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**Why Do College Students Cheat? A Study of Cheating
Motivations Among FJU CFL Undergraduate Students**

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Undergraduate Students

Outline

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What Do College Students Cheat? A Study of Cheating Motivations Among FJU CFL Undergraduate Students

1. Introduction

Cheating on exams, an ever-growing critical phenomenon, has been deteriorating in Taiwan. Exams, as a necessary means of gauging students' learning, make cheating a necessary evil for some students to achieve ill-earned grades. Cheating is unfair not only to honest students but also to cheaters themselves. Cheaters cheat themselves out of an education, which, even worse, might distort their peers' views of education. According to a Taiwanese study of nationwide cheating behaviors among Taiwanese college students, 61.7% of Taiwanese students participated in academic dishonesty one or more times in their college lives (Lin and Wen 89). Academic dishonesty has reached such epidemic proportions in Taiwan's universities that this is an issue that deserves urgent attention and should be adequately addressed. In accordance with school regulations of Fu Jen Catholic University in Taiwan

During the examination, students cannot smuggle, copy, pass on, or exchange the answer sheets, and neither can they read answers out loud, give someone answers by signals, or purposely show someone their answer sheets for him/her to copy from. Students cannot cheat by writing anything concerning the exam content on desks or other objects, either. Anyone breaching the rule will receive zero for the exam. ("Fu Jen Catholic University Guidelines for Examinations")

With a clear definition of cheating, would students cheat if not strictly proctored? Do less academically oriented students stand a fairer chance of cheating? Do students engage in such acts under peer pressure? Noticeable differences in cheating are demonstrated among students with varying learning motivations and definitions of cheating (Lin 23; Xie 131). This study aims to explore the ties between exam cheating behaviors and cheating motivations, definitions of cheating as well as personal backgrounds among undergraduate students from College of Foreign Languages (CFL), Fu Jen Catholic University (FJU) and seeks to offer suggestions for effective prevention through a close analysis of the links between cheating motivations and academic dishonesty in exams.

The motives behind cheating are chiefly twofold— extrinsic and intrinsic motivations. Exam types and venues are possible extrinsic trigger points (Lin 89), whereas the cheating acts may also originate from intrinsic ones, including the desire to succeed (Hsueh 69), loose definitions of cheating (Xie 131) and the fear of failing the exam. When exam cheating is examined among FJU CFL undergraduate students, extrinsic and intrinsic motivations, and definitions of cheating play prominent roles in cheating acts; difference in tendencies toward cheating, in addition, is perceived in respondents of different genders and years of study. To achieve effective prevention, practical measures ought to be taken to reduce extrinsic motivations, while students themselves also need to make an effort to improve their learning motivations. To further investigate the connections between exam cheating and learning motivations among FJU CFL undergraduates, the following questions are formulated:

1. How do different definitions of cheating influence cheating on exams among FJU CFL students?
2. What factors motivate cheating on exams among FJU CFL students?

3. Are personal backgrounds (e.g. school years, gender and academic achievement) connected with exam cheating among FJU CFL undergraduates?

2. Literature Review

Current studies of students' cheating in Taiwan and abroad attribute exam cheating to extrinsic motivations, namely the opportunity given for such cheating acts, such as teachers' attitudes, exam types, venues and peer pressure. The chance to cheat might be granted to students when teachers are reluctant to prosecute cheaters (qtd. in Lin 24; Simkin and Mcleod 443). When students find their peers cheating with impunity or their teachers conniving at such acts, the urge to follow suit will accordingly surface. Additionally, the exam settings and question types are tied to cheating behaviors. As students take a multiple-choice exam in a spacious classroom without enough proctors, there is a remarkable rise in the cheating rates (Lin 89). Yet another extrinsic motivation is applicable to the circumstances where students are convinced their peers are cheating, which enables students to feel comfortable and secure performing the same acts (Lin 58).

Despite the profound influence of extrinsic motivations on cheating acts, it's widely argued that intrinsic motivations are also an inescapable factor for cheating behaviors, such as students' attitudes toward their studies and views of cheating. If winning is the ultimate goal, then the end may justify the means. Students as such can be naturally more "performance-oriented" than "mastery-oriented." Namely, academic performance far outweighs personal enrichment (Jordan 235; Marsden et al. 1). With this end in view, they can possibly be inattentive in class and little effort and time will be dedicated to their studies (Xie 131-32). Moreover, the "desire to succeed" is also a contributing factor in exam cheating (Hsueh 69). When students are too desirous of academic success, they might fail to

understand that exams are merely a tool for examining students' learning. For another, definitions of cheating are bound up with cheating behaviors. The stricter the students' definitions of cheating are, the less likely they are to engage in cheating acts in exams (Xie 131; Lin 102). Lenient definitions of cheating may misleadingly justify academic dishonesty in exams and hence create the illusion that cheating on exams is acceptable. However, students who cheat on exams are in truth trapped in a vicious circle where they reap the grades without sowing, achieve nothing in effect and, worse still, develop a false concept of learning and success.

Apart from extrinsic and intrinsic factors, marked differences in cheating behaviors in exams are observed in terms of gender, years of study, time distribution, and academic success. On the basis of the Taiwanese studies, male students are mostly more likely to cheat than female students (Hsueh 67; Lin 98-99). For one, men are statistically more crime-prone than women (Lin 62; Marsden et al. 8). For another, women's timidity may also lead to their unwillingness to give voice to their real cheating experience (Hsueh 67; Lin 62). When college students are categorized according to year level, most findings of Taiwanese scholarship suggest that juniors commit most cheating acts among college students from the other three year levels (Lin 99; Hsueh 67). Juniors are most cheating-prone possibly because they are more familiar with the learning environment than freshmen and sophomores. (Hsueh 68). They, for another, are under more academic pressure than seniors (68). Aside from year levels, varying degrees of academic success are tied in with cheating behaviors. It's found that higher degrees of academic success come with fewer cheating acts (Lin 25; Xie 134). Provided that students set great store by academic achievement, they may well distribute a sizeable amount of time to studies in a bid to attain high grades. Comparatively, students with

lower degrees of academic success might spend less time on studies and thus stand a fairer chance of engaging in cheating acts once they are threatened with academic failure. It demonstrates that how students view their studies may have a deciding influence on their academic success and that academic achievement can be linked to their effort and time set aside for their studies. Thus, it to some extent explains why uneven time distribution to work and studies may also give rise to an increase in cheating acts (Xie 132). When a student commits more time at work than to their studies, the life balance may tip in favor of work; in this case, the likelihood of cheating for grades may subsequently grow.

3. Methodology

3.1 Participant and data collection

To go into details about how FJU CFL undergraduates viewed and performed cheating acts and why they resorted to cheating, the researcher in this study collected first-hand data through circulating the online questionnaire in “Google form” format to FJU CFL undergraduate students. The questionnaire garnered 252 responses in total from FJU CFL undergraduate students, which consist of 72 responses from English majors, 40 from Japanese majors, 42 from Spanish majors, 34 from Italian majors, 31 from German majors, and 33 from French majors. Among 252 respondents, 202 are female and 50 are male. Before filling out the questionnaire, respondents were advised to read over FJU’s definition of and regulations on exam cheating so as to answer properly the cheating-related questions. To go into specifics about cheating motivations, the researcher also carried out interviews with 6

target respondents from the cheating group: 3 females, which are identified as F1, F2, F3 and 3 males, identified as M1, M2, M3.

