as many in the first as in the fourth. Sex differences are not perceptible in the fourth quartile, strongly in favor of the women in the third, unnoticeable in the second, and are again in favor of the women in the first.

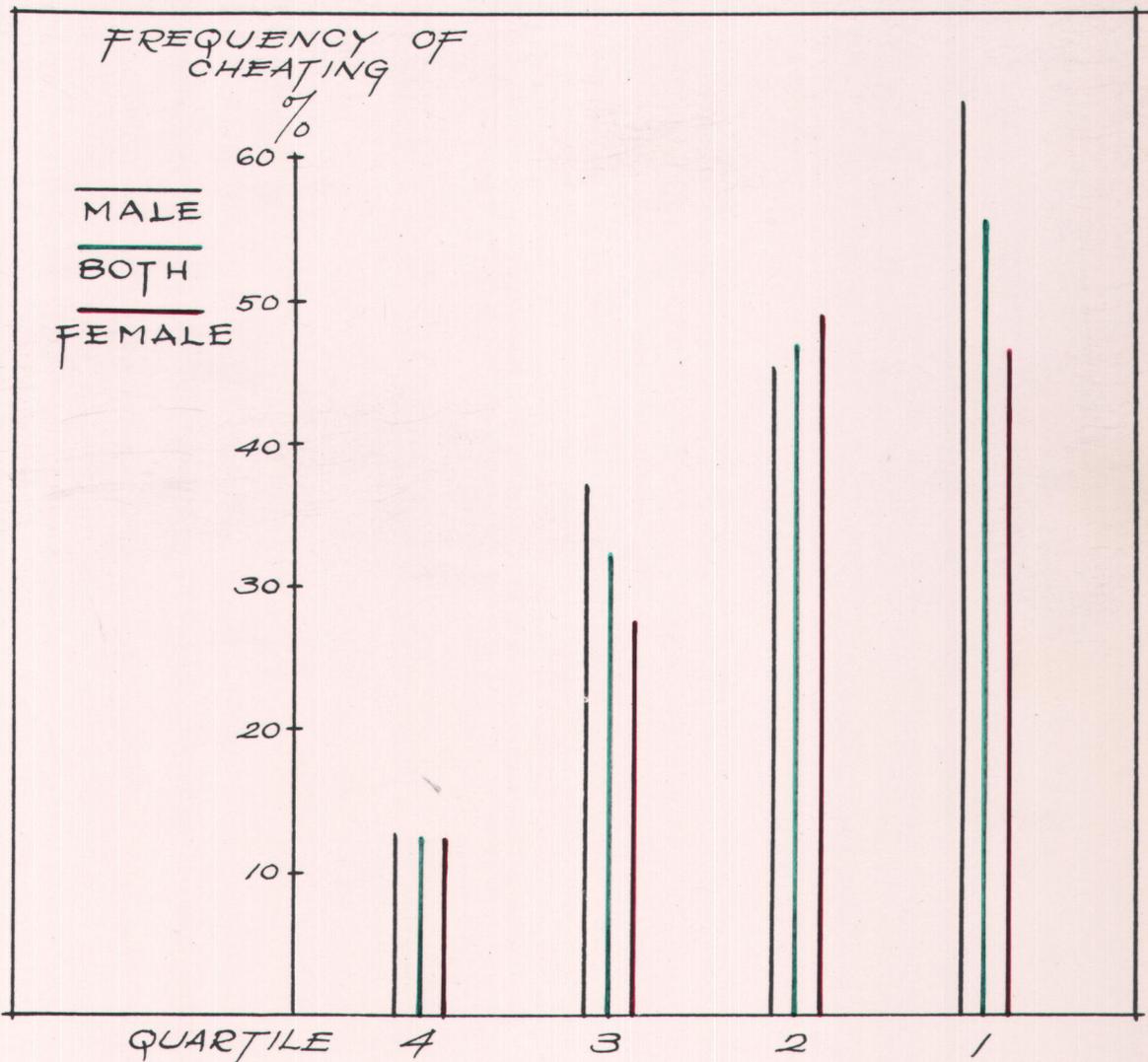
Since mental rating correlates highly with scholastic achievement, and incidence of cheating bears a relation to both, it is reasonable to assume that a comparison of the frequency of cheating by quartile rating with the frequency of cheating by grades would further substantiate the validity of the interrelationships. Tables XXX and XXIX show that the percentages of cheating are remarkably similar, and that we may be reasonably sure that no false assumption is being made when it is said that the intelligence rating correlates positively with scholastic achievement. The higher the intelligence quotient of students the less the chances are that they will cheat, and vice-versa.

