

# 國中生考試作弊行為及其發生原因之探討

黃耀興、翁淑緣

E-mail: 324881@mail.dyu.edu.tw

## 摘要

本研究主要探討國中學生在重要他人影響、教室目標結構、成就目標導向、學業自我效能、考試目的知覺、考試違規態度等因素與作弊行為之關係。本研究以台灣地區國中一、二、三年級學生為研究對象，總共發出1008份問卷，回收有效樣本919份，有效率達91.17%。問卷回收之後，以SPSS統計軟體進行描述統計、曼-惠特尼U考驗、克-瓦單因子等級變異數分析、皮爾森積差相關、Logistic迴歸分析，以檢視各變項對作弊行為之影響。經由分析結果發現：(1)國中生整體作弊比率達51.7%，作弊比例隨著年級增加，三年級顯著高於一、二年級；(2)考試作弊行為以「考試時，我趁老師不注意，看同學答案」發生的比率最高；(3)教師教導、趨向精熟目標、逃避精熟目標、學業自我效能、考試努力程度、考試努力取向、作弊處罰知覺與考試作弊行為呈顯著負相關；年級、作弊接受度與作弊行為呈顯著正相關；(4) Logistic迴歸分析發現，年級、教師教導、學業自我效能、考試努力程度、考試作弊知覺皆能有效預測作弊行為，但是以作弊接受度及作弊處罰知覺的影響力最為顯著。

關鍵詞：重要他人影響、教室目標結構、成就目標導向、學業自我效能、考試目的知覺、考試作弊知覺、考試作弊行為

## 目錄

目次	中文摘要	iii	英文摘要	iii
	iv 誌謝辭		v 目次	
	vi 表目次		viii 圖目次	
	xi 第一章 緒論	1	第一節	
	研究動機與目的	1	第二節 研究問題	6
	詞解釋與研究限制	7	第三節 名詞解釋與研究限制	7
	作弊行為之探討	10	第二章 文獻探討	10
	作弊行為與成就目標之相關研究	22	第一節 作弊行為之探討	10
	作弊行為與學業自我效能之相關研究	36	第二節 作弊行為與重要他人之相關研究	20
	作弊行為與考試作弊知覺之相關研究	41	第三節 作弊行為與成就目標之相關研究	22
	第三章 研究方法	45	第四節 作弊行為與教室目標結構之相關研究	31
	第一節 研究架構	45	第五節 作弊行為與學業自我效能之相關研究	36
	第二節 研究假設	47	第六節 作弊行為與考試目的知覺之相關研究	39
	第三節 研究對象	48	第七節 作弊行為與考試作弊知覺之相關研究	41
	第四節 研究工具	50	第四章 研究結果與討論	83
	第五節 研究程序	79	第一節 考試作弊行為樣本特性分析	83
	第六節 資料分析	81	第二節 背景變項與考試作弊行為的差異分析	85
	第五章 結論與建議	102	第三節 各變項與考試作弊行為的關係	92
	第一節 結論	107	第四節 各變項對考試作弊行為的預測分析	97
	第二節 研究建議	107	第五節 綜合討論	102
	參考文獻	109	第六章 附錄	115
	附錄A 教室目標結構參考量表	143	附錄A 教室目標結構參考量表	143
	附錄B 成就目標導向參考量表	144	附錄B 成就目標導向參考量表	144
	附錄C 問卷同意書	145	附錄C 問卷同意書	145
	附錄D 研究問卷	146	附錄D 研究問卷	146
	表 目 錄		表 目 錄	
	表 2-1 基準目標理論的分類	24	表 2-1 基準目標理論的分類	24
	表 2-2 Pintrich的四向度成就目標	28	表 2-2 Pintrich的四向度成就目標	28
	表 2-3 Elliot and McGregor的2 × 2成就目標	29	表 2-3 Elliot and McGregor的2 × 2成就目標	29
	表 2-4 教室目標結構的成就分析	34	表 2-4 教室目標結構的成就分析	34
	表 2-5 教室目標結構之相關研究	34	表 2-5 教室目標結構之相關研究	34
	表 2-6 Kohlberg的道德發展理論	42	表 2-6 Kohlberg的道德發展理論	42
	表 3-1 預試有效樣本摘要表	48	表 3-1 預試有效樣本摘要表	48
	表 3-2 正式有效樣本摘要表	48	表 3-2 正式有效樣本摘要表	48
	表 3-3 依學校類型分層隨機抽樣資料表	49	表 3-3 依學校類型分層隨機抽樣資料表	49
	表 3-4 依區域類型分層隨機抽樣資料表	49	表 3-4 依區域類型分層隨機抽樣資料表	49
	表 3-5 依學校及區域類型分層隨機抽樣資料表	50	表 3-5 依學校及區域類型分層隨機抽樣資料表	50
	表 3-6 「教室精熟目標結構」之項目分析	52	表 3-6 「教室精熟目標結構」之項目分析	52
	表 3-7 「教室表現目標結構」之項目分析	53	表 3-7 「教室表現目標結構」之項目分析	53
	表 3-8 「教室目標結構」之因素分析摘要表	54	表 3-8 「教室目標結構」之因素分析摘要表	54
	表 3-9 「教室目標結構」之信度分析摘要表	54	表 3-9 「教室目標結構」之信度分析摘要表	54
	表 3-10 「父母期望」之項目分析	56	表 3-10 「父母期望」之項目分析	56
	表 3-11 「教師教導」之項目分析	57	表 3-11 「教師教導」之項目分析	57
	表 3-12 「重要他人影響」之因素分析摘要表	58	表 3-12 「重要他人影響」之因素分析摘要表	58
	表 3-13 「重要他人影響」之信度分析摘要表	58	表 3-13 「重要他人影響」之信度分析摘要表	58
	表 3-14 「趨向精熟目標」之項目分析	60	表 3-14 「趨向精熟目標」之項目分析	60
	表 3-15 「逃避精熟目標」之項目分析	60	表 3-15 「逃避精熟目標」之項目分析	60