3.2 Instrument

3.2.1 Questionnaire Design:

This questionnaire underwent a review by a survey design expert and was pilot tested by two target respondents prior to its circulation. It is mainly split into three parts. The first part collected some basic personal backgrounds, such as age, gender and the departments they were in and their time distribution to their studies and part-time jobs. In the second part, respondents were invited to answer the questions based on their learning experience in one General Education Course they had taken in the previous semester (Fall of 2016) or were currently taking (Spring of 2017). The General Education Courses at FJU are usually run with a large number of students in a rather spacious classroom, under which circumstances cheating behaviors stand a fairer chance. In this part, the researcher raised questions about respondents' cheating experience, definitions of cheating, students' and teachers' attitudes toward academic performance, as well as how respondents viewed their teachers and the whole class. To conduct a detailed analysis of respondents' motives behind cheating, respondents who were involved in cheating acts in their chosen general courses made it through to the last part of the questionnaire, which required their self-analysis and self-assessment of their cheating motivations, extrinsic and intrinsic alike (see Appendix A for the questionnaire).

3.2.2 Interview Design

The interview questions were reviewed by two experts in the relevant field before the researcher carried out the interview. Before giving interviews, the interviewees first signed an

informed consent form (see Appendix C). Then they were invited to fill out the questionnaire first and then to answer Question number 1 based on their definitions of cheating. In response to Q2 and Q3, they were encouraged to share the reasons for performing cheating acts in the General Education Course and to give a detailed description of the exam settings. To find out the influence of gender and year levels on academic dishonesty in exams, and to sort out cheating of different natures, the interviewees answered Q4 to Q7 based on their individual learning experience and definitions of cheating. Finally, they, as members of the cheating group, reflected on their own past cheating acts, then providing advice on how to achieve prevention of academic dishonesty in exams in Q8 and Q9 (see Appendix B for the interview questions).

4. Data analysis procedure

The researcher analyzed the survey results in descriptive statistics and presented percentage and mean scores in tables, pie charts and bar graphs. To answer the first research question, respondents were divided in two groups: the non-cheating group and the cheating group. Since there are five options to each cheating-definition question, namely strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5), the scores of each question were added up in each group and then the mean scores were worked out by having the total scores divided by the number of respondents in each group. Afterwards, the means scores of the four cheating-definition questions in each group were added up and then averaged out in percentage terms (see table 1, table 2). Then whether there's a difference in definitions of cheating between these two groups can be perceived accordingly.

Questions regarding the factors in cheating acts were designed on a 5-point Likert scale and were solely answered by respondents from the cheating group. Instead of assigning 3 to

“neutral,” the point of 3 in this section stands for “sometimes agree.” 1 to 5 is thus respectively assigned to options “strongly disagree,” “disagree,” “sometimes agree,” “agree,” and “strongly agree.” To statistically analyze the influence of each factor on exam cheating, the points of each question were added up and divided by the total number of respondents of each question. The mean score in each question was rounded to the nearest tenth and if it was 3 or over 3, which means “sometimes agree,” then that factor is counted as an influential cheating motivator (see table 3,4). Conversely, the questions whose mean scores were 2 or under 2 were deemed to be less influential factors for cheating acts (see table 5).

To answer if there is a different tendency toward exam cheating among respondents of different year levels, gender, and varying degrees of academic success, respondents were first split into groups in terms of year levels, gender, and academic success. In each group, respondents were further divided in two sub-groups: the non-cheating and cheating group. Then the total number of respondents in each group was divided by the number of respondents from the cheating group and then shown in percentage terms. From observing the percentage of cheating behaviors shown in each group, the connections between year levels, gender, academic success and cheating behaviors could be confirmed. For example, 9 out of 50 male respondents admitted to performing cheating acts, while only 15 out of 202 female respondents were involved in exam cheating. When the ratio was presented in percentage terms, 18 % of male respondents and 7.4 % of female respondents have displayed cheating behaviors.

5. Results and Discussion

The survey collected 252 responses from FJU CFL undergraduate students.

24 of them have performed cheating acts in the chosen general courses and the remaining 228 did not. This study examines responses to one General Education Course the respondents took in the previous semester (Fall of 2016), or are taking this semester (Spring of 2017), where the links between cheating behaviors and, definitions of cheating, intrinsic, extrinsic factors, gender, academic success, and years of study are observed and explored.

5.1 Definitions of Cheating

Respondents (252 in total) are examined in terms of their definitions of cheating through answering four cheating-related questions in the form of a Likert scale, and the results demonstrate that most of the respondents offer rather strict definitions of cheating.

Nevertheless, as the respondents are divided in two: those who cheated (24) in the General Education Course and those who did not (228), their respective definitions are far removed from each other's. As respondents in the non-cheating group are singled out and their responses to cheating-definition questions are analyzed alone, they (228) mostly react negatively to the four cheating-definition questions: "referring to book and/or cheat sheets when not allowed to is acceptable in the exams," "I think looking secretly at others' exam sheets is acceptable in the exams," "I think signaling when not allowed to in the exams in acceptable," "I think taking the exams for others is acceptable (see table 1)." As the mean scores of these four questions are added up and averaged out, 92% of the respondents in the non-cheating group are overall against these cheating acts, 6% staying neutral and 2%, in favor (see fig. 1). With most respondents from the non-cheating group being opposed to these cheating acts, the result indicates that they give generally strict definitions of cheating (see table 1).

However, as the definitions of cheating from the cheating group are scrutinized, they offer comparatively loose definitions of cheating in relation to those who don't cheat in the course (see table 1 and 2). Their responses to the four definition-cheating questions are also added up and averaged out, and the result shows that 45% of them object to these cheating acts, while 19% are in favor and 36% sit on the fence (see fig. 2).

From the comparisons of definitions of cheating between the cheating and the non-cheating group, it's concluded that the stricter the respondents' definitions of cheating are, the less likely they are to cheat on exams. As responses from the cheating and non-cheating group are cross-referenced, 19% of the respondents in the cheating group respond positively to the four cheating-definition questions, while only 2% in the non-cheating group are in favor (see fig. 1, 2). The survey result confirms that compared with those from the non-cheating group, respondents from the cheating group generally tend to give a lenient definition of cheating, and that loose definitions of cheating are one possible factor that triggers exam cheating (Xie 131; Lin 102).

As 6 interviewees' responses to these 4 cheating-definition questions are examined, they can be split in two different groups- a group of 3 with strict definitions of cheating and the other of 3 with comparatively lenient definitions of cheating, but their explanation for relatively loose definitions of cheating is in a sense a means of self-justification. For instance, interviewees who define cheating leniently are prone to justify themselves and click on "Agree" in the cheating act they've committed before (M1, F2, F3). One female respondent views "signaling when not allowed to in the exams" as "sometimes agree" considering that she once did it with the connivance of her friends and, most importantly, this act brought no

guilty conscience in relation to “looking secretly at others’ exam sheets.” She considers the latter cheating act to be a sort of stealing since cheaters of this kind don’t gain permission to cheat from others in advance (F2). Another similar means of self-justification is observed in a female interviewee who opts for “Agree” in the question “referring to book and/or cheat sheets.” She commits this cheating act frequently and views cheating as a “necessary evil,” for she is too occupied with work to set aside any other time for her studies. Another reason for her loose definitions is her belief that she will study harder after the exam, so she simply secures the grade she will attain in the near future (F3). From these two interviewees’ responses, it’s noticeable that those from the cheating group define cheating leniently since they are able to offer seemingly plausible reasons to rationalize their academic dishonesty in exams and to dissuade themselves from self-accusation (Macgregor and Stuebs 266).