* I.Q. was measured by American Council Psychological Examination.

TABLE XXX

CHEATING AND MENTAL RATING (AMER. COUNCIL PSYCH. EXAM)

Quartile	MALE			FEMALE			BOTH		
	Cases	Cheating		Cases	Cheating		Cases	Cheating	
		N	%		N	%		N	%
4	31	4	12.9	32	4	12.5	63	8	12.7
3	35	13	37.1	29	8	27.6	64	21	32.8
2	57	26	45.6	41	20	48.8	98	46	46.8
1	65	42	64.6	43	20	46.5	108	62	57.4



Graph XI
CHEATING AND MENTAL RATING

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY--

This study, in addition to pointing out the extent of dishonest conduct in the typical college class room situation, had as its purpose the segregation and scientific analysis of those factors which might be thought of as associated with it. The value of these factors was determined for the purpose of more intelligently understanding this specific type of conduct. Data upon which the study is based were compiled at Oregon State College over a period of two years. Beginning with the 1931 school year, a continuous experiment has been carried on each term in a class in Methods of Study offered by the School of Education. It was customary in this class to give several standardized tests in order to aid the instructor and the student in diagnosing various skills and knowledges. These tests, which were presented to 354 students, involved reading, concentration, outlining, and the vocabulary.

The extent of cheating was discovered through the results of the vocabulary test which is given during the third week of each term. This test is secretly scored, results noted and tabulated, and then returned to the students with the directions that each one correct his own paper. An assistant explained that due to the unavoidable absence of the professor the students would save time by scoring their own tests. During the last week of the term the

professor, through the use of a questionnaire, obtained from the students certain information which he explained was needed for a study relative to the correlation between various factors and school success. Included in the questionnaire were the following desired facts -- sex, age, school in college, fraternity or sorority membership, parents dead or alive, parents together or separated, nationality of parents, occupation and salary of parents, number of brothers and sisters, number of older and younger brothers and sisters, population of home town, native of Oregon or otherwise, size of high school graduated from, rank in high school graduating class, character organization membership, church affiliation, high school activities, college activities, self-supporting or otherwise, number of times reported for delinquency in college, grades in Methods of Study, and mental rating. Questionnaire and vocabulary tests results were combined and tabulated upon a master summary sheet. It could be immediately ascertained by glancing at this sheet whether or not a student cheated and what characteristics were peculiar to him.

Following is a summary of the most important findings formulated from this study:

- (1)--That the percentage of those who cheated in this study was 41.2, the men averaging 45.1 and the women 36 per cent.
- (2)--That a positive relationship appeared to exist between intelligence and extent of cheating.

- (3)--That when the factor of intelligence is partialled out sex differences vanish in relation to the frequency of dishonesty in the class room. This is true for both elementary and college classes.
- (4)--That age seemed to have significant relation to the extent of cheating.
- (5)--That the upper classmen appeared to be more dishonest than the lower classmen.
- (6)--That cheating was more prevalent among fraternity men and women than among independent men and women.
- (7)--That there was no greater percentage of cheating in one school than in another on the Oregon State campus.
- (8)--That college students whose parents are both dead cheated less than those whose parents were both living.
- (9)--That when only the father is dead the percentage of cheating was distinctly higher than when the mother is dead.
- (10)--That the percentage of cheating for college students whose parents are living together was greater than for those whose parents are separated.
- (11)--That when due allowance is made for mental endowment and social heredity the nationality of the parent played little part in influencing the extent of cheating.
- (12)--That the percentage of cheating for college students varied indirectly with the occupational level of the parents.
- (13)--That cheating among college students bore no relation to their parents' salaries.