61 表 3-16 「趨向表現目標」之項目分析	62 表 3-17 「逃避表現目標」之項目分析
63 表 3-18 「成就目標導向」之因素分析摘要表	64 表 3-19 「成就目標導向」之信度分析摘要表
65 表 3-20 「學業自我效能」之項目分析	66 表 3-21 「學業自我效能」之因素分析摘要表
67 表 3-22 「考試努力程度」之項目分析	70 表 3-23 「分數重視程度」之項目分析
70 表 3-24 「考試努力取向」之項目分析	71 表 3-25 「考試分數取向」之項目分析
72 表 3-26 「考試目的知覺」之因素分析摘要表	73 表 3-27 「考試目的知覺」之信度分析摘要表
74 表 3-28 「考試作弊行為量表」之項目分析	75 表 3-29 「考試作弊行為量表」之因素分析摘要表
76 表 3-30 「考試作弊知覺量表」之項目分析	78 表 3-31 「考試作弊知覺量表」之因素分析摘要表
79 表 3-32 「考試作弊知覺量表」之信度分析摘要表	79 表 4-1 考試作弊行為及其相關因素之描述性統計分析及常態檢定
83 表 4-2 國中生考試作弊次數分配表	86 表 4-3 國中生考試作弊比例摘要表
86 表 4-4 國中學生考試作弊種類數摘要表	87 表 4-5 性別在有無作弊行為 2 考驗摘要表
87 表 4-6 性別在作弊比例曼-惠特尼 U 考驗摘要表	88 表 4-7 性別在考試作弊種類數之摘要表
89 表 4-8 年級在有無作弊行為 2 考驗摘要表	90 表 4-9 年級在作弊比例克-瓦單因子 H 考驗摘要表
91 表 4-10 年級在考試作弊種類數克-瓦單因子 H 考驗摘要表	92 表 4-11 各研究變項間之 Spearman 等級相關分析摘要表
94 表 4-12 作弊知覺與作弊行為分析摘要表	95 表 4-13 Logistic 迴歸模式之適配度檢定及整體模式檢定摘要表
98 表 4-14 Logistic 迴歸模式預測作弊行為	99 表 4-15 預測有無作弊正確率交叉表
101 圖 2-1 作弊行為的動機模式	19 圖 2-2 Bandura 的三元交互決定論
37 圖 3-1 研究架構圖	46 圖 4-1 作弊知覺四層面組型圖
96	