Even though three of the interviewees give rather lenient definitions of cheating (M1, F2, F3), all six interviewees express highest degrees of disapproval of the question “I think taking the exams for others is acceptable,” and the high degrees of objections to the same question can also be observed in responses from the cheating group (table 2). Among interviewees, four hold that students should at least take the exams on their own and they argue that compared with those who take the exams for others, those who refer to books or cheat sheets, look secretly at others’ exam sheets, or signal may still be partially reliant on themselves to finish the exams (M1, M2, F2, F3). They may change their answers once they find the accomplices’ or the unwitting accomplices’ answers incorrect (M1, M2, F2, F3); most importantly, getting a ghost test taker may make it unlikely for the original test-taker to

change the answers and to take the exams themselves, and this results in interviewees' strongly negative responses to this cheating-definition question.

Fig. 1. Overall Definitions of Cheating (Non-Cheating Group)

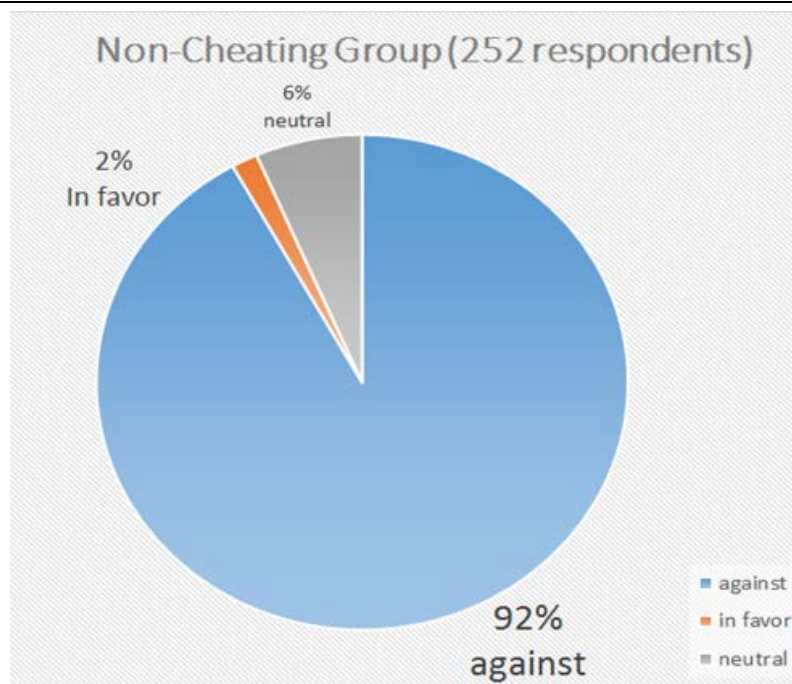


Fig. 2. Overall Definitions of Cheating (Cheating Group)

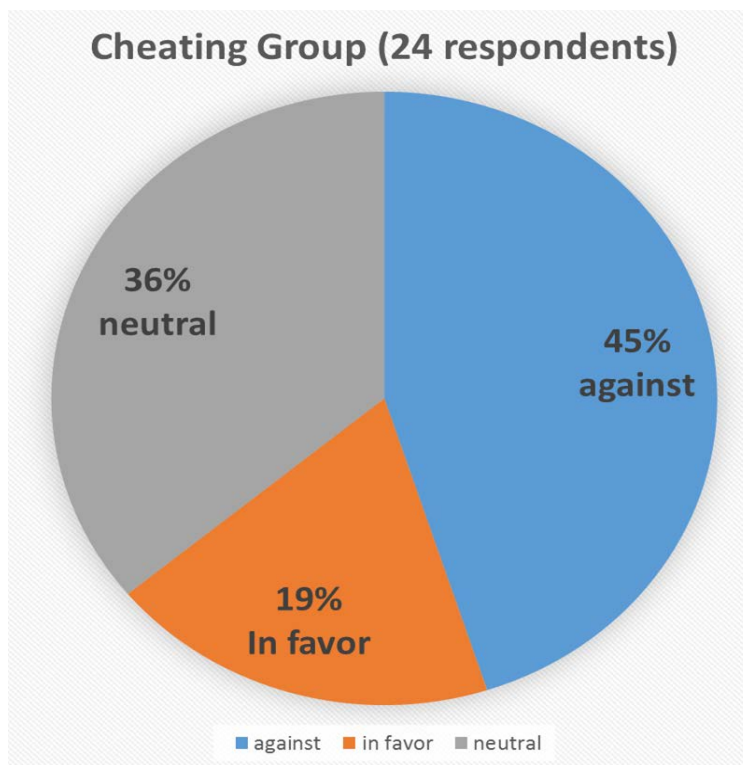


Table 1

Definitions of Cheating from Non-Cheating Group (228 respondents in total)

	Against	In Favor	Neutral
I think referring to books and/or cheat sheets when not allowed to is acceptable in the exams	87.7%	3.07%	9.23%
I think looking secretly at others' exam sheets is acceptable in the exams	89.9%	2.2%	7.9%
I think signaling when not allowed to in the exams is acceptable	91.7%	1.3%	7%
I think taking the exams for others is acceptable	98.2%	0%	1.8%

Table 2

Definitions of Cheating from Cheating Group (24 respondents in total)

	Against	In Favor	Neutral
I think referring to books and/or cheat sheets when not allowed to is acceptable in the exams	37.5%	20.8%	41.7%
I think looking secretly at others' exam sheets is acceptable in the exams	37.5%	20.8%	41.7%
I think signaling when not allowed to in the exams is acceptable	29.2%	25%	45.8%
I think taking the exams for others is acceptable	75%	8.3%	16.7%

5.2 Cheating Motivators

Aside from definitions of cheating, extrinsic and intrinsic factors likewise act as catalysts for cheating behaviors in exams. As questions about cheating motivators were designed on a 5-point Likert Scale, the questions whose mean scores are “3” or over 3, which means “sometimes agree,” are classified as prominent cheating factors (see table 3 and 4), while those with a mean score of “2” or under “2,” which signifies “disagree,” are considered to be comparatively insignificant (see table 5).

According to prominent intrinsic factors, respondents from the cheating group can be assigned into two different categories: those who commit active cheating acts and those who are complicit in exam cheating. Cheating on exams, on the one hand, can be due to fear of failure and lack of confidence. Some interviewees attribute these extrinsic cheating motivators to insufficient preparation, while lack of preparation, as other interviewees argue, arises primarily from lack of interest in the course and uselessness of the course content (M2, M3, F3). However, fully aware that they are achieving “ill-earned grades,” 3 interviewees confess that active cheating is usually accompanied by a sense of guilt, self-hatred and insecurity (M2, F2, F3). Despite the potential guilt that follows the cheating act, the desire to cheat still prevails after they weigh the pros against cons (M2, F2, F3).

On the other hand, committing cheating acts can be motivated by sympathy. They don’t cheat for grades, but rather for others’ benefits. Far from being guilt-ridden, some interviewees feel a sense of vanity (M3, F3).” For instance, respondents in this category may whisper answers to their peers, which is not uncommon when the relevant extrinsic factor operates—“I once cheated because I knew the people sitting around me.” Among 6 interviewees, two have been engaged in sympathy-induced cheating activities in exams and they speak with one voice about the feelings of performing cheating acts of this nature (M3,

F3). It endows them with a sense of pride and glory. Since complicity in cheating doesn't produce any tangible benefits for them compared with active cheating, it may strike them as being kind to others as opposed to doing something morally wrong (M3, F3).

In terms of extrinsic factors, difficult exam questions, a seat where cheating may go unnoticed, and the types of questions are considered to be influential cheating motivators, but extrinsic factors and intrinsic factors are hard to be compartmentalized and discussed separately. The desire to cheat, for instance, may arise when exam questions are difficult, in which case, prominent intrinsic factors "fear of failure" and "lack of confidence" surface accordingly. Furthermore, if exam questions are multiple-choice questions, true or false, or multi-select questions, cheating may be encouraged since letters are easier-to-copy than a clutter of words (Lin 89).

