

FACTORS ASSOCIATED WITH
DISHONESTY IN JUNIOR HIGH SCHOOL STUDENTS

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FACTORS ASSOCIATED WITH
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CHAPTER I

INTRODUCTION

While many types of studies have been made of student dishonesty, very few have been made on the junior high school level. The suggestion for this study came as a result of two studies; one experiment performed by N. E. Peavy¹ at Oregon State College, regarding the dishonesty of college students, and the other by E. L. Larson² at Baker High School regarding the dishonesty of high school students. Insofar as possible, the techniques and procedures used in this study are purposely made to parallel those used in the experiments by Peavy and Larson.

As this study is concerned with certain aspects of character education, it would be well at this point to define the terms as they shall be used in this thesis. For the purposes of this study the following definition of dishonesty given by Peavy will be used. "We shall regard dishonesty as a viola-

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- 1 - Peavy, N. E. Factors Associated with Dishonesty in College Students. Oregon State College Master's Thesis, Unpublished, 1933.
- 2 - Larson, E. L. Factors Associated with Dishonesty in High School Students. Oregon State College Master's Thesis, Unpublished, 1936.

tion of confidence or trust placed in an individual." It is only one of the many traits which go to make up character, but an important one with which parents, schools, churches and other organizations are concerned. Psychologists and Sociologists agree that honesty or dishonesty are not inherited traits but are learned by the child from its environment. One may be entirely honest in one situation and entirely dishonest in another, as will be shown in this study. Because of the competition of life and the pressure upon the individual, the child finds it necessary to meet the existing situation in some manner and, according to his training, will be honest or dishonest in that particular situation.

This study deals with one specific kind of dishonesty, that of cheating in an examination given in the classroom. Studies to be discussed later in this thesis will emphasize that while a student may cheat in a test, he may be strictly honest in other situations, such as the stealing of money or telling a lie in order to gain something for himself.¹ It must be pointed out that the same student may cheat in one classroom under one teacher and be strictly honest in another room under a different teacher. Using Larson's definition,

1- Schnepf, A. F., College Students Principles of Honesty, Journal of Higher Education. 11:81-4 Feb. 1940.

"Cheating for the purpose of this study may be defined as a type of dishonesty in the classroom, in which the individual uses unfair means in order to gain an advantage." ¹ In this study cheating was determined by giving the students a test which was then graded by the writer without any marks appearing on the sheet. The answers were then tabulated on a master sheet and the tests returned to the students with the instructions that each student grade his own paper. By comparing the results obtained from the scoring by the writer with those obtained when the students scored their own papers it was comparatively simple to determine which students did and which students did not cheat.

Teachers and administrators have long been concerned with the problem of cheating in the classroom. The chief contribution of this study is to furnish data which may be helpful in determining some factors related to cheating. It may perhaps prove useful in formulating some method of attack on the problem.

It has long been recognized that different individuals have different codes of honesty or dishonesty. It has been the concern of educators and clergy as well as parents to try to develop some standardized type of instruction which

1 - Larson, E. L. Factors Associated with Dishonesty in High School Students. Oregon State College Master's Thesis, Unpublished, 1936.

will enable the individual to adjust himself to the accepted ideal social environment. It is the hope of the writer that because of this study, further data may be made available to help guide the parents, teachers, and clergy in their search for a better character building program.

POINTS OF DIFFERENCE BETWEEN THE LARSON STUDY AND THE PRESENT STUDY

As mentioned in the Introduction, this study is purposely made to parallel, insofar as practicable, the studies made by Peavy at Oregon State College and by Larson in the Baker High School. Due to conditions existing in the Junior High School under consideration and differences in the communities being compared, it was deemed necessary to make the following differences in the technique.

1. Whereas the Clinton General Vocabulary Test for High Schools and Colleges was used by Larson at Baker High School, a general current events test was used in the Corvallis Junior High School. The vocabulary test was thought too advanced for the junior high school level.
2. In the Larson study the questionnaire which was to supply the necessary information to complete the experiment was given at the beginning of the term,

while the questionnaire in the present study was filled out during the term.

3. On the questionnaire used in the present study, several of the items used in the Larson study were omitted. The items omitted are as follows:

- a. Course registered in. (Students on junior high school level are not registered in any particular course.)
- b. Approximate salary of parent. (Few students were informed on this item.)
- c. What language is spoken in the home? (Not applicable to the community of Corvallis.)

4. Feeling that some other items not included in the Larson study might have some influence on dishonesty, the following items were included in the questionnaire:

- a. Does your mother work outside the home?
- b. Do you receive a reward at home for good grades?
- c. What subjects do you like best?

The remainder of the techniques and procedures were the same in both experiments and will be discussed in the following section.

TECHNIQUE

This study was made in the Corvallis Oregon Junior High School during the school year of 1941-42. A multiple choice test¹ covering the happenings in the current news was prepared by the writer and given in the social science classes of the eighth and ninth grades. These tests were given under regular classroom conditions with the regular teacher in charge. The writer, with the cooperation of the junior high school principal, issued explicit instructions to the teachers relative to the time to be allowed for the test, the disposition of the papers, and the manner in which the test was to be administered. Each teacher was asked to announce that these tests were given to test the student's knowledge of current events and that the results would in no way affect their grade. The students were told not to guess the answers, but to answer only the ones of which they were comparatively certain, leaving the others blank. The teachers were further instructed not to make any marks on the papers, but to collect them immediately after time was called. The writer then scored the tests, placing the results on a large sheet of squared paper with the test items across the top and the student's names

1 - See appendix for copy of the test.

down the left side. The tests were then returned to the teachers with instructions through the principal's office. Teachers were instructed to be certain that each student received his own paper to grade. One of the students, who was absent at the time the test was given, read the key to the class. The teacher was not to pay any attention to the proceedings, but to be busy at other tasks. All papers were again collected and returned to the principal's office. By comparing the answers as scored by the students on their own papers with the results already tabulated by the writer, it was a simple matter to determine who did and who did not cheat on the examination.

A few days after the test had been scored by the students, a questionnaire¹ prepared by the writer was passed out and each student was asked to answer the questions thereon, giving the following information: the student's name, age, sex, ~~whether city or bus student~~, grade, parents living or dead, parents living together or separated, father's occupation, mother working outside the home, number of brothers and sisters, number of older brothers and sisters, number of younger brothers and sisters, name of grade school attended, work for pay outside of school hours, church preference, church membership, nationality of father, membership

1 - See appendix for copy of the questionnaire.

in character building organizations, activities interested in, reward at home for good grades, and subjects liked best.

[The results obtained from the questionnaire and the ~~current-events~~ test were then carefully tabulated on several master summary sheets. By glancing along a line of one of these master summary sheets one can determine not only whether a particular student cheated on the test, but also his age, I. Q., class, family status, and other information given on the questionnaire. Finally, these data were arranged in the form of tables for the purpose of study, inspection, interpretation, and analysis.

SUMMARY

In this chapter the writer has shown that the purpose of this study is to determine, insofar as possible, the extent of cheating in a particular junior high school, and to discover some of the causes of cheating and the factors associated with it. The chief purpose of this study is to uncover needed data relative to dishonesty in students on the junior high school level and to furnish information which may be compared with that contained in the Peavy study on the college level and the Larson study on the high school level. The writer has also endeavored to define

the meaning of honesty and cheating as used in this study, and to show their relation to character training. The techniques and procedures used in this study have been explained and points of difference between this study and the Larson study noted.

Chapter II will consist of a survey and summary of previous studies relative to student dishonesty and cheating in the classroom.

CHAPTER II

PREVIOUS STUDIES

In making a study of this nature, it is helpful first to make a survey and report of all pertinent material and previous studies on this topic that are available. In this connection, the writer wishes to point out that all studies and experiments herein reported and described, with two exceptions,* have been published and are listed in the bibliography of this thesis.

In reviewing current literature on the subject, the writer was unable to discover any study involving students on the junior high school level, although the survey revealed many studies on the high school level. This may be due in part to the fact that many school systems do not use the junior high school in their organization. It is possible that some investigations have been made but if so the results seem not to have been published. For purposes of comparison and validation, studies on the other three levels will of necessity be used. There is then an obvious

* Peavy, N. E., Factors Associated With Dishonesty in College Students. Oregon State College Master's Thesis, Unpublished, 1933.