## 參考文獻

- 一、中文部份 王永裕、吳璧如(2007)。國中、小學生成就目標導向型態與其認知投入、考試焦慮、數學成就的關係。彰化師大教育學報, 11, 25-50。王淑寬(2006)。高職餐飲管理科學生個人目標導向、知覺課室目標結構與自我調整學習策略、學習行為之關係。屏東科技大學技術及職業教育研究所碩士論文。王曉晴(2008)。國小學童數學課室目標結構、數學知識信念與學習行為組型關係之研究。東海大學教育研究所碩士論文。吳明隆、涂金堂(2008)。SPSS與統計運用分析(2版)。台北市:五南圖書。吳毓珊(2007)。以計劃行為理論探討高職學生作弊行為之研究。屏東科技大學技術及職業教育研究所碩士論文。何琦瑜(2003)。超過半數國中生：作弊沒關係。天下雜誌, 287, 48-50。巫秉璋(2008)。國小學童作弊行為及其原因之探討。2008台灣統計方法學學會年會暨第五屆統計方法學學術研討會。林文乾(2006)。國中學生自我效能、父母期望、教室結構知覺與學業成就之研究。彰化師範大學教育研究所碩士論文。林玟伶(2007)。台東大學學生學業不誠實行為之研究。台東大學教育研究所碩士論文。林宴瑛(2006)。個人目標導向、課室目標結構與自我調整學習策略之關係及潛在改變項分析。成功大學教育研究所碩士論文。林啟超、謝智玲(2001)。高職學生之目標取向對學習策略與學習成就之關係研究。測驗統計年刊, 9, 131-168。林啟超、謝智玲、林啟賢(2002)。國小學童對目標取向與學習成就關係之研究。測驗統計年刊, 10, 39-74。林啟超(2007)。父母親成就教養取向、教師期望對高職學生之成就目標與學業成就之關係研究。人文暨社會科學期刊, 3(2), 37-53。林啟超(2008)。父母親成就教養取向、課室目標結構對高職學生之成就目標與學習行為之關係。測驗統計年刊, 16(2), 59-84。侯世昌(2002)。國民小學家長教育期望、參與學校教育與學校效能之研究。台灣師範大學教育研究所博士論文。侯玟如、程炳林、于富雲(2004)。國中生多重目標導向與其自我調整學習之關係。臺灣師範大學教育心理學報, 35(3), 221-248。姚招帆(2006)。國中生目標導向、自我效能與學習策略、自我設限策略及作弊之關係。臺灣師範大學教育心理與輔導研究所碩士論文。施淑慎(2004)。成就目標、自我效能、以及策略使用在考試焦慮上所扮演之角色。臺北師範學院學報, 17(1), 355-378。施淑慎(2006)。教室目標結構與成就目標取向對國小學童自我阻礙行為及考試焦慮之預測作用。教育與心理研究, 29(3), 517-546。洪倩、楊優、王飛、王向國(2009)。大學生考試作弊現狀及影響因素。中國高等醫學教育, 1, 77-80。唐淑華(2006)。會作弊的小孩是「壞」小孩？- 目標導向觀點在品格教育上的應用。課程與教學季刊, 3, 139-150。許玉芳(2008)。國小學童的教師期望、父母期望與自我效能、學業成就之相關研究。屏東教育大學心理輔導教育研究所碩士論文。許全守(1999)。目標導向教學之探討。技術及職業教育雙月刊, 54, 48-55。許惠茹(2009)。國三學生考試經驗之詮釋與反思。教育實踐與研究, 22(2), 33-66。教育部統計處(2010)。九十八學年度國民中小學校概況統計。取自：[http://www.edu.tw/files/publication/B0013/98basic\\_1.xls](http://www.edu.tw/files/publication/B0013/98basic_1.xls) 張春興(1981)。高中生的自我知覺與對父母期待知覺間的差距與其學業成績的關係。臺灣師範大學教育心理學報, 14, 31-40。張春興(1996)。教育心理學:三化取向的理論與實踐。台北市:東華書局。張春興(2002)。張氏心理學辭典。台北市:東華書局。張春興(2006)。現代心理學。台北市:東華書局。張雪梅(1995)。我國大學生考試作弊問題之探討。學生輔導, 41, 114-129。張鳳燕(1980)。性別、道德判斷、情境變項對我國高中生誠實行為的影響。政治大學教育研究所碩士論文。陳嘉成(2001)。中學生之成就目標導向、動機氣候知覺與學習行為組型之關係研究。教育與心理研究, 24, 167-190。陳澄媛(2009)。國小五年級學生等值分數之自我效能感與自我效能。臺北市立教育大學數學資訊教育教學研究所碩士論文。郭慶昌(2004)。學業不誠實行為與認知、動機關係之研究。屏東師範學院心理輔導教育研究所碩士論文。程炳林(2002)。多重目標導向、動機問題與調整策略之交互作用。師大學報:教育類, 47(1), 39-58。程炳林(2003)。四向度目標導向模式之研究。師大學報:教育類, 48(1), 15-40。彭淑敏、程炳