Apart from the discussions of the deciding cheating motivators, an analysis of relatively insignificant motivators provides some profound insights into how respondents from the cheating group views exam cheating. Respondents from the cheating group are primarily against the cheating motivators: "I once cheated in an attempt to win others' admiration," "I once cheated because the consequence of cheating was insignificant," and "I once cheated in order to catch others' eye," (see table 5) from which it can be deduced that they are keenly alive to the fact that cheating on exams is a morally wrong act that may create serious repercussions. In light of cheating-group respondents' awareness of the unpleasant consequence of committing cheating acts, they may have such a clear understanding of the inappropriateness of cheating that they perform acts secretly lest they should get caught and punished. Additionally, as most of the respondents from the cheating group view cheating to

win others' admiration as "disagree," it can be reliably predicted that they may mainly cheat to achieve a passing or an acceptable grade, rather than an excellent grade. Since academically outstanding students may be acclaimed by their peers and teachers, and even win scholarships, respondents from the cheating group may take a dim view of basking in ill-earned admiration and they might rarely engage in cheating acts for this purpose accordingly.

Table 3

Influential Extrinsic Cheating Motivators

Extrinsic Motivations	Mean Score
I once cheated because the questions were beyond my capabilities	3.5
I once cheated because the seat I took gave me the chance to do it without getting caught	3
I once cheated because I knew the people sitting around me	3
I once cheated because the question types gave me a chance to.	3

Table 4

Influential Intrinsic Cheating Motivators

Intrinsic Motivations	Mean Score
I once cheated in exams because the fear of failing the exam loomed large in my mind.	3.4
I once cheated due to a lack of self-confidence.	3
I once cheated because I'd like to help others out of sympathy	3

Table 5

Less Influential Cheating Motivators

Cheating Motivators	Mean Score
I once cheated in order to catch others' eye	1.4
I once cheated because the consequence of cheating was insignificant	1.6
I once cheated in an attempt to win others' admiration	2

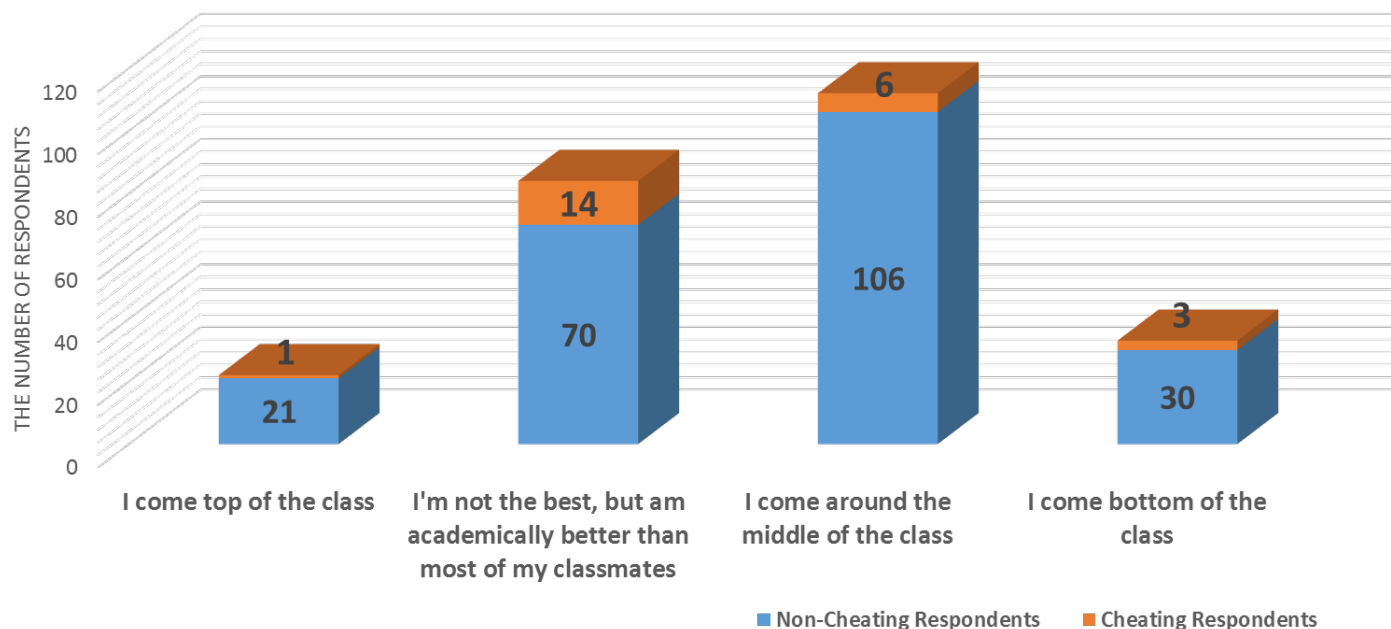
5.3 Personal Backgrounds and Cheating

5.3.1 Academic Achievement

Aside from extrinsic and intrinsic cheating motivations, personal backgrounds are believed to be associated with cheating behaviors. It's widely held that higher academic achievement comes with lower likelihood of cheating, whereas the result suggests little connection between academic performance with cheating acts. According to academic achievement, respondents are assigned into four categories according to their respective academic success (see fig. 3). From the far right "I come bottom of the class" to the far left "I come top of the class," 3 out of 33 (9.1%), 6 out of 112 (5.3%), 14 out of 84 (16.6%), and 1

out of 22 (4.5%) have displayed academic dishonesty behaviors in exams in the general course they took in the previous semester (Fall of 2016), or are taking this semester (Spring of 2017) (see fig. 3). The result reveals that the link between academic performance and the practice of cheating acts doesn't follow a set pattern as the respondents in the category "I'm not the best, but am academically better than most of my classmates" perform more cheating acts than those with comparatively modest academic success (see fig. 3). FJU CFL undergraduate students with better academic performance aren't necessarily engaged in fewer cheating acts, which is contrary to the current popular belief that the more academically oriented the students are, the less likely they are to cheat (Lin 25; Xie 134).

Fig. 3. Academic Achievement and Exam Cheating Behaviors



5.3.2 Time Distribution

Distribution of time to studies and part-time jobs can be likewise less influential in triggering cheating acts. 141 out of 225 non-cheating respondents (63%), including those with no part-time jobs, put more time into studies than work (see fig. 4). Among 24 respondents in the cheating group, 15 respondents (62%), including those with no part-time jobs, spend more time in studies than at work and the other 9 respondents (38%) report otherwise (see fig. 5). The proportion of work to studies in the non-cheating group and the cheating group is approximately the same, from which it can be inferred that time distribution doesn't act as determining factor for cheating behaviors in exams. Be that as it may, among 9 respondents from the cheating group who report committing more time to work than to studies, 7 of them spend 11-20 hours working per week, from which it can be reasonably predicted that working for 11-20 hours is likely to impinge on studies and may in turn increase the likelihood of cheating behaviors in exams to a certain degree.

