

***Friends with Benefits: Causes and Effects of Learners' Cheating  
Practices During Examination***

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**Abstract**

Cheating during examinations is a hidden curriculum which is triggered by peer influence. It makes every learner know and do what should not be done, for cheating corrupts and defeats the purposes of understanding, applying and creating ideas as stipulated in revised Bloom's taxonomy by Anderson. Based upon the qualitative analysis using open-ended questionnaires and interview method, the study was participated in by sixteen (16) key informants using random sampling procedure among Junior and Senior High School learners of Roxas National Comprehensive High School in Palawan during the months of June to October 2016. Nvivo software analysis was used in the analysis of the themes that emerged. This study found out that friendship is manipulated, for it makes doing right things unacceptable and things to be avoided like cheating seem right and acceptable. As Filipinos, this behavior is deeply rooted on the culture of *pakikisama* (social acceptance/liking) and *utang ng loob* (debt of gratitude). If a learner does not share his or her answers, he or she will be labeled as *walang pakisama* (no concern). This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Condemning academic dishonesty must not merely rest in the enrollment forms, but by constant moral reminder and intervention of teachers who have responsibility to hone learners' decorum on honesty and maturity.

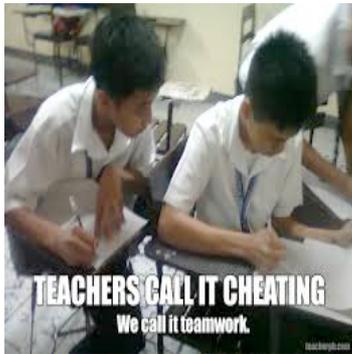
Keywords: Academic Cheating, Examination, Academic performance, Friends, Cheating Practices, conformity. Proctor

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## Introduction

I cheat with, from and for my friends (see photo<sup>1</sup>). This is but a prevalent mindset of



learners whenever they are facing difficulties during examinations. Adolescents are at a time in their life where peer influence and peer pressure are high (Rettinger & Kramer, 2007). Student habits and views on cheating are developed in high school (McCabe, Butterfield & Trevino, 2012). In the limelight of twenty first century generation, one of the most disturbing and alarming problems in the region of education is underpinned by students' ways of cheating. Cheating, in this context, means copying from other students during exams, one of the forms of misconduct that has become one of the biggest concerns of educational institutions (Wilkinson, 2009). Problems concerning cheating not only among undergraduate university students have become increasingly evident in academic institutions but also among secondary learners hitherto since the past decades. "Cheating or academic misdemeanor is, however, not a new phenomenon" (Bjorklund & Wenestam, 1999), but a long-familiar problem not only in many European countries but also in the Philippines in particular. This is a kind of misconduct in such a way that it undermines student's capability to mastery of lessons and achieving excellence in their performance and learning competencies as embedded in the curriculum guide provided by the Department of Education. Learners' beliefs that "everyone cheats" (Houston, 1976; Bjorklund & Wenestam, 1999) or that cheating is a normal part of life (Baird, 1980) motivates academic cheating. The expression "cheaters never win" may not be employed in the case of academic dishonesty. With cheating rates as high as 75% to 87% (Baird, 1980; Jendreck, 1989) and detection rates as low as 1.30% (Haines et al., 1986), academic dishonesty is reinforced, not punished. (Davis, Grover, Becker & McGregor, 1992, p. 17)

In the glaring arena of Philippine educational system, its participants, learners in particular, are required to faithfully follow the mandate of excellence, mastery and integrity of learning knowledge and skills which are intended for the proliferation and actualization of their infinite potentials which lie dormant if untouched with graces of academic instructions. In this sense, this purpose is nowadays almost and always frustrated by misconducts or undisciplined performances among the learners of this 21<sup>st</sup> century era. "Why students cheat has been the topic of extensive research, but how they cheat has been largely neglected" (Cizek, 1999; Bjorklund and Wenestam, 1999). This paper supplements the established findings on academic dishonesty by delineating the innovative techniques that students use to respond to perceived difficulty and frustrations encountered within the context of Junior and Senior High School learners.

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[https://www.google.com.ph/search?biw=2560&bih=1214&tbm=isch&sa=1&btnG=Search&q=academic+cheating+during+examinations#imgcr=k3o4b2rCg49DWM%3A/January 27, 2017.](https://www.google.com.ph/search?biw=2560&bih=1214&tbm=isch&sa=1&btnG=Search&q=academic+cheating+during+examinations#imgcr=k3o4b2rCg49DWM%3A/January%2027%2C2017)

## The Aim of the Study

Why do students from all age groups and levels of achievement participate in cheating? One line of speculation is that dishonesty in school is just a reflection of a much broader erosion of ethical behavior that has become commonplace in a society that tends to support self-centeredness over concern for others (Sommers & Satel, 2005). With regards to this compelling issue on academic cheating practices, the researcher conceptualized objectives that will be subservient to the discovery and unravelling unbiased and truthful answers. To delineate the essence of the issue, I focus my attention to:

- 1) The reasons why students copy other learner's answer during examinations
- 2) The ways by which students copy other learner's answers
- 3) The effects of copying other learner's answers in personal and social identity
- 4) The interventions that need to be maintained, formulated and implemented to respond on this issue.