林(2005)。四向度課室目標結構、個人目標導向與課業求助行為之關係。師大學報:教育類, 50(2), 69-95。黃英忠、陳儀蓉、黃培文(2003)。學習成就對努力歸因之影響—以三明治式教學之技專院校餐飲管理科為例。商管科技季刊, 4(2), 1-12。黃惠卿(2004)。國中數學教室目標結構、成就目標、自我效能、不適應學習行為及學習成就之相關研究。大葉大學教育專業發展研究所碩士論文。黃惠卿、林啟超(2005)。國中生數學之成就目標導向對自我效能和不適應學習行為之關係。教育科學期刊, 5(2), 27-51。詹昭能(2009)。大學生考試作弊問題與解決之道:國內外研究文獻探討。2009年第四屆「社會學與心理學的對話」學術研討會。廖秋華(2009)。國小學童成就目標、學業挫折經驗、學業自我效能對學業挫折容忍力之影響。大葉大學教育專業發展研究所碩士論文。鄭芬蘭、林清山(1997)。目標導向因果模式之驗證。臺灣師範大學教育心理學報, 29, 215-232。劉家樺(2007)。國中生作弊的決定因素及其對成績之影響。台灣大學經濟學研究所碩士論文。謝尚旻(2005)。大學生學業不誠實行為及其相關因素之研究 - 以台北縣市四所大學為例。臺灣師範大學公民訓育研究所碩士論文。謝祥宏(2004)。國小自然科教師評量信念對學生學習影響之研究。彰化師範大學科學教育研究所博士論文。謝祥宏、龍麟如、段曉林(2004)。國小學生對自然科評量知覺初探之研究。科學教育學刊, 12(1), 27-52。謝岱陵(2003)。國中生四向度目標導向之中介效果分析。成功大學教育研究所碩士論文。謝淑敏(2003)。從犯罪學理論探討考試作弊預防對策。復興崗學報, 78, 315-332。藍明智(1995)。國小學童對學業不誠實行為之認知差異分析。臺灣師範大學教育心理與輔導研究所碩士論文。蘇婧(2006)。美國高校是怎樣遏制學術腐敗的? [http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/comments/2006-07/01/content\\_4767469.htm](http://big5.xinhuanet.com/gate/big5/news.xinhuanet.com/comments/2006-07/01/content_4767469.htm) 二、英文部份

Alutu, N. G., & Aluede, O. (2006). Secondary schools student ' s perception of examination malpractices and examination ethics. *Journal of Human Ecology*, 20(4), 295-300. Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84(3), 261-271. Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Student ' s learning strategies and motivation process. *Journal of Educational Psychology*, 80(3), 260-267. Anderman, E. M. (2007). The effects of personal, classroom and school goal structures on academic cheating. In E. M. Anderman & T. B. Murdock (Eds.), *Psychological perspectives on academic cheating* (pp.87-106). San Diego, CA: Elsevier. Anderman, E. M., Cupp, P. K., & Lane, D. (2010). Impulsivity and Academic Cheating. *The Journal of Experimental Education*, 78, 135-150. Anderman, E. M., Griesinger, T., & Westerfield, G. (1998). Motivation and cheating during early adolescence. *Journal of Educational Psychology*, 90(1), 84-93. Anderman, E. M., & Maehr, M. L. (1994). Motivation and schooling in the middle grades. *Review of Educational Research*, 64, 287-309. Anderman, E. M., & Midgley, C. (2004). Changes in self-reported academic cheating across the transition from middle school to high school. *Contemporary Educational Psychology*, 29, 499-517. Anderman, E. M., & Wolters, C. A. (2006). Goals, values, and affect: Influences on student motivation. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (pp. 369 – 389). Mahwah, NJ: Erlbaum. Baird, J. S. (1980). Current trends in college cheating. *Psychology in the Schools*, 17, 515-522. Baker, D. P., & LeTendre, G. K. (2005). National differences, global similarities: World culture and future of schooling. Stanford, CA: Stanford University Press. Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(20), 191-215. Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman. Barnett, D. C., & Dalton, J. C. (1981). Why college students cheat. *Journal of College Student Personnel*, 22, 545-551. Barron, K. E., & Harackiewicz, J. M. (2001). Achievement goals and optimal motivation: Testing multiple goal models. *Journal of Personality and Social Psychology*, 80(5), 706-722. Barron, K. E., & Harackiewicz, J. M. (2003). Revisiting the benefits of performance-approach goals in the college classroom: Exploring the role of goals in advanced college courses. *International Journal of Educational Research*, 39, 357-374. Bates, I. P., Davies, J. G., Murphy, C., & Bone, A. (2005). A multi-faculty exploration of academic dishonesty. *Pharmacy Education*, 5(1), 69-76. Blum, S. D. (2009). Academic integrity and student plagiarism: A question of education, not ethics. *Chronicle of Higher Education*, 55(24), 35-35. Bong, M. (2008). Effects of parent – child relationships and classroom goal structures on motivation, help-seeking avoidance, and cheating. *Journal of Experimental Education*, 76(2), 191-217. Bowers, W. J. (1964). *Student dishonesty and its control in college*. New York: Bureau of Applied Social Research, Columbia University. Brandes, B. (1986). *Academic honesty: A special study of California students*. Sacramento, CA: California State Department of Education, Bureau of Publications. Bunn, D. N., Caudill, S. B., & Gropper, D. M. (1992). *Crime in the Classroom: An Economic Analysis of Undergraduate Student Cheating Behavior*. *Journal of Economic Education*, 23(3), 197-207. Burrus, R. T., McGoldrick, K., & Schuhmann, P. W. (2007). Self-reports of student cheating: Does a definition of cheating matter? *Journal of Economic Education*, 3-16. Cassady, J. C., & Johnson, R. E. (2002). Cognitive test anxiety and academic performance. *Contemporary Educational Psychology*, 27(2), 270-295. Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. New York: Harcourt. Callahan, D. (2007). Epilogue: Moving in integrity agenda. In E. M. Anderman, & T. B. Murdock (Eds.), *Psychology of academic cheating* (pp.313-317). Burlington, MA: Elsevier Academic Press. Center for Academic Integrity (1999). *The Fundamental Values of Academic Integrity*. Palo Alto, CA: William and Flora Hewlett Foundation. Chapman, K. J., Davis, R., Toy, D., & Wright, L. (2004). Academic integrity in the business school environment: I'll get by with a little help from my friends. *Journal of Marketing Education*, 26, 236-249. Cizek, G. J. (1999). *Cheating on tests: How to do it, detect it, and prevent it*. Mahwah, NJ: Erlbaum. Cizek, G. J. (2003). *Detecting and preventing classroom cheating: Promoting integrity in assessment*. Thousand Oaks, CA: Sage. Crittenden, V. L., Hanna, R. C., & Peterson, R. A. (2009). The cheating culture: A global societal phenomenon. *Business Horizons*, 52, 337-346. Daniel, E. L. (2009). *Cheating in the Classroom: Beyond Policing*. *The Clearing House*, 82(4), 171-174. Drake, C. A. (1941). Why students cheat. *Journal of Higher Education*, 12, 418-420. Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048. Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273. Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53, 109-132. Elliot, A. J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, 34(3), 169-189. Elliot, A. J. (2005). A conceptual history of the achievement