Fig. 4. Distribution of time in Non-Cheating Group

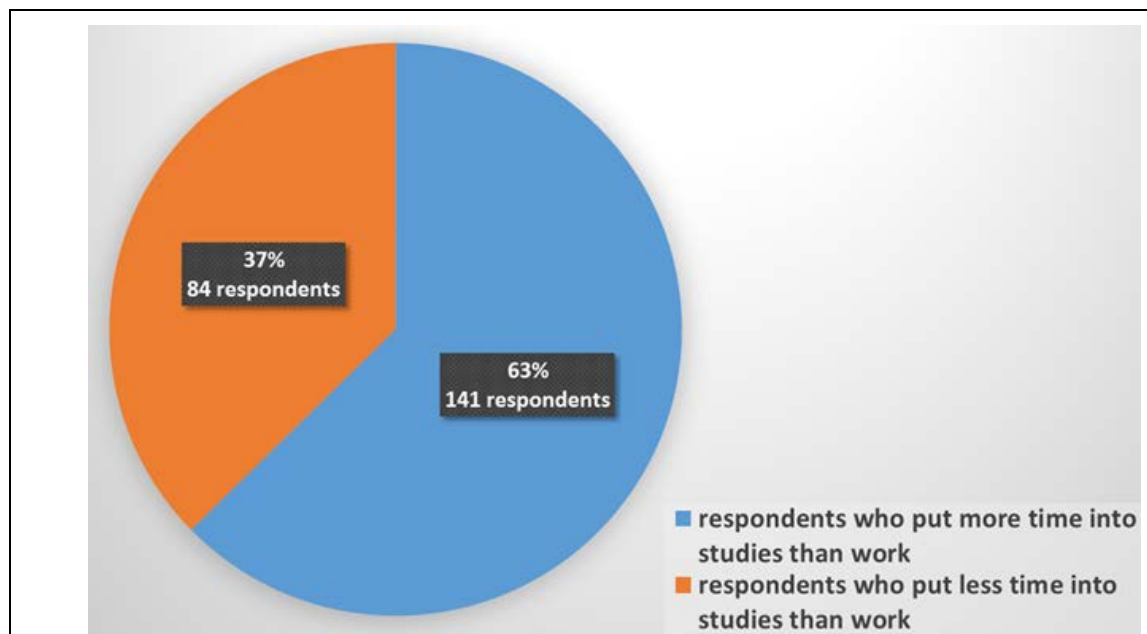
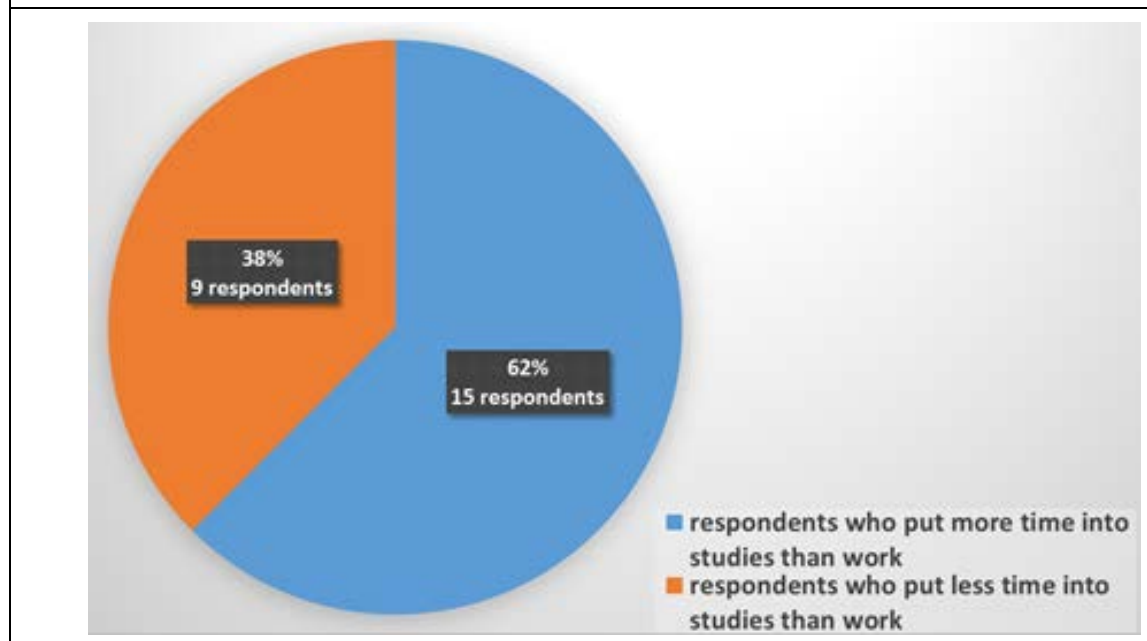


Fig. 5. Distribution of Time in Cheating Group



5.3.3 Gender Difference

Different from academic achievement and time distribution, gender differences are perceived in participation of cheating. 255 respondents are composed of 202 females and 50

males (Fig. 6). As the survey result indicates, male respondents perform more cheating acts in exams than female ones. In their chosen General Education Course, 9 out of 50 male respondents (18%) admit to performing cheats acts, while only 15 out of 202 female respondents (7.4%) are involved in exam cheating.

As undergraduates from FJU CFL are sorted out in terms of gender, female students far outnumber male ones (see table 6), which can possibly account for why men are more cheating-prone than women in FJU CFL. Men, compared with women, are the minority group in FJU CFL, in which case, male students may forge a strong spiritual bond with one another. They are in turn more inclined to be influenced by their male peers from FJU CFL and to provide help for others as a gesture of support. As a consequence, to display a sense of belonging and group loyalty, FJU CFL male undergraduates might take the same courses together and get complicit in cheating once their male peers ask for help in exams.

Apart from the uneven proportion of men and women, another possible explanation for why men account for a lion's share of the cheating group is that men are statistically more liable to commit crimes than women (Lin 62; Marsden et al. 8). Nevertheless, from the perspectives of two female interviewees (M3, F3), they argue women are constitutionally too shy and reserved to confess their cheating experience, so they don't give truthful answers when filling out the questionnaire (Hsueh 67; Lin 62). In addition to these possible explanations, the unwritten rules of social behavior imposed on women may shed some light on gender differences in cheating behaviors in exams. One male interviewee attributes FJU CFL male respondents' higher tendencies to cheat to the fact that Taiwanese women are more law-abiding than men (M2). He argues that women have been taught manners and etiquette of kinds since childhood, such as covering the mouth when laughing and speaking slowly and

softly. Having learned plenty of do’s and don’ts of Taiwanese society, women are unconsciously less likely to cross the line into academic dishonesty in a society where more unwritten restrictions are imposed on women than men (M2). Though admittedly Taiwanese studies on cheating behaviors among college students mostly arrive at the same result that men are more cheating-prone than women; nevertheless, the consensus has yet to be reached on why male college students generally perform more cheating acts than female ones (Hsueh 67; Lin and Wen 88).