Larson, E. L., Factors Associated With Dishonesty in High School Students. Oregon State College Master's Thesis, Unpublished, 1936.

need for further study regarding the dishonesty of junior high school students, when segregated in an administrative unit.

For the sake of convenience in reporting the following studies they will be arranged and discussed under three main divisions: studies on the college level, studies on the high school level, and studies on the elementary school level. The writer is primarily concerned with the incidence of cheating, factors associated with it, and the conclusions drawn, therefore little mention will be made of the techniques used in the following investigations.

STUDIES ON THE COLLEGE LEVEL

A. F. Schnepf (1)* attempted to appraise the reactions of 300 college students to certain practical situations. On a questionnaire these students were given a series of forty-three principles with regard to each situation. The results were summarized in such a way that a positive value showed the group's approval and a negative value its disapproval. Unanimous or quasi-unanimous approval was indicated by +3, decided approval by +2, and mild approval by +1. The same degrees of disapproval were found. Zero indicated that the

* Numbers in parentheses indicate the source from which the information was taken as they are listed in the bibliography of this thesis.

whole group considered an action tolerable or permissible. Questions concerned with cheating in school showed that to copy from another's paper in an examination was marked -2 by the group. To let someone copy from you was marked -1. To let someone copy your work done in fulfilling an assignment was marked 0. Being an accessory to cheating is not regarded by these students to be as bad, apparently, as doing the cheating oneself. Responses to questions concerned with respect for property indicated decisively that the right of private property is still much in honor among this group of students. The students indicated by their responses that the effect which lying or truth telling has on other people is considered an important factor in judging whether it is right or wrong. Lying is considered bad and should not be done wantonly, but if it helps somebody rather than harm him it is considered all right.

The ratings reported have to do only with abstract principles. Schnepf stated that he would expect actual practice to be below the level of principle.

Chas. A. Drake (2) gave true-false tests to a college class totaling one hundred twenty six students. The items were marked with a plus (+) or a zero (0) and the students were allowed to grade their own papers. The author scored the tests on a master chart and returned the tests so that

the student could grade his own test. The answers were then compared to discover if any changes had been made. Of the one hundred twenty six students taking the tests, thirty cheated. Based on the average grades earned by the students the results are shown as follows:

No	A	students cheated
4%	of B	students cheated
23%	of C	students cheated
75%	of D	students cheated
67%	of F	students cheated

According to quartile of intelligence the following was found:

None	cheated in the highest quartile
9	cheated in the second quartile
6	cheated in the third quartile
15	cheated in the fourth quartile

More fraternity students cheated than non-fraternity members. Drake concluded that this was probably due to pressure for better grades for the house. Only 20% of the cheaters enrolled for further courses in the department, while 90% of the non-cheaters enrolled. Drake stated that a lack of interest and lack of success may account for this difference.

H. W. James (3) made several studies among college, high school and elementary students. A multiple choice ex-

amination consisting of 20 questions was given to a group of college students in order to determine honesty as shown by bluffing. The questions were composed in such a way that none of the answers was correct. The average number of questions bluffed by the group was 17.9; 96.2% bluffed over one-half of the questions; 36.86% bluffed all the questions.

In order to determine honesty as shown by cheating, a confidential questionnaire was given to 439 children of the elementary and high schools in Alabama. It was found that 100% of the high school students and 98% of the teachers had been guilty of cheating in some form.

In another study James gathered data from ninety-one college girls by means of a confidential questionnaire to determine honesty as shown by lying. He found that a very large percentage lie to each other, their parents and teachers.

In still another questionnaire, 120 college girls listed ten occupations from honest to dishonest as follows:

- | | |
|--------------------|-----------------------|
| 1. Minister | 6. Merchant |
| 2. Farmer | 7. Traveling salesman |
| 3. Teacher | 8. Real estate agent |
| 4. Doctor | 9. Lawyer |
| 5. Skilled workman | 10. Politician |

The same girls listed the vocation that they preferred their future husbands to engage in as follows:

- | | |
|----------------------|------------------------|
| 1. Lawyer | 6. Farmer |
| 2. Doctor | 7. Politician |
| 3. Merchant | 8. Skilled workman |
| 4. Real estate agent | 9. Minister |
| 5. Teacher | 10. Traveling salesman |

James suggests that in this study honesty seems to be over-balanced by other factors, such as ability to earn money.

The findings point to the conclusion, which is not very creditable to our educational procedure in home and school, that honesty is not developed. Expediency may be a more influential concept than "honesty is the best policy." It is not a question of two groups--honest and dishonest--but more a question of relative honesty. A difference between practice, as shown by these studies, and the generally accepted standards of social conduct is so great and of such a vital nature that more evidence is needed to substantiate the findings.

N. E. Peavy (4) conducted an experiment at Oregon State College consisting of 354 cases. The study dealt largely with freshman and sophomore students--although there were a

few upper classmen included. The technique employed consisted mainly of a test, first scored by the investigator and later scored by the students, to determine the incidence of cheating. Other factors such as age, sex, class, church affiliation, state of residence, etc., were obtained from information given in a questionnaire which the college professor in charge requested the students to fill out.

Since space does not permit a complete review of this study in this thesis, some of the more important findings are as follows:

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, but when the factor of intelligence is considered sex differences vanish.
2. That a positive relationship appeared to exist between intelligence and the extent of cheating.
3. That age seemed to have a significant relationship to the extent of cheating, the older students being more dishonest than the younger.
4. That the upper classmen appeared to be more dishonest than the lower classmen.
5. That cheating was more prevalent among fraternity members than among non-fraternity men and women.

6. That when only the father was dead, cheating was distinctly higher than when only the mother or both parents were dead.

7. That students having only older brothers and sisters tended to cheat more than those having only younger or both older and younger brothers and sisters.

8. That college students graduating in the upper level of their high school class cheated less than those graduating in the average or lower levels.

9. That there is a wide range of cheating among the various character building organizations, the Campfire Girls being the most honest of the women's organizations, and the Boy Scouts among the men's.

10. That those who participated in such activities as public speaking, publications, and clubs cheated less than those who participated in athletics and politics.

11. That an inverse relationship was found between cheating and scholastic achievement.

12. That such factors as the school in college, parents dead or alive, parents together or separated, nationality, salary of parent, church affiliation or membership, size of home town, size of high school,

number of brothers and sisters and type of high school activities engaged in are relatively unimportant in diagnosing dishonest conduct.

13. Factors of greater importance are those of age, mental rating, scholastic achievement, occupation of parent and degree of self-support.

V. C. Wallace (5) of Nebraska State Teachers College presented to his freshman classes a list of conduct problems with instructions to classify them as problems of major or minor nature. Among them were such items as "cheating on examinations", "using ponies", "copying prepared assignments", and "looking on the other fellow's paper."

Eighty per cent of the students replied that these were of a minor nature and therefore should not worry the teacher if they showed up in the classroom.

Next, Mr. Wallace asked if they had ever made use of such questionable practices in high school and how they justified such action. Seventy-five per cent admitted having cheated in high school examinations and 55% admitted having handed in another's work as their own. The matter of justifying such conduct is classified as follows:

1. "Something that was required to graduate", "Did not see any value in the subject", "Needed it to

get into college", --60% of the class.

2. "Outlines made and never used", "Too many facts", --50%.
3. "Necessity of working for grades", --66 2/3%.
4. "Couldn't help seeing someone else's paper", "Temptation was too close at hand", --50%.
5. "The other fellow did it", --30%.

G. F. Miller (6) purposely graded some examination papers too high or too low in order to furnish an opportunity for students to report errors in their favor. Over 35% of the 73 students involved failed to report errors in their favor. The results indicated that there was little, if any difference in the amount of cheating in relation to class or sex. No reliable conclusions could be drawn.