- (14)-That there was no influence exerted upon the percentage of cheating by the relative number of brothers and sisters students had; however, those having older brothers and sisters were more dishonest than those having younger brothers and sisters.
- (15)-That college students coming from large cities did not cheat any more than those coming from small cities.
- (16)-That college students professing Oregon as their residence cheated appreciably less than those classed as from out of the state.
- (17)-That the size of the high school from which college students graduated from had no relation to their percentage of cheating.
- (18)-That college students graduating with upper level of their high school class had a distinctly lower percentage of cheating than those graduating with the average level.
- (19)-That there is no significant relation between the religious affiliations or preferences of college students and their percentage of cheating.
- (20)-That there is a wide range in percentage of cheating among the various character organizations, the men's organizations having a much higher percentage of cheating than the women's organizations. Both were above average in cheating. The most effective woman's organization is the Camp Fire Girls group, and the least effective is

the Y.W.C.A. The Boy Scouts constitute the most effective group for the men, while the De Molays are the least effective.

(21)-That the number of high school activities in which students engaged showed a positive relation to their cheating, but that the type of activity had no relation.

(22)-That those who participated in certain college activities seemed to cheat less, and those who took part in other activities cheated more. The former group is characterized by publication, public speaking, and club activities, and the latter by politics and athletics.

(23)-That college students who are entirely self-supporting cheated more than those partially self-supporting, while those not supporting themselves at all cheated the least.

(24)-That those who received no delinquency reports cheated less than those who received one.

(25)-That the percentage of cheating varied indirectly with the grades in the Methods of Study course.

(26)-That an inverse relationship was found between cheating and scholastic achievement.

CONCLUSIONS--

- (1)--The extent of dishonesty in the college class room constitutes a serious problem, and suggests the need for remedial measures.
- (2)--Anything that brings pressure upon an individual will tend to produce dishonest conduct.
- (3)--Further substantiation is ascribed to the fact that the high school has an inadequate program of character training when it is observed that the percentage of cheating is the same for college students as for elementary school students.
- (4)--Hasty generalizations cannot be formed from studies that indicate a greater extent of cheating among the men than among the women; the factor of intelligence must be given due consideration.
- (5)--Such factors as school in college, parents dead or alive, together or separated, nationality of parents, population of home town, size of high school graduated from, type of high school activities engaged in, affiliation or preference with character organizations are relatively unimportant in diagnosing dishonest conduct.
- (6)--Factors of greater importance are those of sex, age, mental rating, scholastic achievement, occupation of parents, number of older and younger brothers and sisters, rank in

high school graduating class, number of high school activities, and self-support.

(7)--The greater the opportunity for cheating, the more likely it is that the students will avail themselves of the opportunity.

(8)--Due to many interrelationships it is practically impossible to differentiate between causative and accompanying factors.

RECOMMENDATIONS--

(1)--Further research is needed in the field of dishonesty in view of the fact that there is a limited number of past studies. Investigations similar to this one should be carried on for every level of the school system. Greater effort should be put forth by researchers to publish their findings -- far too many studies are crumbling to dust at the present time.

(2)--Character training programs should be incorporated in the elementary school system; this would greatly facilitate the success of the secondary school programs.

(3)--Instruction in character education should be woven into all subjects -- courses in character are as yet much too formal.

(4)--Since it may be predicted that approximately 40% of those in high school classes will avail themselves of the

opportunity to cheat, provisions should be made for a thorough analysis of this 40%. Diagnosis will aid in coping with the dishonest ones. A character education program that merely purports to teach abstract principles is not worthy of its name.

- (5)--Teachers should assist indirectly in reducing the percentage of cheating by lessening the number of opportunities. Students of poor mental ability will make use of more opportunities than brighter students; consequently, no undue temptations should be placed in front of the poor students.
- (6)--In view of the fact that we may reasonably forecast who will cheat in the class room through the analysis of certain factors associated with cheating, special measures should be set up to assist them in resisting the desire to indulge in dishonest conduct.