goal construct. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 52 – 72). New York: Guilford Publications.

Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of personality and Social Psychology*, 72, 218-232.

Elliot, A. J., & Harackiewicz, J. M. (1996). Approach and avoidance achievement goals and intrinsic motivation: A mediational analysis. *Journal of personality and Social Psychology*, 70, 461-475.

Elliot, A. J., & McGregor, H. A. (2001). A 2 × 2 achievement goal framework. *Journal of Personality and Social Psychology*, 80(3), 501-519.

Elliot, A. J., & Moller, A. (2003). Performance-approach goals: Good or bad forms of regulation? *International Journal of Educational Research*, 39, 339-356.

Elliot, A. J., Shell, M. M., Henry, K. B., & Maier, M. A. (2005). Achievement goals, performance contingencies, and performance attainment: An experimental test. *Journal of Educational Psychology*, 97(4), 630-640.

Elliot, A. J., & Thrash, T. M. (2002). Approach-avoidance motivation in personality: Approach avoidance temperaments and goals. *Journal of Personality and Social Psychology*, 82(5), 804-818.

Elliott, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54, 5-12.

Etter, S., Cramer, J. J., & Finn, S. (2006). Origins of academic dishonesty: Ethical orientations and personality factors associated with attitudes about cheating with information technology. *Journal of Research on Technology in Education*, 39(2), 133-155.

Evans, E. D., & Craig, D. (1990a). Adolescent cognitions for academic cheating as a function of grade level and achievement status. *Journal of Adolescent Research*, 5, 325-345.

Evans, E. D., & Craig, D. (1990b). Teacher and student perceptions of academic cheating in middle and senior high schools. *Journal of Educational Research*, 84(1), 44-52.

Evans, E. D., & Engelberg, R. A. (1988). Student perceptions of school grading. *Journal of Research and Development in Education*, 21, 45-53.

Faucher, D., & Caves, S. (2009). Academic dishonesty: Innovative cheating techniques and the detection and prevention of them. *Teaching and Learning in Nursing*, 4, 37 – 41.

Finder, A. (2007). 34 Duke business students face discipline for cheating. *New York Times*. <http://www.nytimes.com/2007/05/01/us/01duke.html>

Finn, K. V., & Frone, M. R. (2004). Academic performance and cheating: Moderating role of school identification and self-efficacy. *Journal of Educational Research*, 97(3), 115-122.

Firmin, M. W., Burger, A., & Blosser, M. (2009). Affective responses of students who witness classroom cheating. *Educational Research Quarterly*, 32(3), 3-15.

Gilman, R., Furlong, M., & Huebner, E. S. (2009). *Handbook of Positive Psychology in Schools*. New York: Routledge.

Goldsen, R. K. (1960). *What college students think*. Princeton, NJ: D. Van Nostrand.

Gonida, E. N., Voulala, K., & Kiosseoglou, G. (2009). Students' achievement goal orientations and their behavioral and emotional engagement: Co-examining the role of perceived school goal structures and parent goals during adolescence. *Learning and Individual Differences*, 19, 53-60.