An unknown author (7) gave a final examination to 72 freshmen and 57 juniors in Education. These examinations were collected and scored on another piece of paper. Each student then marked his own paper as the answers were dictated from a key. The papers were then handed in and changes made by the students noted. It was found that 33, or 46%, of the freshmen had made changes in their favor, while only 14, or 25%, of the juniors had made such changes. The author noted that there was a distinct correlation be-

tween intelligence and cheating. Those with high I. Q.'s cheated consistantly less than those with low I. Q.'s. It was noted, however, that there was even a more definite relationship between the raw scores on the Otis test and the tendency for both juniors and freshmen to cheat. Thirty-eight per cent of the freshmen and 22% of the juniors with Otis scores above 50 cheated, while the percentages for those below 50 were 54 and 50 respectively. This last observation suggests that mental age may be more closely associated with dishonesty than the I. Q.

N. Fenton (8) of Ohio University performed an experiment in his psychology class of 32 college sophomores to determine to what extent students would cheat if given the opportunity. Three situations were used. First, the instructor remained in the room and read a book during an examination; second, he remained in his office adjoining the room, but out of sight; third, he left the building and walked across the campus to the library, being quite visible to the entire class. Observers were stationed in various parts of the room to record the frequency of cheating.

Of the 32 students, 63% cheated in one or more situations. When the instructor was in the room, 31% cheated; when he was in the adjoining office, 39% cheated; and when he left the building, 45% cheated. Fenton concluded that

there was a pronounced tendency for cheating to increase in relation to the opportunities presented. Campbell and Koch (11), in a similar experiment, upheld this conclusion.

When the course grades made by the students were compared with their intelligence rating it was noted that there was a definite correlation between I. Q. and the tendency to cheat. Those with the higher I. Q.'s tended to cheat less.

W. G. Campbell of the University of Southern California has made two investigations relative to dishonesty in college students.

In one study (9) he endeavored to ascertain if a relationship existed between dishonesty and such factors as intelligence, scholastic achievement, overstatement, neurotic tendency, dominance submission, extroversion, introversion, and self-sufficiency. One hundred seventy-three cases representing all classes, including graduates, were tested to determine the incidence of cheating. The following facts are worth noting:

1. 96 or 56% of the students tested were guilty of cheating.

2. An Otis intelligence test was given and the author noted that, in general, cribbers were less intelligent than non-cribbers. This agrees with the

results of most other studies regarding the relationship between intelligence and dishonesty.

3. On an overstatement test, the cheaters were found to overstate $11.3\frac{1}{2}\%$ 5.1% more than non-cheaters.

4. Scholastic achievement was lower in the case of cheaters than in the case of non-cheaters. The majority of other studies, with few exceptions, have reached the same conclusion.

5. By giving the Bernreuter Personality Inventory it was found that:

- a. Cheaters were more neurotic than non-cheaters.
- b. Cheaters were less self-sufficient than non-cheaters.
- c. Cheaters were found to be more introverted and more dominant than non-cheaters. Ordinarily, one who is dominant is also self-sufficient. This abnormality may explain the cheaters' actions. As a result of this study, Campbell implies that cheating in class is due not only to pressure exerted upon the student to make high grades, but also to the ease with which cheating can be accomplished. He also in-

fers that the branding of a cheater as a separate and distinct entity is not only dangerous but unjustifiable, since all degrees of dishonesty were apparent in this investigation.

Campbell made another study (10) to determine to what extent students would report errors in grading when the errors were in their favor. The group tested consisted of 15 men and 55 women, but was treated with no reference to sex. Two true-false tests were given each week for a period of nine weeks. The instructor carefully marked each incorrect answer and recorded the correct score in his class book. In putting the scores on the papers, however, the instructor intentionally altered the scores, giving some papers too few points, some too many, and others their correct scores. This system was rotated so that each student received 16 papers, one half of which were incorrectly graded. Each time the papers were returned, the instructor announced that someone else had graded the papers and if any errors were found, the papers should be returned for correction.

Campbell found that 65.7% of the students kept six or more points in their favor. He also noted that 68.3% of the sophomores and 56% of the juniors failed to report errors in

their favor. The number of juniors included in this study was so small, however, that the results may be statistically unreliable, but there is a suggestion that there may be a relationship between dishonesty and maturity.

In 1927-28 W. G. Campbell and Helen L. Koch (11) conducted an experiment to determine the extent and degree of dishonesty among students of a large university having an honor system.

Three groups were used: One group (Group "L") received three lectures of an inspirational and informational nature on honesty. Another group (Group "N") received no such lectures but were under the same instructor. A third group (Group "C") was used as a control group. Groups "L" and "N" were comparable groups made up of 170 students representing all classes in college.

One situation involved the correction and grading of an Otis intelligence test previously taken by the students, having been scored and tabulated on another paper by the instructor before returning the papers. A second situation involved three regular course examinations in which advanced students acted as spies and reported clear cut evidence of cheating. The following figure points out quite clearly that cheating increased with scholastic advancement from freshmen to advanced students:

FIGURE IPERCENTAGE OF STUDENTS OF VARIOUS SCHOLASTIC LEVELSWHO CHEATED ON THE OTIS TESTOR ON ONE OR MORE COURSE EXAMINATIONS

Class	GROUP L		GROUP N	
	Otis test	Course Examinations	Otis test	Course Examinations
Freshman	7.7	6.7	33.3	18.8
Sophomore	37.0	26.7	25.0	27.3
Junior	34.2	38.0	39.3	54.3
Senior	37.5	77.8	35.7	44.4
Graduate	100.0	100.0	100.0	100.0
TOTAL	33.0 \pm 3.3	34.7 \pm 3.3	34.3 \pm 3.6	39.1 \pm 3.4

In the experiment involving the three regular course examinations, three different types of proctoring were used.

1. The instructor was in the room the entire time.
2. The instructor was in and out intermittently.
3. The instructor was out of the room and the students were aware that he would not return.

As mentioned before, several advanced students acted as spies and reported only the clear cut evidence of cheating.

The results obtained from this experiment show that

cheating increased in relation to the opportunities presented. The following figure taken from Campbell and Koch's study bear out this conclusion.

FIGURE II

PERCENTAGE OF STUDENTS CHEATING ON COURSE EXAMINATIONS
PROCTORED WITH VARIOUS DEGREES OF THOROUGHNESS

Type of Proctoring	Group I	Group N
Instructor present during entire exam.	12.3	16.3
Instructor frequently absent during exam.	22.5	30.4
Instructor not present.	24.5	12.0

A summary as given by Campbell and Koch follows:

1. Dishonest conduct, both minor and gross, occurred frequently among the students of this university having an honor system.
2. All degrees of dishonesty appeared--a fact which suggests that the categorizing of persons as honest or dishonest is not justifiable.
3. The incidence of cheating in this study was apparently a function of task or motive and the ease with which it could be accomplished.
4. Thoroughness with which the examinations were

proctored or supervised seemed to be influential factors in determining the amount of cheating.

5. Instruction, through lectures regarding honesty, apparently had no effect.
6. The honest and dishonest groups did not differ materially in average age, mental test score, course grade, or general university grade.
7. That the cheating on examinations increased with the scholastic advancement of the students is suggested, but not conclusively demonstrated by the data of the experiment.

N. L. Yepson (12) in 1929 gave to a class of 59 students, most of whom had completed at least one year of college, an examination which was scored by the instructor and then returned for each student to grade his own paper. It was found that 20 of the 59, or 22%, cheated one or more times on the test. Strangely enough, it was the brighter students who changed their answers when the opportunity presented itself. Only 7 of the 20 who were dishonest were below the median for the class in intelligence, while the other 13 were above the median. This, however, is an unusual condition and is not characteristic of most experimental results as has been pointed out above and as will be

shown later.

N. L. Yepson (13) in another study using the same technique, gave the Ohio Literary Test to a class in mental measurements. The class consisted of 27 students, all teachers, ranging from 18 to 55 years of age. By comparing the students' scores with those obtained by the instructor before returning the papers it was discovered that 29.5% of the group had changed their scores. Later the same instructor carried on the same experiment with a group of 53 students and found that 24.5% cheated. The number of cases is too small, however, to be of any statistical importance, but the fact remains that both students and teachers yielded to the temptation to cheat.

Elon H. Moore (14) attempted to divide students into four groups; dishonest, suspicion, non-suspicion, and honest. The students were given a dictated test and marked + or -. They were then allowed to grade their own papers. The instructor read incorrect answers on part of the questions which were distributed equally throughout the test. One week later the same questions were included in another larger test. Placed into four classes according to the number of changes made, the author found that;

1. Honest students were consistently honest.

2. There was considerable variation in the suspicion and the non-suspicion groups.
3. Dishonest students were consistently dishonest.
4. Men were more dishonest than women.
5. Graduates were more dishonest than undergraduates.