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APPENDIX

Copy of Questionnaire

Name _____

Age _____ School in College _____ Year _____

Are you a member or pledge of a fraternity or sorority? _____

Is either of your parents deceased? _____ Which one? _____

How long deceased? _____

What is your nationality? _____

What is the vocation of your parents? _____

Check the approximate income of your family:

- () \$5000 and above
- () \$2500--4999
- () \$0000--2500

How many brothers and sisters do you have? _____

How many are older than you? _____ Younger? _____

What is your home address? _____

What is the approximate population of your home town? _____

Did you attend a private or a public school? _____

What was the enrolment of the school you attended? _____

How did you rank in your graduating class? _____

Check those organizations with which you have been affiliated.

- Boy Scouts
- Girl Scouts
- De Molay
- Girl Reserves
- Campfire Girls
- Rainbow Girls
- Y.M.C.A.
- Y.W.C.A.
- Hi Y
- Those not listed here

What is your church preference? _____

Are you a member? _____

Check type of extra-curricular activities you took part in while
in high school.

- Athletics
- Clubs
- Publications
- Music
- Public Speaking
- Politics
- Others not listed here

Check type of activities you are engaging in at college.

- Athletics
- Clubs
- Music
- Public Speaking
- Politics
- Others not listed here

Check extent to which you are earning your school expenses?

- Totally
- Partially
- Not at all

How many delinquency reports did you receive at mid-term? _____

What is your grade in Methods of Study at present? _____

Why did you come to college? _____

CLINTON GENERAL VOCABULARY TEST FOR
HIGH SCHOOLS AND COLLEGES

by

R. J. Clinton
Oregon State College

Raw Score _____

Vocabulary _____

Time _____
minutes

FORM I

Name _____
Last name First name Middle initial

Age last birthday _____; Date of Birth _____
Month Day Year

School or College _____

City _____; State _____

Name of Teacher _____

Grade or classification in school: (Draw a circle around one)

High School: Freshman Sophomore Junior Senior

College: Freshman Sophomore Junior Senior Graduate

Campus School Enrolled in _____

How many term credits have you had in English? _____

What occupation are you following or expect to follow? _____

Date this test was taken _____
Month Day Year

DO NOT TURN THE PAGE UNTIL THE EXAMINER TELLS YOU TO DO SO

TO THE EXAMINER

1. Distribute the tests with the direction not to open them.
2. See that all pupils are supplied with pencils or pens.
3. See that the students fill out the above title page.

When the students are through filling out the title page, say,
"This is a general vocabulary test. Work as rapidly and accurately
as you can. The directions and samples are on the next page. Turn
the page, GO!"

CLINTON GENERAL VOCABULARY TEST
for
HIGH SCHOOLS AND COLLEGES

DIRECTIONS: From the group of four words or phrases in each line below, select the one that is most nearly like the word at the beginning of the line, underline it, and write its number in the parentheses at the right margin.

SAMPLES: 1 attain 1 remit 2 achieve 3 give 4 attend----- (2)
2 climax 1 beginning 2 excitement 3 rapture
4 culmination----- (4)