Gutman, L. M. (2006). How student and parent goal orientations and classroom goal structures influence the math achievement of African Americans during the high school transition. *Contemporary Educational Psychology*, 31, 44-63.

Harackiewicz, J. M., Barron, K. E., & Elliot, A. J. (1998). Rethinking achievement goals: When are they adaptive for college students and why? *Educational Psychologist*, 33(1), 1-21.

Harackiewicz, J. M., & Linnenbrink, E. A. (2005). Multiple achievement goals and multiple pathways for learning: The agenda and impact of Paul R. Pintrich. *Educational Psychologist*, 40(2), 75-84.

Harding, T. S., Carpenter, D. D., Finelli, C. J., & Passow, H. (2003). The relationship between academic dishonesty and ethical behavior in engineering practice. *Ethics and Social Responsibility in Engineering and Technology Conference*, New Orleans, LA.

Harries, R., & Rutter, P. M. (2005). Cheating by pharmacy students: Perceptions, prevalence and comparisons. *Pharmacy Education*, 5(1), 53-60.

Hodges, C. B., Stackpole-Hodges, C. L., & Cox, K. M. (2008). Self-efficacy, self-regulation, and cognitive style as predictors of achievement with podcast instruction. *Journal of Educational Computing Research*, 38(2), 139-153.

Hoy, A. W., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools* (3rd ed.). Boston: Allyn and Bacon.

Hsieh, P., Cho, Y., Liu, M., & Schallert, D. (2008). Examining the interplay between middle school student's achievement goals and self-efficacy in a technology-enhanced learning environment. *American Secondary Education*, 36(3), 33-50.

Humphrey, N. (2003). Facilitating a positive sense of self in pupils with dyslexia: The role of teachers and peers. *Support for Learning*, 18, 130-136.

Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching*, 54 (1), 171-176.

Jensen, L. A., Arnett, J. J., Feldman, S. S., & Cauffman, E. (2002). It's wrong, but everybody does it: Academic dishonesty among high school and college students. *Contemporary Educational Psychology*, 27, 209-228.

Jendrek, M. P. (1989). Faculty reactions to academic dishonesty. *Journal of College Student Development*, 30, 401-406.

Jordan, A. E. (2001). College student cheating: The role of motivation, perceived norms, attitudes, and knowledge of institutional policy. *Ethics and Behavior*, 11, 233-247.

Kaplan, A., Gheen, M., & Midgley, C. (2002). Classroom goal structure and student disruptive behavior. *British Journal of Educational Psychology*, 72, 191-211.

Kaplan, D. S., Liu, X., & Kaplan, H. B. (2001). Influence of parents' self-feelings and expectations on children's academic performance. *Journal of Educational Research*, 94(6), 360-370.

Kaplan, A., & Midgley, C. (1999). The relationship between perceptions of the classroom goal structure and early adolescents' effect in school: The mediating role of coping strategies. *Learning and Individual Differences*, 11, 187-212.

Kerkvliet, J. & Sigmund, C. L. (1999). Can we control cheating in the classroom. *The Journal of Economic Education*, 30(4), 331-343.

Kohlberg, L. (1984). *The psychology of moral development: The nature and validity of moral stages*. San Francisco: Harper & Row.

Lambert, E. G., Hogan, N. L., & Barton, S. M. (2003). Collegiate academic dishonesty revisited: What have they done, how often have they done it, who does it, and why they do it? *Electronic Journal of Sociology*, 7(4).

Lathrop, A., and Foss, K. (2005). *Guiding students from cheating and plagiarism to honesty and integrity. Strategies for change*. Westport, CT: Libraries Unlimited.

Lau, S., & Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person-context interactions. *Journal of Educational Psychology*, 100, 15-29.

Lawson, R. A. (2004). Is classroom cheating related to business Students' propensity to cheat in the "Real World"? *Journal of Business Ethics*, 49(2), 189-199.

Leming, J. S. (1978). Cheating behavior, situational influence, and moral Development. *Journal of Educational Research*, 77(4), 214-217.

Levitt, S. D., & Dunbar, S. J. (2005). *Freakonomics: A rogue economist explores the hidden side of everything*. New York: Morrow.