The number tested (49) was too small to draw any reliable conclusions.

STUDIES ON THE HIGH SCHOOL LEVEL

A. D. Dean (15) by means of a questionnaire attempted to ascertain the attitude taken by high school students toward the matter of cheating in class. He went before several large groups of high school students and asked them to write the answers to several questions, telling them not to sign their names as he was not interested in whose answers they were. Among the questions asked were the following:

1. Is it right to cheat on an examination?
2. Is it any of the informer's business if others cheat?
3. Is it right to let others copy your work?
4. Should a student remain honest when he sees other students getting better grades by cheating?

The most typical and most frequent answers given by students were:

1. It is none of my business if others cheat.
2. The class despises a tale bearer.
3. Teacher should not leave the room during examinations.
4. Cheating is just the same as stealing.
5. Those who cheated in school are just as successful in life as those who did not.
6. A student ought to be honest even though others are dishonest, but it is against human nature to be honest when so many of your neighbors are dishonest.
7. Cheating does no good but it may save one from failing.

This study attempts to show how the students themselves consider the question of cheating in school. Evidently high school students do not consider cheating a serious offense. It does show that there must be something lacking in our character building program as carried on by the home, the school, the church, and clubs.

P. R. Hightower (16) conducted an investigation covering grades seven to twelve inclusive. The study included

3,316 students in twelve different localities, representing various intelligence, social, economic and occupational levels and including both sexes. The purpose of the experiment was to determine whether or not any correlation existed between biblical information and cheating in school. The data did not show differences or percentages in cheating according to grades. The results of the study showed a slight negative correlation between biblical information and cheating.

Earl L. Larson (17) conducted a study in the Baker, Oregon, High School in 1934-35 in which he tested 513 students to determine the factors associated with dishonesty in high school students. His study was purposely made to parallel the Peavy study made on the college level at Oregon State College in 1933. The same techniques were used in both studies.

The writer wishes only to list the more significant results obtained in the present study. Larson listed the following conclusions drawn from his experiment:

1. That cheating is extensive in high school and presents a serious problem which must ultimately be dealt with through preventive and remedial measures in our schools.

2. That cheating tends to increase in proportion to the opportunities presented and the ease with which it can be accomplished.
3. That within the limits of the data contained in his study it is practically impossible to predict with any degree of certainty who will and who will not cheat in a given situation.
4. That intelligence appears to exert the most pronounced influence upon dishonesty of any of the factors considered in his study.
5. That such factors as nationality, parent's salary, parent's occupation, religious affiliation, character organization membership, number and type of high school activities, city or rural residence, and number of brothers and sisters appear to bear little relation to the tendency to cheat in high school.
6. That factors of more importance in diagnosing student honesty are: sex, age, year in high school, parents living or dead, scholastic achievement, school progress, intelligence rating, and older brothers and sisters.
7. That anything which exerts pressure upon the student making it more difficult for him to compete

successfully with other students has a tendency to cause him to cheat.

STUDIES ON THE ELEMENTARY LEVEL

Hartshorne and May (18) have probably made the most extensive studies relative to a great many forms of dishonesty and deceit. In a study involving 1500 and 3000 elementary school children between the ages of nine and thirteen inclusive, an attempt was made to determine the factors associated with cheating in classroom tests. The conclusions reached as a result of this study are as follows:

1. That within the age limits of the data, there was only a slight association between age and the tendency to deceive. The older students cheated slightly more than the younger, but the difference was not very significant.
2. The sex factor has little or no significance in the tendency to cheat.
3. That no relation was found to exist between physical condition and the tendency to cheat.
4. That the resemblance of siblings in deception was about the same as their resemblance in intelligence.
5. That children from broken homes cheated more than

- those from unbroken homes.
6. That colored children and children whose parents were born in Southern Europe cheated more than those whose parents were born in Northern Europe or North America.
 7. That no significant difference was noted in the amount of cheating from grade to grade. In some school systems cheating increased with advancement through the grades, while in others the exact opposite was true.
 8. That a pronounced and positive relationship existed between intelligence and the tendency to deceive as shown by the following figure:

FIGURE III

FREQUENCY OF CHEATING AS RELATED TO INTELLIGENCE

I. Q.	Cases	Percent Cheating
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

9. That students with high scholastic achievement cheated less than those with low achievement, but when stated in terms of mental age, the relationship disappeared.
10. That Sunday School attendance made no difference in the amount of cheating. Those who attended regularly cheated as much as those who attended rarely or not at all.
11. That a positive correlation existed between dishonesty and the occupational level of the family as indicated in Figure IV:

FIGURE IV

FREQUENCY OF CHEATING AND OCCUPATIONAL LEVEL

Occupation	Cases	Percent Cheating
Professional	404	25.7
Artisan	674	46.8
Skilled Labor	396	46.3
Unskilled Labor	154	55.2

12. That children belonging to organizations purporting to teach honesty, deceived about the same as children who did not belong.

Frank A. Clarke (19) gave a series of tests to 500 child-

ren attending daily vacation Bible school in Lincoln, Nebraska. Ages ran from eight to fourteen, representing grades four to nine. On a "peeking test" he found that 54% of the boys and 68% of the girls cheated. These percentages are rather high when compared with the results of other elementary school studies. There was no evidence that age, longer exposure to school or the Sunday School made any significant difference in their attitude toward cheating.

In 1931, Harold S. Tuttle (20) of Eugene, Oregon, completed a study tracing 1320 cases involving pupils from grades four to seven over a two year period. Two tests were given, one in 1928 and another in 1929. In this experiment, dishonesty was discovered by the use of a concealed carbon device which disclosed any changes made in the answers previously given. Three school systems were used in the study; one in an agricultural and lumbering community, with a university population, and one in a rural district with an enrollment of less than two hundred pupils. The author noted that the tendency to cheat decreased as the age of the pupils increased. On the first test, 793 cheated, whereas on the second test only 310 cheated. Ten times as many ceased cheating on the second test as started cheating on the first. It was also noted that there was a

positive relationship between honesty and intelligence. Of the students having an I. Q. of 110 or over, only 11% cheated consistently, while 22% of those having an I. Q. of below 90 were consistently dishonest. There was no indication that the grade in school had any significant effect upon the percentage of cheating in the classroom. The author reports that evidence seemed to indicate that the child is influenced much more strongly by the environment than by the school itself.

M. A. Steiner (21), supervising principal of the public schools, Ingram, Pennsylvania, attempted to determine whether students cheated more or less as they advanced through the grades. Changed answers were used as a basis for determining the percentage of cheating. Tests were first scored by the teachers and then corrected by the students. This study involving elementary school children in grades 5B and 7A, revealed that there was more cheating in Five B than in Seven A; that those above the median in Five B cheated more than those below the median; and that those above the median in Seven A cheated less than those below the median. No conclusions were drawn since the number of cases was too small. As an interesting sidelight, teachers attempted to divide the students into five groups according to honesty. The

teachers' groupings correlated only .48 for the Five B group, and .18 for the Seven A group with the actual results of the tests. These low correlations appear to indicate that one cannot guess very accurately as to who needs moral guidance.

In a second study (22), using the same technique, Steiner attempted to determine whether or not students in schools having a definite program of character education were less dishonest than those in schools having no such program. The study involved 613 students of the eighth and ninth grades in nine different schools. In each school studied, the author noted whether or not the school professed to have an organized program of character education. In all the schools except two a definite program of character education was offered. In general the ninth grade students were found to be more honest than those in the eighth grade. Honesty varied from 9.1% in one class to 78.7% in the most honest class. With the exception of one school, those reporting a definite program of character education scored higher in honesty than those having none. No conclusions could be drawn, however, due to the small number of schools involved.

A. Buseman (23) selected about 400 school children

representing a uniform and average group, within which valid comparisons of families of varying size and composition could be made.

Although this experiment does not involve dishonesty, it embraces one factor which is to be included as a part of the main study; namely, the number of older, younger or older and younger brothers and sisters each child has.

According to Buseman, it appears that children are more industrious and able at school the more siblings they have up to four; that the eldest sibling has, on the average, a higher class position than the median sibling, and the youngest a lower position than the median.