-
- | | | |
|----------------|---|-----|
| 1 laborious | 1 laboratory 2 enjoyable 3 misdirected 4 toilsome--- | () |
| 2 meditation | 1 memory 2 thought 3 impulse 4 belief----- | () |
| 3 wearisome | 1 persuasive 2 subservient 3 useless 4 tiresome--- | () |
| 4 rare | 1 interesting 2 unusual 3 rapid 4 to jump----- | () |
| 5 parcel | 1 bundle 2 parchment 3 express 4 complement----- | () |
| 6 sculpture | 1 scrupulous 2 chisel 3 form of art 4 parchment--- | () |
| 7 locust | 1 bird 2 loiterer 3 locality 4 insect----- | () |
| 8 falcon | 1 wing 2 hawk 3 mineral 4 mistake----- | () |
| 9 towed | 1 whipped 2 animal 3 pulled 4 hoisted----- | () |
| 10 somber | 1 gloomy 2 slumber 3 sum up 4 persistent----- | () |
| 11 rivet | 1 stream 2 revile 3 metal pin 4 hinge----- | () |
| 12 transfigure | 1 punish 2 inform 3 picture 4 transform----- | () |
| 13 ejected | 1 shifted 2 employed 3 expelled 4 praised----- | () |
| 14 benzine | 1 magazine 2 powder 3 medicine 4 volatile liquid--- | () |
| 15 spare | 1 transfer 2 scanty 3 tall 4 room----- | () |
| 16 rye | 1 cereal 2 ugly 3 flabby 4 flax----- | () |
| 17 superfluity | 1 compilation 2 fidelity 3 excess 4 measurement--- | () |
| 18 disavowing | 1 promising 2 expressing 3 flouncing 4 disclaiming-- | () |
| 19 expire | 1 steeple 2 terminate 3 transact 4 obviate----- | () |
| 20 writhe | 1 twist 2 fly 3 ridicule 4 persecute----- | () |
| 21 detrimental | 1 to deter 2 additional 3 injurious 4 false----- | () |
| 22 fantasy | 1 mental image 2 unhappiness 3 novel 4 error----- | () |
| 23 ravage | 1 devastate 2 recede 3 bedeck 4 stimulate----- | () |
| 24 infallible | 1 infantile 2 unerring 3 failing 4 defective----- | () |
| 25 demobilize | 1 disband 2 police 3 imprison 4 organize----- | () |
| 26 worsted | 1 linen 2 silk thread 3 wool yarn 4 wasted----- | () |
| 27 immutable | 1 heavy 2 flowing 3 unchangeable 4 imitation----- | () |
| 28 violation | 1 vindication 2 infringement 3 disagreement 4 creed-- | () |
| 29 sanctity | 1 security 2 clearness 3 holiness 4 cruelty----- | () |
| 30 auxiliary | 1 scout 2 transfer 3 aid 4 necessity----- | () |
| 31 molten | 1 melted 2 cold 3 metal 4 parboiled----- | () |
| 32 sustenance | 1 substance 2 support 3 treasure 4 wealth----- | () |
| 33 havoc | 1 hammock 2 trouble 3 destruction 4 place----- | () |
| 34 vain | 1 mechanical device 2 conceited 3 lenient 4 nave--- | () |
| 35 whim | 1 delusion 2 vision 3 fancy 4 disposition----- | () |
| 36 refute | 1 mitigate 2 revive 3 mock 4 disprove----- | () |
| 37 morsel | 1 drink 2 food 3 small piece 4 morbid----- | () |
| 38 residue | 1 debt 2 remnant 3 residence 4 sequence----- | () |
| 39 revere | 1 revolt 2 enlighten 3 regard with reverence 4 gild-- | () |
| 40 apparition | 1 castle 2 storm 3 friend 4 phantom----- | () |