Lim, K. G., & See, K. B. (2001). Attitudes toward,

and intentions to report, academic cheating among students in Singapore. *Ethics and Behavior*, 11(3), 261 – 274. Lin, C. S., & Wen, L. M. (2007). Academic dishonesty in higher education: A nationwide study in Taiwan. *Higher Education*, 54(1), 85-97. Maehr, M. L., & Midgley, C. (1991). Enhancing student motivation: A school-wide approach. *Educational Psychologist*, 26, 399-427. Malinowski, C. I., & Smith, C. P. (1985). Moral reasoning and moral conduct: An investigation prompted by Kohlberg's theory. *Journal of Personality and Social Psychology*, 49(4), 1016-1027. McCabe, D. L. (2005). Levels of cheating and plagiarism remain high. Clemson, SC: Center for Academic Integrity. McCabe, D. L., & Trevino, L. K. (1993). Academic dishonesty: Honor codes and other contextual influences. *Journal of Higher Education*, 64, 522-538. McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multi-campus investigation. *Research in Higher Education*, 38, 379-396. McCabe, D. L., & Trevino, L. K. (2002). Honesty and honor codes. *Academe*, 88(1), 37-41. McCabe, D. L., Trevino, L. K., & Butterfield, K. D. (2001). Cheating in academic institutions: A decade of research. *Ethics and Behaviour*, 11(3), 219-232. McGregor, H. A., & Elliot, A. J. (2002). Achievement goals as predictors of achievement-relevant processes prior to task engagement. *Journal of Educational Psychology*, 94(2), 381-395. Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(4), 377-390. Middleton, M. J., & Midgley, C. (1997). Avoiding the demonstration of lack of ability: An underexplored aspect of goal theory. *Journal of Educational Psychology*, 89(4), 710-718. Midgley, C., Anderman, E. M., & Hicks, L. (1995). Differences between elementary and middle school teachers: A goal theory approach. *Journal of Early Adolescence*, 15, 90-113. Midgley, C., Arunkumar, R., & Urdan, T. (1996). If I don't do well tomorrow, there's a reason: Predictors of adolescents' use of academic self-handicapping behavior. *Journal of Educational Psychology*, 88, 423-434. Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L., Urdan, T., Anderman, L. H., Anderman, E., & Roeser, R. (1998). The development and validation of scales assessing students' achievement goal orientations. *Contemporary Educational Psychology*, 23, 113-131. Murdock, T. B., & Anderman, E. M. (2006). Motivational perspectives on student cheating: Toward an integrated model of academic dishonesty. *Educational Psychologist*, 41(3), 129-145. Murdock, T. B., Hale, N. M., & Weber, M. J. (2001). Predictors of cheating among early adolescents: Academic and social motivations. *Contemporary Educational Psychology*, 26, 96-115. Murdock, T. B., & Stephens, J. M. (2007). Is cheating wrong? Students' reasoning about academic dishonesty. In E. M. Anderman & T. B. Murdock (Eds.), *Psychological perspectives on academic cheating* (pp. 229-253). Burlington, MA: Elsevier. Nagin, D. S., Rebitzer, J. B., Sanders, S., & Taylor, L. J. (2002). Monitoring, motivation and management: The determinants of opportunistic behavior in a field experiment. *American Economic Review*, 92(4), 850-873. Nath, L., & Lovaglia, M. (2009). Cheating on multiple choice exams. *College Teaching*, 57(1), 3-8. Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task, and performance. *Psychological Review*, 91, 328-346. Nichols, S. L., & Good, T. L. (2004). America's teenagers-myths and realities: Media images, schooling and the social costs of careless indifference. Mahwah, NJ: Lawrence Erlbaum Associates. Niemivirta, M. (2002). Motivation and performance in context: The influence of goal orientations and instructional setting on situational appraisals and task performance. *Psychologia*, 45(4), 250-270. Nonis, S., & Swift, C. O. (2001). An examination of the relationship between academic dishonesty and workplace dishonesty: A multi-campus investigation. *Journal of Education for Business*, 77(2), 69-77. Pajares, F. (1995). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543-578. Pajares, F., Britner, S. L., & Valiante, G. (2000). Relation between achievement goals and self-beliefs of middle school students in writing and science. *Contemporary Educational Psychology*, 25(4), 406-422. Pekrun, R., Elliot, A. J., & Maier, M. A. (2006). Achievement goals and discrete achievement emotions: a theoretical model and prospective test. *Journal of Educational Psychology*, 98(3), 583-597. Pincus, H. S., & Schmelkin, L. P. (2003). Faculty perceptions of academic dishonesty: A multidimensional scaling analysis. *The Journal of Higher Education*, 74(2), 196-209. Pintrich, P. R. (2000a). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25(1), 92-104. Pintrich, P. R. (2000b). Multiple goals, multiple pathways: The role of goal orientation in learning and achievement. *Journal of Educational Psychology*, 92, 544-555. Pintrich, P. R., Conley, A. M., & Kempler, T. M. (2003). Current issues in achievement goal theory and research. *International Journal of Educational Research*, 39, 319-337. Placier, M. (1995). But I have to have an A: Probing the cultural meanings and ethical dilemmas of grades in teacher education. *Teacher Education Quarterly*, 22(3), 45-63. Regner, I., Loose, F., & Dumas, F. (2009). Students' perceptions of parental and teacher academic involvement: Consequences on achievement goals. *European Journal of Psychology of Education*, 24(2), 263-277. Rennie, S. C., & Crosby, J. R. (2002). Students' perceptions of whistle blowing: Implications for self-regulation. A questionnaire and focus group survey. *Medical Education*, 26, 173-179. Rest, J. R. (1974). *Manual for the defining issues test: An objective test of moral judgment development*. University of Minnesota Press. Schunk, D. H., Pintrich, P. R., & Meece, J. L. (2008). *Motivation in education: Theory, research, and applications* (3rd ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall. Schwartz, S. H., Feidman, K. A., Braum, M. E., & Heitgartner, A. (1969). Some personality correlates of conducts in two situations of moral conduct. *Journal of Personality*, 37, 42-57. Schwier, C., & Weichselbaumer, D. (2010). Does competition enhance performance or cheating? A laboratory experiment. *Journal of Economic Psychology*, 31, 241-253. Shleifer, A. (2004). Does competition destroy ethical behavior? *American Economic Review*, 94(2), 414-418. Skaalvik, E. M. (1997). Self-enhancing and self-defeating ego orientation: Relations with task and avoidance orientation, achievement, self-perceptions, and anxiety. *Journal of Educational Psychology*, 89(1), 71-81. Smyth, L. S., & Davis, J. R. (2004). Perceptions of dishonesty among two-year college students: Academic versus business situations. *Journal of Business Ethics*, 51, 62-73. Solomon, M. A. (1996). Impact of motivational climate on students' behavior and perceptions in a physical education setting. *Journal of Educational Psychology*, 88(4), 731-738. Sommers, C. H., & Satel, S. (2005). *One nation under therapy: How the helping culture is eroding self-reliance*. New York: St. Martin's Press. Spinath, B., & Pelster, J. (2003). Goal orientation and achievement: The role of ability self-concept and failure perception. *Learning and Instruction*, 13(4), 403-422. Stephens, J. M., & Gehlbach, H. (2007). Under