William E. Slaughter (24) made a study of 140 children, 70 of whom consistently lied and 70 of whom consistently told the truth as determined by previous tests. In this study he endeavored to determine whether or not certain psychological abilities were closely related to untruthfulness in children. He found that the intelligence factor was quite negligible, though it suggested a slight weighting to the advantage of the truthful children. On the whole, however, he concluded that individual psychological abilities were not as closely related to untruthfulness as were the home conditions of the pupil.

SUMMARY

In summarizing the results of previous studies reviewed in this chapter, only the most important findings and conclusions are mentioned. These are as follows:

1. That, in general, the factor of age in relation to cheating is not important. In some studies the older students were found to be most dishonest, while in others the younger students were found most dishonest.

2. One study showed that schools having definite organized character education programs scored higher in honesty than those having none.

3. That sex bears little, if any, relation to dishonesty.

4. That students belonging to organizations outside of school which purported to give instruction in character training, cheated as much as those who did not belong.

5. That there appears to be a definite association between honesty and the occupational level of the family.

6. That religious affiliation, Sunday School attendance and biblical information bear little or no relation to the amount of cheating.

7. That any attempt to classify students as being wholly honest or dishonest is unjustifiable.

8. That, although one study¹ concluded otherwise, the factor of intelligence bears a definite and positive relationship to dishonesty. In general, the more intelligent the group, the less they will cheat in classroom tests.

9. That cheating is prevalent in all levels of our American schools.

10. That, in general, high scholastic achievement is accompanied by a decrease in the amount of cheating.

11. Two studies² showed that the so-called "honor system" used in class-room examinations do not tend to lessen the amount of cheating.

12. That the broken home exerts more of an influence upon the conduct of the elementary school student than on that of the college student.

13. That the factor of environment exerts a strong influence on the conduct of the school child.

14. That there is little difference in the amount of cheating from grade to grade. In some schools and colleges, more cheating is found in the upper grades, while in others the opposite is true.

1. Yepsen, N. L. (12)

2. Fenton, N. (8) and Campbell and Koch (11)

15. That anything which tends to exert pressure with reference to scholastic achievement may lift the percentage of cheating in a class.

16. That cheating tends to increase in direct relationship to the opportunities presented for cheating.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

In the preceding chapter a review of previous studies regarding cheating and dishonesty of students in all levels of our educational system was presented. This chapter will deal with the analysis and interpretation of the data compiled by the writer in this present study.

The procedures and techniques employed in this study for determining cheating were valid and reliable. Neither the teachers nor the students were aware of the real purpose for which the current events test used in this experiment was given. It was regarded as a simple test to determine the average student's knowledge of current events. Since neither the teachers nor the students had any knowledge of the purpose for which the test was to be used, it was administered and taken under perfectly normal classroom conditions. There can be no doubt that the amount of cheating was consistently and reliably disclosed. Either a student cheated or he did not; there was no middle ground. In other words, the opportunity to cheat was present if the student chose to take advantage of it. By comparing the student's answers as tabulated by the writer, with those

after the student had corrected his paper, discrepancies were noted and recorded. Since one of the purposes of this thesis is to parallel the Larson experiment which in turn parallels the Peavy study, considerable reference will be made to those studies in this thesis.

ANALYSIS OF FINDINGS

In analyzing and discussing the findings of this study, the order in which the various factors are discussed will be the same as in the Larson study. For the purpose of clearness and comparison, tables similar to those used in the Larson experiments will be used to supplement the data given in the discussion and analysis.

1. General Information

Of the 241 cases included in this study, 111, or 46.5% cheated.

TABLE I

General Information

Cases in study - - - - -	241
Number of cheaters - - - - -	111
Percentage cheating - - - - -	46.05

2. Frequency of cheating

In the test, each student was given the opportunity to cheat if he chose to do so. The number of opportunities was variable, however, depending on the type of errors and the number of omissions on each student's paper.

The frequency of cheating is only shown as a matter of interest, since it was not the purpose of this study to determine the degree of dishonesty, but rather its presence or absence. No reliable means of measuring the number of opportunities available could be set up, hence no attempt was made to show a correlation between the type of errors and the number of times students cheated. It will be noted in the table below that more frequencies occur in the lower intervals than in the higher. The range in the number of times a student cheated varied from 1 to 45. Almost identical results were obtained in the Larson and Peavy studies.

TABLE II

Frequency of Cheating

(Range 1--45 Median 11.66)

Interval	Frequency
41 - 45	3
36 - 40	1
31 - 35	4

26 - 30	0
21 - 25	16
16 - 20	9
11 - 15	18
6 - 10	22
1 - 5	38

3. Cheating According to Sex

In the Peavy study, concerning dishonesty in college students, the men cheated appreciably more than the women. Peavy accounted for this in that the women had higher intelligence ratings than the men. In the Larson experiment the girls cheated more than the boys, but only by 4.9% which was too small to be statistically significant. In the present study the boys cheated more than the girls, percentages being 46.4 for the boys and 45.6 for the girls. This difference is too small to have any significance.

TABLE III
CHEATING ACCORDING TO SEX

Sex	Cases	No.	%
Male	228	106	46.4
Female	254	116	45.6

4. Cheating According to Age

In analyzing the data given in Table IV, it is noted that the percentage of cheating is not consistent nor does

it make any kind of pattern. Ages 12, 17, and 18 must be disregarded as there was only one case in each age group. The percentage between the ages of 13 and 16 inclusive, varied from 41.6% to 55%. Peavy, in his study, found that there was a tendency for cheating to increase as the ages of the students increased, where as Larson's experiment showed the opposite tendency. From the finding of the three studies, no conclusions can be reached regarding the tendency to cheat according to the age of the individual.

TABLE IV
Cheating According to Age

Age	Both Male and Female		
	Cases	No. Cheating	%
18	1	0	00.0
17	1	0	00.0
16	18	10	55.0
15	60	25	41.6
14	103	47	45.6
13	51	27	54.3
12	1	0	00.0

5. Cheating According to Grade in School

According to Table V, there is less cheating in the ninth grade than in the eighth grade. These findings coincide with both the Larson and Peavy studies with the exception that Larson found slightly more cheating in the

Senior year in high school than in the Junior year. This deviation from the general pattern is accounted for by Larson as perhaps due to pressure exerted for credits necessary for graduation. Many of the Seniors carried five or six subjects, making it necessary for them to do most of their studying outside of school hours. The differences between the percentages of cheating in the various classes considered in the three studies are not sufficiently large enough to warrant drawing any general conclusion to the effect that cheating decreases from grade to grade throughout Junior high school, high school, and college, but the tendency in that direction seems to exist.

TABLE V

Cheating According to Grade in Junior High

Grade	Cases	No. Cheating	%
Ninth	157	64	40.7
Eighth	84	47	55.9

6. Cheating According to Marital Status of Parents

In determining the effect of the broken home upon the tendency to cheat, the broken home was classified under two heads; (1) that broken by death of one of the parents, and (2) that broken by separation of the parents. There were no orphans among those tested.

As shown in Table VI, the percentage of cheating among students from the normal family, with both parents living together, was 44.2%. Among students from families in which the father was dead, the percentage of cheaters was 56.6%. The percentage jumped to 66.6% among students from families in which the mother was dead. Students from families broken by separation cheated only about 4% more than those from normal families, the percentage being 48%.

The number of cases is so small that no reliable conclusions can be drawn, but it is interesting to note that these findings do not compare with those of the Larson study. Larson found less cheating among the students from the home in which the parents were separated than in the normal home. Larson found no difference in the amount of cheating done by children from homes in which the mother was dead and those from normal homes, but found considerable more in the students from homes in which the father was dead.

In this study as in the Peavy and Larson experiments, the evidence would indicate that the home broken by separation or divorce does not exert the pressure upon the child as does that home in which one of the parents is dead. The home broken by divorce or separation appeared to have the opposite effect upon the child's dishonesty in school than that generally supposed.

The writer wishes to emphasize again that further study should be made in this regard as the number of cases used in this study is too small for any reliable conclusions to be drawn.