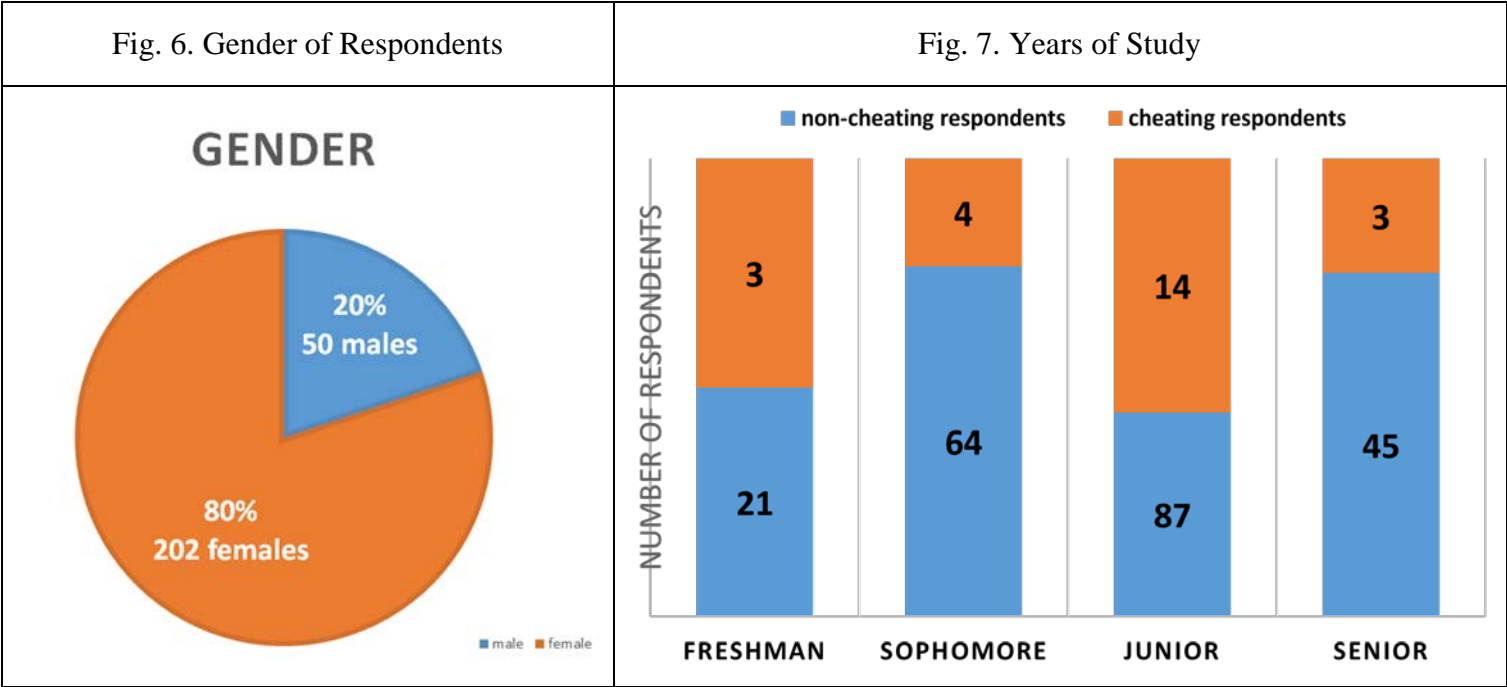


Table 6

The Proportion of Undergraduate Male Students to Undergraduate Female Students in FJU CFL (2016)

Department	Number of Men (%)	Number of Women (%)
English Department	80 (27%)	216 (73%)
French Department	55 (20.5%)	213 (79.5%)
Japanese Department	117 (23.2%)	388 (76.8%)
German Department	49 (17.8%)	227 (82.2%)
Spanish Department	72 (24.8%)	218 (75.2%)
Italian Department	48 (17%)	234 (83%)

5.3.4 Year Levels

Aside from gender differences, the role that year levels play in exam cheating behaviors is also vital. When respondents are assigned into groups of their respective years of study: freshman, sophomore, junior and senior, juniors and freshmen are apparently more cheating-prone than seniors and sophomores. 3 out of 24 freshmen (12.5%), 4 out of 68 sophomores (5.9%), 14 out of 101 juniors (13.9%), and 3 out of 48 seniors (6.25%) have participated in cheating-related activities in exams in the chosen General Education Courses (see fig. 7). The result suggests that FJU CFL juniors and freshmen engage in more cheating activities than sophomores and seniors.

Freshmen commit more cheating acts possibly partly because they weave fantasies about college life and partly because they may need more time to pace themselves academically in the transitional period from high school students to university students. One male interviewee

maintains that some high school students might hold the misguided belief that a university is a place for playing around, so they might resort to cheating when their fantasies about the university turn out otherwise (M2). In addition, their unfamiliarity with the question types of the required course may also be a prominent cheating motivator. All interviewees contend that multiple-choice questions are the mainstream in high school education, so essay questions, presentations, the dominant question types in required courses of FJU CFL can be unfamiliar to freshmen. Accordingly, the likelihood of cheating in the general course consequentially rises with the sizeable distribution of time set aside in preparation for the exams of those required courses. Different teaching styles, for another, may also prompt cheating acts. Unlike high school teachers, college teachers rarely verbally ask students to underline the key points and give exercises for them to practice (Lin 106), so they may be led astray in the process of adjusting their study habits. The factors for cheating among FJU CFL freshmen are inconclusive, but from the interviewees' responses and studies of cheating behaviors among Taiwanese college students, poor adaptation to college education may be a likely cheating motivator (Lin 106).

On the other hand, frequent cheating activities among juniors can most likely be ascribed to heavy academic pressure. All interviewees agree that most of the FJU CFL juniors are under more academic pressure than students from the other years of study. The core required courses of each FJU CFL department mostly span three years, i.e. the grammar course, composition course and conversation course, from freshman year to junior year. It is understandable that juniors' required courses are usually more challenging than sophomore and freshman ones. For another, instructors in those required courses usually prefer not to give multiple-choice questions, the question type that encourages cheating. For example, the

instructors of the conversation course may ask students to prepare a dialogue or speech on 5-6 assigned topics. On the day of the exam, they will randomly pick one and give it from memory. Due to the exam types and considerable time put into studying for the exams of the required courses, juniors may perform cheating acts in General Education Courses, where multiple-choice questions are commonly adopted. Furthermore, excepting the English department, the other five departments all offer grammar courses, where students' learning is assessed largely through fill-in-the-blank and translation questions. In this case, cheating on the test can be relatively difficult in those required courses in relation to that in General Education Courses, where exam questions are more multiple-choice-question-based. Therefore, the high academic pressure in combination with exam question types renders juniors more likely to be academically dishonest in exams.

6. Conclusion and Suggestions

6.1 Conclusion

This study analyzed 252 responses from FJU CFL undergraduate students, among which, 24 respondents confessed to having performed cheating acts in the general course they took in the previous semester (Fall of 2016), or are taking this semester (Spring of 2017). When academic dishonesty in exams is explored, extrinsic and intrinsic factors are undeniably determining motivations for exam cheating, as one extrinsic factor may trigger another intrinsic factor and vice versa. The major intrinsic factors for cheating behaviors are “definitions of cheating,” “sympathy,” “fear of failure,” and “lack of confidence,” while among extrinsic factors, the following are most prominent: “the seats they take,” “question types,” “tests of varying levels of difficulty,” and “sitting with people they know.” As personal backgrounds are included to analyze the exam cheating behaviors, a marked

difference in exam cheating is perceived in terms of gender and year levels. Male respondents perform more cheating acts than female ones possibly owing to the strong male bonds developed from the uneven proportion of men and women in FJU CFL, women's shyness to give the honest answers as well as the unwritten rules of social behavior. With regard to influence of year levels on cheating, FJU CFL juniors and freshmen perform more cheating acts than sophomores and seniors. Some freshmen might need some time to adapt to teaching styles in college, while others might have the misconception that college life is a barrel of laughs. Juniors, for another, have mostly adjusted to the pace of college life, yet the junior year is the period when they come under the heaviest academic pressure, which makes it more likely for them to resort to cheating as the pressure gets out of hand.

6.2 Suggestions to Teachers

With all the analysis of cheating motivations, cheating itself is a matter of personal choice, but for people mostly engaged in active cheating, teachers can adopt practical measures to reduce cheating behaviors in exams on two different levels. They are advised to vary question types, and proctor students strictly to reduce extrinsic motivations, while they can discourage the intrinsic motivations through instilling the correct moral values. First of all, teachers can give more short-answer or essay questions than multiple-choice, true or false, and multi-select questions, since the latter questions simply involve examinees giving a letter, which may to some degree encourage such cheating acts as sneaking a glance at others' exam sheets. Furthermore, teachers can adopt FJU's advice and make a seating chart to separate students from the same department. Further, teachers may ask students to sit at least one seat away from one another, in which way, extrinsic and intrinsic motivations, such as "I know people sitting around me" and "I once cheated out of sympathy," may subsequently be

reduced. Moreover, teachers are supposed to get more proctors to prevent students from taking a seat where cheating tends to go unnoticed. If the above-mentioned measures are appropriately taken, effective prevention of cheating can be achieved; nonetheless, exams in essence are a means of measuring one's learning, not an end in itself. Teachers should also emphasize the reasons why exams should be administered and why cheating is not encouraged in class on a regular basis, and students with the intentions of cheating may, knowingly or unknowingly, be alive to the fact that cheating is morally and legally wrong. To effectively get across the correct moral values, teachers, for example, can enforce a strict principle of academic honesty in the assignments, which will thus impress on students the message of teachers' vehement opposition to academic dishonesty. Accordingly, the number of cheating acts in exams will be on the decrease.

