

A study on academic cheating behaviors and its causes in junior high school students

黃耀興、翁淑緣

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

ABSTRACT

The purpose of this study was to explore the academic cheating behaviors of junior high school students in Taiwan. The study was conducted through the questionnaire-survey method. The 919 participants of this study were randomly chosen from public secondary schools in north, central, and south Taiwan. The statistical methods used analysis data were Descriptive Statistics, Mann-Whitney U test, Kruskal-Wallis one-way analysis of variance by rank, Pearson's Correlation, and Logistic regression analysis. Results suggestions for further studies and related educational practices are drawn based on the findings. The major findings are as follows: 1. The rate of academic cheating behaviors among junior high school students in Taiwan is 51.7%. 2. There are statistically significant gender differences in academic cheating behaviors. 3. Academic cheating behaviors are positively correlated with grade and academic cheating attitudes; academic cheating behaviors are negatively correlated with teacher teaching, approach mastery goal, avoidance mastery goal, academic self-efficacy and perception of cheating punishment. 4. The results of Logistic regression show that grade, teacher teaching, academic self-efficacy, academic cheating attitudes, can predict academic cheating behaviors, and the regression model can correctly classify 77.4% of the subjects studied in the project.

Keywords : significant others influence、classroom goal structure、achievement goal、academic self-efficacy、perception of exam goal、academic cheating attitudes、academic cheating behaviors

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