TABLE VI

Cheating According to Marital Status of the Family

	Cases	No. Cheating	%
Parents living together	188	83	44.2
Father dead	23	13	56.6
Mother dead	3	2	66.6
Parents separated	25	12	48

7. Cheating According to Nationality.

The factor of nationality apparently bears little, if any, relation to the incidence of cheating in the junior high school. The community in which this study was made is composed largely of "Americans" and most of the students who indicated other nationalities are of mixed nationalities. There is no correlation between this study regarding cheating and nationality and the experiments of Larson or Peavy. Larson's study showed the Germans to be high in the percentage of cheaters, whereas in this experiment the Germans

are well down the list. The English were high in percentage of cheaters in this study, whereas Larson found them to be among the most honest.

TABLE VII

Cheating According to Nationality

Nationality	Cases	No. Cheating	%
Scotch	12	7	58.3
English	33	17	51.5
Scandinavian	12	6	50
French	6	3	50
Swiss	4	2	50
German	27	13	48.1
Irish	10	4	40
Dutch	5	1	20

8. Cheating According to Occupation of the Parent

In the study conducted by Hartshorne and May (18), and in the one conducted by Peavy, there was found to exist a positive relationship between the occupational level of the family and dishonesty. Larson, however, found no such relationship. In this study, as in Larson's, there is no important deviation from the general average except in

the case of the former group, and perhaps slightly, the professional group. This deviation may be attributed to other factors such as I.Q. or environment. In this particular study then, it may be concluded that the occupational level of the family was a factor bearing little or no relation to cheating in the junior high school.

TABLE VIII

Cheating According to Occupation of the Parent

Occupation	Cases	No. Cheating	%
Artisan	63	33	52.4
Merchant	37	19	51.3
Laborer	32	15	46.8
Professional	48	19	39.5
Farmer	24	8	33.3

9. Cheating According to Number of Brothers and Sisters

In the Larson and Peavy studies, the number of brothers and sisters the student had was found to be a relatively insignificant factor concerning cheating in school. Although in this experiment there is some variation in the percentages, there is, nevertheless, a general relation between the tendency to cheat in the junior high school and the

number of brothers and sisters in the family. From the results obtained it would seem, in general, that the more brothers and sisters a student has, the greater the tendency to cheat, as shown in Table IX.

TABLE IX

Cheating According to Number of Brothers and Sisters

Number	Cases	No. Cheating	%
5 /	16	10	62.5
5	16	8	50
4	23	14	60.8
3	34	15	44.1
2	59	30	50.8
1	64	21	32.8
0	27	9	33.3

10. Cheating According to Older and Younger Brothers and Sisters

The student's relative position in the family with regard to older and younger brothers and sisters apparently may have some effect upon his honesty or dishonesty. As shown in Table X a higher percentage of the students having a majority of older brothers and sisters cheated than those

having a majority of younger ones. Both Larson and Peavy obtained similar results in their studies.

TABLE X
Cheating According to Older and Younger
Brothers and Sisters

	Cases	No. Cheating	%
Majority Older	123	58	47.1
Majority Younger	62	25	40.3

11. Cheating--City vs Bus Students

Whether a student lives within the city or in the country in this particular community apparently is of little consequence as far as tendency to cheat is concerned, as shown in Table XI.

TABLE XI
Cheating--City vs Bus Students

	Cases	No. Cheating	%
City Students	164	67	40.8
Bus Students	36	15	41.6

12. Cheating According to Grade School Attended

As a matter of interest, the writer tried to determine if there was more cheating among the students trained in the city schools than among those of other communities. According to Table XII there is slight difference in the percentage of cheating of students from city school systems. Rural students tended to cheat less, but the small number of cases represented by the rural students may influence the results.

TABLE XII

Cheating According to Grade School Attended

School	Cases	No. Cheating	%
Corvallis Schools	146	71	48.9
Other Cities	54	25	46.3
Rural	34	13	37.9

13. Cheating and Character Organization Membership

Many organizations such as the Boy Scouts, Girl Scouts, Campfire Girls, Y.M.C.A., etc., have long claimed that they furnish effective character training for the youth of the country. It is not the purpose of this study to provide argument against this claim, but an examination

of the data shown in Table XIII, as well as results found in other similar studies, will indicate that this claim may not be a valid one. The writer has not shown the results for each organization as some other studies have done, as there is no indication that one organization has more or less influence than another. In the present study, the students belonging to one or more of these organizations cheated slightly more than those students not belonging.

After analyzing the data given in Table XIII, it is the conclusion of the writer that the factor of membership in a character organization is not related to the incidence of cheating in the Junior High School. In the Larson study as in the Peavy experiment, the same conclusion was drawn.

TABLE XIII

Cheating According to Character
Organization Membership

	Cases	No. Cheating	%
Members	160	76	47.5
Non-members	81	35	43.2

14. Cheating and Church Affiliation or Membership

This study shows a wide range in the percentage of

cheating among students affiliated with the various religious denominations; the lowest percent being 20.0 among the Lutherans, and the highest 55.2 among the Methodists. It is interesting to note that 46.1% of those professing religious affiliation cheated on the test, while only 40.7% of those not affiliated with a church were dishonest.

14. The data given in Table XIV indicates that there are wide differences in percentage of cheating between groups affiliated with the various religious organizations. Statistically, however, these differences are not as great as they appear. Doubtless there would be a considerable range of cheating within each denomination if a sufficient number of cases could be tested. Both the Larson and Peavy studies noted a wide range in the percentage of cheating, and the order of frequency of cheating for each group varies in the three studies. For example; the Methodists who showed the greatest percentage of cheaters in this study were the median in the Larson experiment.

TABLE XIVCheating and Church Affiliation or Membership

Church	Cases	No. Cheating	%
Methodist	38	21	55.2
Baptist	17	9	52.9
Presbyterian	16	8	50.0
Christian	15	7	46.6
Catholic	13	5	38.4
Lutheran	10	2	20.0
Miscellaneous	21	8	38.1
Church Members	130	60	46.1
Non-members	108	44	40.7

15. Cheating and Working After School

In the Peavy study it was found that the degree to which college students supported themselves correlated highly with the percentage of cheating. Those entirely self-supporting cheated the most, those partially self-supporting held a median position, while those not supporting themselves at all had the lowest percentage. Larson, however, in his experiment with high school students found more cheating among the students not working for pay

after school hours than among those who worked for pay. The difference in Larson's study, however, was too small to be significant.

The data in Table XV shows that those junior high school students working for pay after school hours cheated considerably more than those not working. These findings, then, would bear out the results obtained by Peavy among college students.

TABLE XV

Cheating and Working After School for Pay

	Cases	No. Cheating	%
Working	133	69	51.8
Non-working	106	42	39.6

16. Cheating According to Grades Earned in School

As has been shown in other studies, the factor of scholastic achievement appears to be definitely related to cheating; that is, those making high grades cheat consistently less than those making low grades. Since there is a high correlation between scholastic achievement and the intelligence quotient, the apparent relationship shown in Table XVI may be due to intelligence. It will be noticed that only

9.5% of those making high grades cheated as compared to 66.6% of those who were failing. Approximately the same results were obtained in the Larson and Peavy studies.

TABLE XVI

Cheating According to Grades Earned in School

Grades*	Cases	No. Cheating	%
1.00 - 1.49	21	2	9.5
1.50 - 2.49	60	18	30.0
2.50 - 3.49	94	36	38.2
3.50 - 4.49	56	22	39.2
4.50 - 5.00	9	6	66.6

* Grade of 1.00 denotes highest achievement.

17. Cheating According to Intelligence.

With only one exception¹ all studies of honesty, taking the factor of intelligence into account, agree that an inverse relationship exists between intelligence and cheating. In other words, the higher the mental rating, the lower the percentage of cheating. The findings of the present study agree with the majority. As shown in Table XVII, there is a consistent increase in the percentage of cheating

1. Yepsen, N. L. (12)

from the fourth or highest quartile of the range of intelligence to the first or lowest quartile.

It is possible that the factor of intelligency may be the determining factor rather than some other factor shown in previous tables in this study. For example, because those of higher intelligence probably enter the professions, the intelligence factor rather than the occupational factor may be the important consideration in the results shown in Table VIII, (page 52).