6.3 Suggestions to Students

In addition to the extrinsic influence from teachers, students themselves can also make an effort to abstain from academic dishonesty, such as properly distributing time to studies and part-time jobs, and taking courses that interest them. While the result suggests that the uneven distribution of time to studies and work doesn't make an influential factor for exam cheating, in the cheating group, 7 out of 9 respondents who put more time into work than into studies spend as much as 11-20 hours at work weekly. In consequence, it's possible that if work occupies more than 11 hours of students' weekly schedule, they are less likely to strike the right balance between studies and work. That being the case, then cheating can end up as a likely eventuality. Taking courses that match students' interests, for another, is also a way to ease the cheating problem. Low learning motivations are fairly predictable as students find the courses boring and unhelpful. Half of the interviewees own up to the fact that their

cheating stems from their lack of interest in the course content (M2, M3, F3); therefore, students are advised not to enroll in a random elective course to fill in the schedule, but to do a search on the course title instead to see if it meets the expectations. For another, if students exhibit no interest in the required course and usually cheat to pass the course, they are encouraged to re-consider whether to transfer to other schools, departments or to set out to find what they have a real passion for. Students of this sort may be trapped in a vicious circle of low learning motivations and cheating, and they, worse still, may get the university diploma with nothing tangible in return. Instead of wasting their youth getting nowhere in college, they ought to branch out into exploring their interests and redirect themselves to another path that best suits them.

For those accomplices who find cheating undesirable and unacceptable, they should learn to say “no.” As some interviewees argue, they sometimes feel used as the active cheaters constantly badger them into sharing answers in exams. Therefore, one interviewee makes a suggestion that they ought to bravely turn down their request on the spot (F1). Nevertheless, if they don’t have the courage to say “no” and are thus unwillingly complicit in the cheating act, they are advised to give voice to their disapproval after the exam and those active cheaters are less likely to pester these passive cheaters for help in future exams (F1).

In spite of the discussions of several approaches to the problem of cheating on exams, cheating itself undeniably comes down to a matter of personal choice; consequently, as most of the interviewees argue, “The first step in solving any problem is recognizing there is one.” Only when cheaters admit academic dishonesty is an issue they can no longer ignore and feel the urge to face up to it can this problem be set along the road to total eradication.

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Appendix A

Survey on FJU CFL undergraduates' Definitions of Cheating and Cheating Behaviors

「輔仁大學外語學院大學部學生對於作弊認知與作弊行為」之研究問卷
您好，我是輔仁大學英文系三年級學生劉承堯。此問卷旨在研究輔仁大學外語學院大學部學生之學業學習行為，並探討考試作弊與學習行為和學習動機之關聯。此問卷並不涉及任何價值觀的判斷，作答皆為匿名。感謝您撥冗作答。用中文或英文作答都可以喔!!

Dear respondents, I'm Aaron Liu, junior from the English department, Fu Jen Catholic University (FJU). This anonymous questionnaire is designed to investigate and analyze the connections between FJU College of Foreign Languages (CFL) postgraduate students' learning behaviors/motivations and exam cheating behaviors. There is neither correct or good, nor bad or wrong answer to each question. All of your responses are highly valued and deeply appreciated. This is a one hundred % anonymous questionnaire. Please do feel free to answer in either Chinese or English.

Thank you for filling out this questionnaire

學生：輔仁大學英國語文學系 劉承堯

指導教授: 劉紀雯 教授 施佑芝 教授

Student: Aaron Liu

Advisors: Kate Chi-Wen Liu Ph.D.

Doris Yu-Chih Shih Ph.D.

在填此問卷之前，請先閱讀輔仁大學校規對作弊的規範：

Before filling out this questionnaire, please read the FJU school regulations on exam cheating.

According to FJU school regulations:

“考生應試時，不得有夾帶、抄襲、傳遞、交換答案卷（卡）、以自誦或暗號 告知答案或故意將答案供人窺視、抄襲等舞弊情事，違者扣減其該科全部成績。”

“During the examination, students cannot smuggle, copy, pass on, or exchange the answer sheets, and neither can they read answers out loud, give someone answers by signals, or purposely show someone their answer sheets for him/her to copy from.

Students cannot cheat by writing anything concerning the exam content on desks or other objects, either. Anyone breaching the rule will receive zero for the exam.

Part ONE: Background Information 第一部份: 基本資料

Which department of Foreign Which department of foreign languages are you studying in?
您就讀外語學院之系所?

- ☐ English Department 英國語文學系
- ☐ French Department 法國語文學系
- ☐ German Department 德國語文學系
- ☐ Italian Department 義大利語文學系
- ☐ Spanish Department 西班牙語文學系
- ☐ Japanese Department 日文語文學系

What year of study are you in? 您就讀的年級為何?>

- ☐ Freshman 大學一年級
- ☐ Sophomore 大學二年級
- ☐ Junior 大學三年級
- ☐ Senior 大學四年級
- ☐ Fifth-year undergraduate 大學五年級
- ☐ Sixth-year undergraduate 大學六年級
- ☐ Seventh-year undergraduate 大學七年級

What's your gender? 您的性別為何?

- ☐ Male 男性
- ☐ Female 女性
- ☐ others _____

What's your age? 年齡為何?

- ☐ 18 years old 18 歲
- ☐ 19years old 19 歲
- ☐ 20 years old 20 歲
- ☐ 21 years old 21 歲
- ☐ 22 years old 22 歲
- ☐ 23 years old 23 歲
- ☐ others_____

How do you rank yourself in terms of academic performance in your department? 系上排名為何?

- ☐ I come top of the class 班上頂尖。
- ☐ I'm not the best, but am educationally better than most of my classmates. 不是頂尖，但比多數同學好。
- ☐ I come around the middle of the class 大約在中間。
- ☐ I am in the bottom of the class. 排名比較後面

Outside of class, how much time do you spend on your studies or some related activities each week? 除了上課以外，每周投入學業之相關活動的時數為何?

- ☐ Within 5 hours 5 小時以內

- ☐ 6-10 hours 6 至 10 小時
- ☐ 11-15 hours 11 至 15 小時
- ☐ 16-20 hours 16 至 20 小時
- ☐ 21-25 hours 21 至 25 小時
- ☐ 26-30 hours 26 至 30 小時
- ☐ Over 31 hours 超過 31 小時

How do you rate yourself in terms of learning efficiency outside of class? 您課外學習效率品質如何？

- ☐ Very efficient 非常有效率
- ☐ Acceptable 還可以接受
- ☐ Terrible. I get sidetracked very often. 不盡理想，常常分心。

What kind of part-time job do you do? 打工性質為何？

- ☐ Private tutoring 家教
- ☐ In an entertainment venue, e.g. bar, KTV. 於娛樂場所打工，例如：酒吧或卡拉 OK。
- ☐ Jobs that require lots of labor work (e.g. a construction worker) 勞動工作。例如：工地工人
- ☐ At a market stall 路邊攤。
- ☐ A job in which you can acquire learning professional skills related to your studies, including part-time jobs at school 學生相關專業技能(包括校內打工)。
- ☐ I don't work part-time. 我沒有打工。
- ☐ Others:_____