41 segregate 1 secure 2 center 3 provide 4 isolate----- ()
 42 taffeta 1 lace 2 silk or linen goods 3 tripedal 4 candy- ()
 43 irremediable 1 irresponsible 2 lawful 3 incurable 4 natural-- ()
 44 exponent 1 symbol 2 exposure 3 argument 4 captain----- ()
 45 vest 1 assist 2 endow 3 opening 4 entrance----- ()
 46 compliance 1 contrast 2 console 3 deny 4 concession----- ()
 47 defamation 1 famous 2 slander 3 publicity 4 cruelty----- ()
 48 trifling 1 frivolous 2 cruel 3 lazy 4 queer----- ()
 49 urchin 1 rogue 2 urgent 3 pigmy 4 instrument----- ()
 50 asphyxiate 1 to spray 2 joyful 3 suffocate 4 punish----- ()
 51 omit 1 transcribe 2 receive 3 entertain 4 discharge-- ()
 52 zest 1 pensiveness 2 keen enjoyment 3 wittiness 4 speed ()
 53 vial 1 vase 2 trap 3 filthy 4 small bottle----- ()
 54 resuscitate 1 revive 2 repeal 3 entertain 4 reprove----- ()
 55 enviable 1 enthusiastic 2 desirable 3 tractable 4 dull--- ()
 56 alienate 1 alleviate 2 sorrowful 3 arduous 4 estrange--- ()
 57 tempestuous 1 given to temper 2 stormy 3 cunning 4 dark----- ()
 58 wily 1 ambitious 2 quick 3 weird 4 cunning----- ()
 59 scullion 1 scarecrow 2 beast 3 wretch 4 enemy----- ()
 60 lucid 1 liquid 2 laughable 3 opaque 4 clear----- ()
 61 alleviate 1 join 2 ambush 3 lighten 4 succeed----- ()
 62 brusque 1 plentiful 2 abrupt 3 strong 4 unhappy----- ()
 63 surety 1 insurance 2 firmness 3 likelihood 4 certainty-- ()
 64 subterfuge 1 tool 2 danger 3 vessel 4 evasion----- ()
 65 subsidiary 1 substantial 2 furnishing aid 3 money 4 flood-- ()
 66 grail 1 small insect 2 song 3 chalice 4 farewell----- ()
 67 vise 1 officer 2 sin 3 jardiniere 4 clamping device-- ()
 68 audacity 1 awe 2 power 3 impudence 4 sweetness----- ()
 69 remonstrate 1 retrieve 2 pretest 3 boast 4 console----- ()
 70 base 1 denial 2 dull 3 prudish 4 dishonorable----- ()
 71 articulation 1 enunciation 2 animated 3 shouting 4 anger----- ()
 72 exemplary 1 consul 2 exterior 3 dignified 4 model----- ()
 73 querulous 1 wise 2 faultfinding 3 queer 4 danger----- ()
 74 precipitous 1 tricky 2 impulsive 3 porous 4 steep----- ()
 75 chancellor 1 prince 2 room 3 judge 4 accountant----- ()
 76 purge 1 grasp 2 oppress 3 partake 4 cleanse----- ()
 77 galvanize 1 scatter 2 electroplate 3 glaze 4 devastate--- ()
 78 adzo 1 blue 2 garden 3 tool 4 ancient----- ()
 79 novelty 1 newness 2 short story 3 toy 4 novel----- ()
 80 merciful 1 manly 2 good 3 munificent 4 compassionate--- ()
 81 resplendent 1 splendid 2 return 3 established 4 satisfied--- ()
 82 usurp 1 usury 2 encroach 3 re-unite 4 apprehend----- ()
 83 portico 1 porch 2 church 3 small vessel 4 pillar----- ()
 84 squalid 1 stormy 2 bizarre 3 wretched 4 complex----- ()
 85 truce 1 argument 2 cloth 3 honest 4 respite----- ()
 86 dissension 1 to descend 2 contention 3 assembly 4 drama--- ()
 87 cartilage 1 tissue 2 heavy wagon 3 ligament 4 bullet----- ()
 88 exchequer 1 messenger 2 exhibit 3 room 4 treasury----- ()
 89 benign 1 secure 2 lovely 3 benefit 4 gracious----- ()
 90 gambol 1 wager 2 scold 3 chance 4 frisk----- ()
 91 exhilarate 1 exhume 2 cheer 3 turn out 4 gratify----- ()
 92 hallucination 1 grief 2 fluctuation 3 delusion 4 hilarity---- ()