pressure and under-engaged: Motivational profiles and academic cheating in high school. In E. M. Anderman & T. B. Murdock (Eds.), *Psychology of academic cheating* (pp.107-139). Amsterdam; Boston: Elsevier.

Stone, T. H., Jawahar, I. M., & Kisamore, J. L. (2010). Predicting academic misconduct intentions and behavior using the theory of planned behavior and personality. *Basic and Applied Social Psychology*, 32, 35-45.

Strom, P. S., & Strom, R. D. (2007). Cheating in middle school and high school. *The Educational Forum*, 71, 104-116.

Torgler, B., & Valev, N. T. (2006). Women and illegal activities: Gender differences and women's willingness to comply over time. *Andrew Young School of Policy Studies*, 1-30.

Urda, T. C. (2004). Predictors of academic self-handicapping and achievement: Examining achievement goals, classroom goal structures, and culture. *Journal of Educational Psychology*, 96(2), 251-264.

Urda, T. C., & Midgley, C. (2003). Changes in the perceived classroom goal structure and pattern of adaptive learning during early adolescence. *Contemporary Educational Psychology*, 28, 524-551.

Weiner, B. (1974). *Achievement motivation and attribution theory*. Morristown, NJ: General Learning Press.

Whitley, B. E. Jr. (1996). Does "cheating" help? The effect of using authorized crib notes during examinations. *College Student Journal*, 30, 489-493.

Whitley, B. E. Jr. (1998). Factors associated with cheating among college students: A review. *Research in Higher Education*, 39, 235-274.

Wilkinson, J. (2009). Staff and student perceptions of plagiarism and cheating. *International Journal of Teaching and Learning in Higher Education*, 20(2), 98-105.

Willen, M. S. (2004). Reflections on the cultural climate of plagiarism. *Liberal Education*. Liberal Education.

[http://findarticles.com/p/articles/mi\\_m0NKR/is\\_4\\_90/ai\\_n13787495/?tag=content;col1](http://findarticles.com/p/articles/mi_m0NKR/is_4_90/ai_n13787495/?tag=content;col1)

Williams, M. S., & Hosek, W. R. (2003). Strategies for reducing academic dishonesty. *Journal of Legal Studies Education*, 21, 87.

Wolters, C. A. (2004). Advancing achievement goals theory: Using goal structures and goal orientations to predict students' motivation, cognition, and achievement. *Journal of Educational Psychology*, 96, 236-250.

Yaratan, H., & Yucesoylu, R. (2010). Self-esteem, self-concept, self-talk and significant others' statements in fifth grade students: Differences according to gender and school type. *Procedia Social and Behavioral Sciences*, 2, 3506 – 3518.

Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29, 663-676.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91.