How much time do you spend in your part-time job every week? 每周在打工上花的時間為何？

- ☐ Within 5 hours 5 小時以內
- ☐ 6-10 hours 6 至 10 小時
- ☐ 11-20 hours 11 到 20 小時
- ☐ 21-30 hours 21 到 30 小時
- ☐ Over 31 hours 超過 31 小☐ 非常同意 strongly agree

How much time do you spend in your part-time job every week? 每周在打工上花的時間為何？

- ☐ Within 5 hours 5 小時以內
- ☐ 6-10 hours 6 至 10 小時
- ☐ 11-20 hours 11 到 20 小時
- ☐ 21-30 hours 21 到 30 小時
- ☐ Over 31 hours 超過 31 小時

Part TWO: Cheating Related Questions 第二部份: 作弊相關問題

關於以下問題，情境設定皆為輔仁大學之通識課程，請選定上學期或現在修過的任一通識課程，且評量學習成果方式為紙本考試，並以選定課程之自身學習經驗回答。

The following questions are designed in the setting of a General Education course (offered by the Holistic Education Center), during which tests and quizzes are administered to measure students' learning outcomes. Please first choose one of the general courses you took last semester or are currently in and answer the rest of the questions based on your personal learning experience in that course.

請問您在那堂選定的通識課程中是否有從事或協助他人進行過作弊之行為呢？ Did you ever perform cheating acts in that chosen general course?

- ☐ Yes. 有。
- ☐ No. 沒有。

我覺得教師是公平公正的 I think the teacher is fair to all students.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我覺得教師關心並了解學生 I think the teacher care about and understand each student.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我覺得教師對班級管教合宜 I think the teacher's handling of the course is appropriate in terms of discipline.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我覺得班上同學都很誠實 I think my classmates are all honest.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我覺得我們班是很守規矩的 I think the whole class are obedient to school regulations.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我覺得老師很看重成績 I think the teacher emphasize the importance of our academic performance very much.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我自己很看重成績 I care about my academic performance very much.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree

- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我曾經在考試時，偷看過小抄或書本 I once looked at the cheat sheets or books in the exams, when not allowed to.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我曾經在考試時，給他人看過我的書本與小抄 I once showed my cheat sheets and/or books to others in the exams, when not allowed to.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我曾經在考試時，偷看他人答案 I once snuck a glance at others' answers in the exams.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我曾經在考試時，給他人看我的答案 I once showed my answers to others in the exams.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我曾經在考試時，請他人打暗號 My classmates once gave me answers by signals in the exams.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我曾經在考試時，打暗號給其他人 I once gave answers to others by signals in the exams.

- ☐ 從未做過 I've never done it
- ☐ 非常少做 I hardly ever do it
- ☐ 偶爾會做 I do it occasionally
- ☐ 常常在做 I usually do it
- ☐ 每次都做 I always do it

我認為學生考試時，偷看書本或小抄是可以被接受的 I think referring to books and/or cheat sheets when not allowed to is acceptable in the exams.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我認為學生考試時，偷看他人答案是可以接受的 I think looking secretly at others' exam sheets is acceptable in the exams.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我認為學生考試時，打暗號是可以接受的 I think signaling when not allowed to in the exams is acceptable.

- ☐ 非常不同意 strongly disagree

- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

我認為學生考試時，代筆是可以接受的 I think taking the exams for others is acceptable.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree

Part THREE: Self-Analysis and Self-Assessment of Cheating Motivators

第三部份：自我分析作弊動機

請根據該選定通識課中所從事過或協助他人進行過的作弊行為來回答以下問題。

Please answer the following questions based on your cheating experience in that chosen course.

我考試作弊，因為其他人也在作弊 I once cheated because other students also did the same.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為試題題型容易作弊 I once cheated because the types of questions gave me a chance to.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree

- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為沒有人會發現 I once cheated because I wouldn't get caught in the act.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為老師不會抓。 I once cheated because teachers would never catch me at it.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為老師沒有使用 AB 卷 I once cheated because teachers didn't use different versions of tests.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為就算被抓到處罰也很輕微 I once cheated because cheaters, even if they got caught, were let off lightly.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree

- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為我怕考試不及格。 I once cheated in exams because I was afraid I would fail the exam.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為我不會寫 I once cheated because the questions were way too difficult.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為坐的位置不易被發現 I once cheated because the seat I took gave me the chance to do it without getting caught.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我考試作弊，因為旁邊是認識的同學 I once cheated because I knew the people sitting around me.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為我對自己沒有信心 I once cheated due to a lack of self-confidence.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為害怕自己考不好被處罰 I once cheated because I was afraid of being punished if I didn't do well on the exam.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為同情想幫助別人 I once cheated because I would like to help others out of sympathy.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為想引起他人注意 I once cheated in order to catch others' eye.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為想得到他人讚賞 I once cheated in an attempt to win others' admiration

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

我曾作弊，因為不用付出很多辛勞也可以得到較好的成績 I once cheated because I could achieve better grades without putting much effort.

- ☐ 非常不同意 strongly disagree
- ☐ 不同意 disagree
- ☐ 有時同意 sometimes agree
- ☐ 同意 agree
- ☐ 非常同意 strongly agree
- ☐ 不適用我的情況 not applicable

Appendix B

Interview Questions Regarding Cheating Experience & Definitions

Interviewees will be invited to fill out a paper questionnaire and then answer the following questions based on their responses:

受訪者會先填答紙本文卷，並根據問卷的結果回答以下問題:

1. Why do you think of certain kinds of cheating acts as acceptable? 你為甚麼覺得有些作弊行為是可以接受的呢?

2. Why did you perform cheating acts in that general course? 你為甚麼在該堂通識課會從事作弊行為呢?
3. In which exam did you cheat? A quiz, pop quiz, midterm or final exam? 你在怎樣的考試從事作弊行為呢? 小考、抽考、期中還是期末?
4. Do you think cheating has something to with year levels? Why and why not? 你覺得作弊和年級相關嗎?
5. From your observation, is there a marked gender difference in performing cheating acts? Why and why not? 根據你的觀察，作弊行為跟性別是否相關? 為甚麼有/沒有?
6. Do you think there is a difference between active cheating (i.e. referring to cheat sheets or taking a peek at others' answers) and complicity in cheating (i.e. showing your answer sheets to your classmates)? Why or why not? 你覺得主動作弊(例如偷看小抄、偷看別人答案)跟協助作弊(例如: 給同學看答案)有何不同?
7. Based on Q6: Have you done both in that chosen general course? 你在該堂通識課是否曾有主動作弊或協助作弊?
8. Do you still cheat now? Why or why not? 你現在還會從事作弊行為嗎? 為甚麼會/不會?
9. From your perspective, what can a student from the cheating group do to achieve effective prevention of cheating? 以你的角度，你覺得學生需要做怎麼樣的努力能使作弊的學生不再作弊?

Appendix C

Consent for Participation in Interview Research

[Informed Consent Form for _____]

You are cordially invited to be involved in this research project on academic dishonesty in exams among college students conducted by Aaron Liu, a junior from the Department of English Language and Literature, Fu Jen Catholic University. The researcher requests

permission from you to tape record the interview and then to transcribe, translate and make public the content of the interview for academic purposes. Your real name and recording will be kept totally confidential, but you will be identified by a false name in this project for research purposes. During the interview session, if you feel uncomfortable or offended for any reason, you are entitled to refuse to reply or to end the interview at any time.

Participation in this interview is totally voluntary and no reward is provided for the interviewee.

If you have read and totally understand the explanations provided, please sign to agree to participate in this project.

If you have any questions, please contact the researcher at teddy50420@gmail.com

Thank you for being a part of this research project.

Sincerely yours,

Aaron Liu

Name of the participant (print) _____

Signature of the participant _____

Date: _____