93 swarthy	1 strong 2 gruff 3 villainous 4 dark-hued-----	()
94 extol	1 laud 2 excite 3 entrance 4 broadcast-----	()
95 torpid	1 dormant 2 torpedo 3 superfluous 4 rigid-----	()
96 vagary	1 vanity 2 vagrant 3 brilliance 4 whim-----	()
97 fealty	1 vassal 2 honor 3 loyalty 4 fearless-----	()
98 suffuse	1 sufficient 2 scold 3 overspread 4 flaunt-----	()
99 peremptory	1 promising 2 decisive 3 promontory 4 angry-----	()
100 caustic	1 cautious 2 enervating 3 causal 4 corroding-----	()
101 verdure	1 green vegetation 2 vineyard 3 pasture 4 truth---	()
102 surfeit	1 servant 2 pleasure 3 excess 4 enchant-----	()
103 coerce	1 compel 2 cotton cloth 3 nag 4 obtrude-----	()
104 clandestine	1 country home 2 unhappy 3 secret 4 clamorous-----	()
105 inveterate	1 modish 2 insidious 3 insolvent 4 habitual-----	()
106 irresolute	1 ignorant 2 hesitating 3 irresponsible 4 young---	()
107 vendee	1 magician 2 villa 3 merchant 4 buyer-----	()
108 fraught	1 disagreement 2 ship 3 laden 4 heavy-----	()
109 pseudonym	1 false 2 fictitious name 3 legal suit 4 pardon---	()
110 carnal	1 wealthy 2 kind 3 wasteful 4 fleshly-----	()
111 volatile	1 combustion 2 beverage 3 changeable 4 dangerous--	()
112 disbursement	1 payment 2 dismissal 3 disavow 4 negligence-----	()
113 petit	1 beautiful 2 minor 3 fruit 4 haughty-----	()
114 hart	1 bird 2 herb 3 organ 4 stag-----	()
115 frugal	1 frank 2 economical 3 excitable 4 useless-----	()
116 cardinal	1 principal 2 oldest 3 crest 4 orthodox-----	()
117 docile	1 exiled 2 home 3 tractable 4 haughty-----	()
118 inundating	1 flooding 2 checking 3 flexible 4 drying-----	()
119 propensity	1 property 2 likeness 3 tendency 4 prophesy-----	()
120 gabardine	1 green 2 monk 3 silk 4 loose coat-----	()
121 expedite	1 banish 2 facilitate 3 fluster 4 excel-----	()
122 challis	1 cup 2 figures 3 chantry 4 dress fabric-----	()
123 concurrence	1 dominance 2 agreement 3 happen again 4 contrast-	()
124 arduous	1 ardent 2 fascinating 3 laborious 4 profound-----	()
125 viands	1 food 2 clinging vines 3 gestures 4 bands-----	()
126 stratagem	1 coolness 2 stratum 3 artifice 4 strife-----	()
127 vacillate	1 vaccinate 2 endure 3 defeat 4 waver-----	()
128 retrograde	1 renegade 2 picture 3 recede 4 condemn-----	()
129 extortionate	1 affectionate 2 oppressive 3 to plead 4 lengthy---	()
130 rapacious	1 grasping 2 rapid 3 generous 4 ungainly-----	()
131 fervor	1 violence 2 heat 3 happiness 4 ambition-----	()
132 teem	1 be energetic 2 horses 3 pair 4 be prolific-----	()
133 deputation	1 to defy 2 novice 3 delegation 4 negotiation-----	()
134 innate	1 natural 2 inmate 3 inclusive 4 fanciful-----	()
135 suavity	1 seriousness 2 import 3 sanctity 4 urbanity-----	()
136 salubrious	1 solitary 2 wholesome 3 common 4 embellished-----	()
137 remiss	1 negligent 2 continued error 3 return 4 send-----	()
138 league	1 longitude 2 lengthy 3 covenant 4 plan-----	()
139 bannock	1 banal 2 food 3 creek 4 hammock-----	()
140 respite	1 delay 2 forgiveness 3 relaxation 4 providence---	()
141 opulent	1 opaque 2 unsubstantial 3 extreme 4 wealthy-----	()
142 descry	1 discern 2 ridicule 3 weep 4 decry-----	()
143 amain	1 violently 2 ship 3 stagger 4 compel-----	()
144 rendition	1 cache 2 surrender 3 program 4 preparation-----	()
145 pursuant	1 conformable 2 to pursue 3 clerk 4 to serve-----	()

146 extenuate 1 terminate 2 to diminish 3 to extend 4 discredit--()
147 scruple 1 coin 2 fight 3 weight 4 valuable------()
148 couch 1 dismiss 2 weed 3 cover 4 express------()
149 unqualified 1 wholly 2 gifted 3 unreserved 4 measured------()
150 enjoin 1 prohibit 2 join 3 entreat 4 captivate------()

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