TABLE XVII

Cheating According to Intelligence

[*] Quartile	Cases	No. Cheating	%
4	62	22	35.4
3	55	24	43.6
2	52	24	46.1
1	54	32	59.2

* Quartile rating was determined upon the basis of the entire student body enrollment.

18. Cheating According to the Mather Working

Although this question was not discussed in the Larson or Peavy studies, the writer was interested to know

if the fact that the student's mother worked outside the home might have some possible influence on his dishonesty. Contrary to the results which might be expected, the data shown in Table XVIII indicate that students whose mothers work outside the home tended to cheat less than those whose mothers do not work. However, the difference of 3.2% is so small that this factor is probably not significant.

TABLE XVIII

Cheating According to the Mother Working

	Cases	No. Cheating	%
Mother works	70	31	44.2
Mother does not work	171	81	47.4

19. Cheating and Reward for Good Grades

Knowing that a number of students received rewards of some kind for making high grades or received punishment if the grades were low, it occurred to the writer that this question might throw some light on the possible reasons for cheating in school. Of the 240 students answering this question, 54 indicated that they received rewards for good grades or punishment for poor grades. Of the 54 students,

32 or 59.2% cheated on the examination. Of the 186 students receiving neither reward or punishment, only 78, or 41.9% cheated. These data would indicate that when the incentive is provided, students are prone to take advantage of an opportunity to cheat. No definite conclusions can be drawn from these results, however, as the number of students involved is too small to provide reliable results. Although the results here are in keeping with the results obtained from other studies, more experimenting should be done before drawing definite conclusions.

TABLE XIX

Cheating According to Reward for Good Grades

	Cases	No. Cheating	%
Reward for Good Grades	54	32	59.2
No Reward	186	78	41.9

20. Cheating According to Subjects Liked Best

In the Larson and Peavy studies it was possible to obtain data as to cheating in different fields of interest. Neither of these studies showed any correlation between the field of interest and the amount of cheating done by the student, however. As the curriculum in the junior high

school is not departmentalized, no data could be obtained regarding this question. The writer was interested, however, in noting the cheating according to the subject liked best. No conclusions can be drawn as the number of cases for each subject is small and there is little difference in the percentages between one subject and another.

TABLE XX

Cheating According to Subject Liked Best

Subject	Cases	No. Cheating	%
Mathematics	28	15	53.5
English	33	17	51.5
Industrial Arts	21	10	47.6
Physical Education	75	40	45.0
Music	40	18	45.0
Social Science	23	10	43.9
Science	5	2	40.0
Art	4	1	25.0
Home Economics	5	0	00.0

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this study, which parallels the experiments made by Larson at Baker, Oregon High School, and Peavy at Oregon State College, the writer has gathered and tabulated pertinent information relative to the incidence of cheating in class room tests in a junior high school. It was the purpose of this experiment not only to determine the extent of cheating in a particular junior high school, but also to discover the factors which might influence or be associated with it. The data on which this study is based were compiled at Corvallis Junior High School during the school year 1941-42 and involved 241 students in the eighth and ninth grades with an age range of from 12 to 18 inclusive.

Students were given a test covering current events which were graded by the writer and the answers recorded on a master sheet. The tests were then returned to the students with instructions that they grade their own papers. By comparing the results obtained from the scoring by the writer with those obtained when the students scored their own papers, it was comparatively simple to determine which students did and which students did not cheat. The test

was given under normal classroom conditions and administered by the regular classroom teacher. The correct answers were read by a student who happened to have been absent on the day the test was given, while the teacher was busy with other work. Neither the students nor the teachers had any knowledge as to the real purpose for which the test was to be used.

A few days later a questionnaire was passed out and each student was asked to answer the questions thereon, giving the information in regard to the following: name, age, sex, whether city or bus student, grade, parents living or dead, parents living together or separated, father's occupation, mother working outside the home, number of brothers and sisters, number of older brothers and sisters, number of younger brothers and sisters, name of grade school attended, work for pay outside of school hours, church preference, church membership, nationality of father, membership in character building organizations, activities interested in, reward at home for good grades, and subjects liked best.

The results of the tests and the questionnaire data were then carefully tabulated on a master summary sheet for study and analysis.

The following statements summarize the findings of this

study:

1. The percentage of cheating in the Corvallis junior high school was found to be 46.05; the percentage for the boys being 46.4 and for the girls 45.6.

2. No consistent tendency in cheating according to the age of the student was noted.

3. The percentage of cheating was considerably less in the ninth grade than in the eighth grade, being 40.7 and 55.9 respectively.

4. Students whose parents were both living cheated slightly less than the average, while the students who had lost one parent cheated considerably more than the average.

5. Students whose parents were separated cheated slightly more than the average, but considerably less than the students one of whose parents was dead.

6. The factor of nationality bears little if any relation to the amount of cheating in the Corvallis junior high school.

7. There was less cheating among the children whose parents were of the higher occupational levels. Children of professional parents cheated less than the children of laborers. Students whose parents were farmers were an exception to this statement.

8. The number of brothers or sisters that a student had was a relatively insignificant factor with regard to cheating. There was found to be considerably more cheating if the student possessed five or more brothers or sisters, however.

9. The student's relative position as to older brothers and sisters may effect his tendency to cheat. From the data obtained it is apparent that a student with a majority of older brothers and sisters cheats more than if the majority of brothers and sisters are younger.

10. Whether a student lived in the city or in the outlying districts was of little significance in regard to cheating.

11. Whether the student attended the Corvallis schools or schools of another city made little difference in the tendency to cheat, although those having attended a rural school cheated less than those from city schools.

12. Students belonging to the so-called character building organizations cheated slightly more than those who did not belong.

13. Church affiliation or preference bore little relationship to the amount of cheating in junior high school. Non-church members cheated slightly less than those who indi-

cated membership or church preference.

14. The percentage of cheating of students who worked after school for pay was 51.8 as compared with 39.6% for those who did not work.

15. The percentage of cheating was inversely related to the student's scholastic achievement. In other words, those making high grades cheated far less than those making low grades.

16. An inverse relationship appeared to exist between intelligence rating and the tendency to cheat in class.

17. Students whose mothers worked outside the home cheated slightly less than those whose mothers did not work, but the difference here is insignificant.

18. The data indicate that there is far more cheating among students who receive a reward for good grades than among those who do not receive a reward.

19. Although there was a wide range in the percentage of cheating according to the subject liked best, the range is not significant as the number preferring a particular subject was too small to be of importance.

CONCLUSIONS

As a result of the foregoing study and in light of the data and facts discovered therein, the following conclusions were drawn:

1. That cheating is altogether too prevalent in junior high school, and presents a serious problem to teachers, parents, clergy, and others concerned with the rearing, education and character development of children. This problem must ultimately be dealt with through preventative and remedial measures in our schools.
2. That within the limits of the data contained in this study, it is practically impossible to predict who will and who will not cheat in a given situation.
3. That there is something wrong with our present methods of character education and there is need for a more effective program in all agencies purporting to improve character.
4. That cheating tends to increase in proportion to the opportunities presented, and the ease with which it can be accomplished.
5. That it is impossible to distinguish between factors which cause, and factors which are associated with dishonesty in junior high school.

6. That intelligence appears to exert the most pronounced influence upon dishonesty of any of the factors considered in this study. The factor of intelligence may be the predominant factor in many other situations such as occupational level of the parent, scholastic achievement, or even the subject liked best.

7. That such factors as religious affiliation, city or rural residence, nationality of parent, number of brothers or sisters, age, whether parents are separated or living together, grade school attended, membership in character building organizations, mother working outside the home, and the subject liked best, appear to bear little relation to the tendency to cheat in junior high school.

8. That factors more important in ascertaining whether a student will cheat on an examination are: year in school, parents living or dead, occupation of the parent, majority of brothers and sisters that are older or younger, working after school, scholastic achievement, intelligence, and incentive such as a reward of some kind for high grades.

9. That anything which exerts pressure upon the student making it more difficult for him to compete successfully with other students has a tendency to cause him to cheat.

RECOMMENDATIONS

In light of the data discovered in this and other similar studies a few recommendations can be made:

1. Further study and investigation should be conducted relative to dishonesty in all levels of our educational institutions covering not one, but many educational institutions, so that a wider sampling may be obtained. The results should be published and made available for use of all individuals interested in attacking and preventing dishonest behavior in school and life.

2. Some better form of organized programs of character education should be developed in our schools, churches, and homes.

3. Mere abstract teaching of principles of desirable character behavior appears relatively ineffective. Provision should be made in the curriculum for instruction in honesty and character development through specific and concrete situations and experiences involving the practice of honest and desirable character behavior.

4. Some method should be discovered which will create within the student a sincere desire to succeed by the exercise of honest and yet profitable means.

5. More attention should be given in our teacher training institutions, through the inclusion of specific courses dealing with good character development, to provide our teachers with specific methods relative to the teaching of desirable character behavior.

6. More care should be exercised by our superintendents and school boards in the selection of teachers who really possess the character traits we wish to develop in our children.

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APPENDIX

COPY OF QUESTIONNAIRE

Name _____ Grade _____ Age _____ Sex _____

Do you come to school on the bus? _____

Is your father living _____ Mother _____ Are they living together?

At what is your father regularly employed? _____

Does your mother work outside the home? _____

How many brothers and sisters have you? _____ How many are older than you? _____ How many younger? _____.

Name of grade school attended before entering junior high school _____ Address _____

Do you work for pay outside of school hours? _____

How many hours weekly? _____

What is your church preferences? _____ Are you a member?
(Methodist, Baptist, etc.)

What is your father's nationality? _____
(English, French, etc.)

Check those organizations with which you are or have been affiliated.

- | | |
|-------------------|------------------------------|
| () Boy Scouts | () Four-H Club |
| () Girl Scouts | () Young Peoples Fellowship |
| () Girl Reserves | () Y.W.C.A. |
| () Rainbow Girls | () Campfire Girls |
| () Y.M.C.A. | () Others _____ |
| () Others _____ | |

Check the activities in which you are or have taken part.

- | | |
|-------------------|-------------------|
| () Athletics | () Dramatics |
| () Clubs | () Intra-murals |
| () Publications | () Service squad |
| () Music | () Others _____ |
| () Safety Patrol | () Others _____ |

Do your parents offer you a reward for good grades? _____

What subjects do you like best? 1. _____
(list in order of preference)

2. _____

3. _____

CURRENT EVENTS TEST

NAME _____ Grade _____ Age _____

This test is to determine your knowledge of the happenings in the world today. Do not guess. If you are not sure of the answer leave the space blank. This examination has no bearing upon your grade in any course given in school. Do the best you can but do not guess.

Place the number of the correct answer in the space provided at the beginning of the statement.

Example: () The capitol of the United States is (1) Chicago, (2) Philadelphia, (3) Washington D.C. The answer, of course, is Washington D.C., so the figure "3" should be placed in the parenthesis preceding the statement.

1. () Our navy recently announced a raid on the former U.S. island (now Jap-held) of (1) Midway, (2) Guam, (3) Wake.
2. () General Draja Mikhailovitch is also Yugoslavia's (1) King, (2) War Minister, (3) Premier.
3. () Organized labor has agreed to give up (1) double pay for Sunday work, (2) overtime pay for work in excess of 40 hours a week, (3) the right to criticize the war effort.
4. () The "Battle of the Atlantic" (1) has been won by the Axis, (2) has been won by the Allies, (3) is still going on.
5. () A U.S. base has been built in Guatemala because of Guatemala's nearness to (1) Mexico, (2) the Panama Canal, (3) Cuba.
6. () The WPB was established (1) last August, (2) in 1938, (3) last January.
7. () Bolivia is now America's main source of (1) copper, (2) tin, (3) quebracho bark.

8. () U.S. troop transports sail to Australia by way of Hawaii and (1) New Zealand, (2) the Philippines, (3) the Gilbert Islands.
9. () Sweden's nearest neighbors are (1) Finland and Germany, (2) Finland and Norway, (3) Norway and Russia.
10. () Japan's recent advance in the Far East did not bring control of (1) Malaya, (2) the Netherlands Indies, (3) China.
11. () To help pay for the U.S. war effort, Treasury Secretary Morgenthau has proposed (1) no more spending, (2) heavy new taxes, (3) Government seizure of banks.
12. () For greater efficiency, President Roosevelt has streamline the (1) Army, (2), G-Men, (3) Marines.
13. () An old border dispute recently ended between (1) Peru and Brazil, (2) Peru and Chile, (3) Perua and Ecuador.
14. () A recent disaster in New York Harbor was the capsizing of the steamship (1) Queen Mary, (2) Normandie, (3) America.
15. () Axis land forces have had their worst set-back in (1) Libya, (2) Burma, (3) Russia.
16. () The U.S. has suffered high shipping losses in (1) the Western Atlantic, (2) the Mediterranean, (3) the Indian Ocean.
17. () Huge new tank and airplane goals were set in January by (1) Russia, (2) the U.S., (3) Japan.
18. () Three big German warships recently got away from the British in (1) the Red Sea, (2) the English Channel, (3) the Baltic Sea.
19. () The U.S. has begun moving aliens from a zone along the (1) Canadian Border, (2) Gulf Coast, (3) Pacific Coast.
20. () America's Ambassador to Mexico is (1) Franz von Papen, (2) George Messersmith, (3) Alfredo Baldomir.

21. () The pact recently signed between the U.S. and Britain is called a (1) Declaration of Intentions, (2) Declaration of Principles, (3) World Trade Treaty.
22. () Before the U.S. entered the war, nations conquered by the Axis totaled (1) twelve, (2) fifteen, (3) three.
23. () Military transport planes are used for (1) bombing, (2) pursuit, (3) carrying troops.
24. () Right now a major Axis method of attack on the U.S. is (1) bombing our coasts, (2) sinking our ships, (3) fighting our troops on land.
25. () The island of Cebu is located in (1) the Indian Ocean, (2) the Philippines, (3) the Baltic Sea.
26. () General Douglas MacArthur was moved from the Philippines to (1) Burma, (2) India, (3) Australia.
27. () The General to replace MacArthur in the Philippines was (1) Joseph Stillwell, (2) Ralph Royce, (3) Jonathan Wainwright.
28. () Sir Stafford Cripps was a special envoy from Britain to (1) India, (2) Egypt, (3) the U.S.
29. () American troops have been arriving in goodly numbers in (1) Japan, (2) India, (3) Ireland.
30. () Iraq is most noted for its production of (1) tin, (2) wheat, (3) oil.
31. () Twenty-one American Republics held a conference in (1) Mexico City, (2) Rio de Janeiro, (3) Lima.
32. () The important naval base captured from Britain by Japan was (1) Malta, (2) Gibraltar, (3) Singapore.
33. () The British and Axis have been waging a see-saw battle in (1) Russia, (2) Australis, (3) Libya.
34. () Hitler's supposed offensive is to take place on the frontier of (1) Russia, (2) Sweden, (3) India.

35. () One of the gravest economical problems which is faced by the U.S. today is that of (1) relief, (2) inflation, (3) coining money.
36. () The Pacific Coast Basketball championship was won this year by (1) O.S.C. (2) U.S.C. (3) Stanford.
37. () Joe Louis, the heavyweight boxing champion has recently joined the (1) Army (2) Navy (3) Air Force.
38. () The world series baseball championship was won last year by (1) New York Yankees, (2) Brooklyn Dodgers (3) Boston Red Sox.
39. () The chief opponent to run against Governor Sprague in the next election will be (1) Joseph K. Carson, (2) Earl Snell, (3) E. C. Latourette.
40. () The Commandos are small landing forces of soldiers used to raid enemy territory by (1) the U.S. (2) Russia (3) England.
41. () In order to conserve rubber and gasoline, President Roosevelt has requested that drivers of autos do not drive over (1) 40 miles per hour (2) 50 miles per hour (3) 35 miles per hour.
42. () Daylight saving time is to continue till (1) the war is over, (2) one year after the war (3) six months after the war.
43. () The Free French Government is now in control of a pro-nazi man by the name of (1) Pierre Laval (2) Marshall Petain, (3) Fernando De Brinon.
44. () The shortest distance to Japan from the Pacific Coast is (1) straight across the Pacific Ocean (2) via Alaska (3) via Australia.
45. () The U.S. has been shelled by the Axis on (1) the Atlantic Coast (2) the Gulf of Mexico (3) the Pacific Coast.