## Theoretical Framework

"We learn through observation"(Bandura, 1986). This is the central idea of social learning theory. Inherent with this theory are the principles such as observing the behavior of others and outcome of those behaviors, learning occurs without a change in behavior, and cognition plays a role in learning (Bandura, 1986). In the midst of this compelling issue-copying other learner's answers, the Department of Education through its teachers, is making better alternatives and remediation for students failing marks. But then, copying-in-the making issue somehow reverberates in the halls of student's unconscious behaviors with and without teacher in front of them. "Cheating is rampant in professional schools, a major shift has occurred in cheating related attitudes, individual and contextual factors influence academic cheating and integrity including peer behavior and ethical environments, and a deeply embedded honors code can play a key role in creating an ethical environment" (McCabe et al., 2012).

## Literature Review

The reasons for cheating are considered as null curriculum (lessons that should not be taught to students) and most of the time influenced by peers in the context of hidden curriculum.

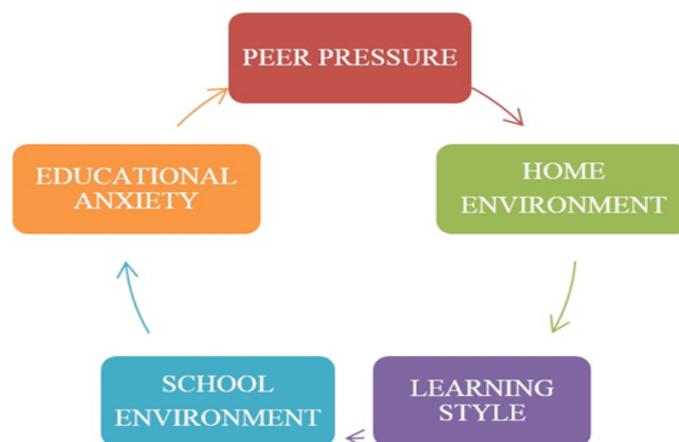


Fig.1 Factors that enhance academic cheating (Sarita, 2015)

On the first place, the author determined that **peer group** is the prime mover of cheating. If peers in their peer group are choosing academic dishonesty, then they are more likely to do the same (McCabe, 1999 as cited by Sarita, 2015). Adolescents are influenced by what their peers do and they form their peer groups around similar interests. Peer influence is at its highest at this point in their lives. Secondly, **home environment** which refers to the conditions where people live is another factor in cheating. The old saying “The most important work you do takes place within the walls of your home”. It is noticeable that children learn many things at home not only in academics but also values like honesty in particular. Academic dishonesty is more likely to occur with parental pressure to get good grades (Taylor *et al.* 2002). The third factor is **school environment** where academic cheating takes place. There are many reasons why an adolescent may choose academic cheating over academic integrity. Adolescents compete against each other for class rank (Sarita, 2015). Class rank helps them edge their way into competitive institutions and colleges. Politics in a school may also play an important factor for who gets caught and disciplined accordingly when they engage in academic dishonesty (Riera & Di Prisco, 2002 as cited by Sarita, 2015). Teachers have some influence on how to set up their classrooms, as well as goals set and attained throughout the academic school year. Teachers can have mastery goal structure or performance goal structure in their classroom. Mastery goals focus on learning and improvement, whereas performance goals are based on grades and what one can do to be at the top (Anderman & Midgley, 2004). Learners’ learning styles vary. Some students are naturalistic while others are visual and auditory. **Learning styles’** likes cognitive, affective and physiological behaviour is that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment (Keefe, 1979). In this case, Sarita (2015) argued that if student do not utilize appropriate learning style and want to score good marks, in that situation student use slip or other unfair means to copy. Sarita (2015) claimed that **Educational anxiety** is the combination of anxiety and academic anxiety. Students have many anxieties related to education like pressure by parents and schools to achieve top scores has created stress levels among students. A student always wants to stand first for that they use unfair means. The students know cheating is wrong but they feel like the most important thing they do is get the grades, by hook or by crook. In fact, much of the research on academic cheating has been centred on elucidating possible psychological reasons why students engage in cheating behaviours. Most prominently, variables significantly related to cheating include test anxiety, impulsivity, intelligence, self-esteem, locus of control, social desirability and guilt (Alarape & Onakoya, 2003). This research paper by Sarita (2015) contributed a lot in researcher’s understanding of the social milieu and development of this current study about cheating, for it manifested the prime factors why learners’ cheat particularly peer group which influence the flow of academic dishonesty.

A follow-up study was published in 2007. Results expounded that although 15% of students indicated cheating on an exam, only four percent of students admitted using IT to cheat on an exam. Fourteen percent stated that he/she let another student copy from their exam. Thirty-four percent of the students indicated permitting another student to copy their homework and only four percent admitted to downloading a research paper from the Internet and submitting it as their own (King & Case, 2014). Overall, forty-three percent of the students admitted to some type of unethical behavior including cheating on exams either with or without IT, letting others copy their homework or exams, downloading research papers as their own work, or cutting

and pasting information from the Internet and not citing the source of the material. The motives are not very well known but must be anticipated to be analyzable. "The schools' obsession with performance measures spurs cheating" (Anderman, Griesinger, and Westerfield, 1998). It is recommended that classrooms that stresses high grades and test scores may lead the learners to cheat.

In our modern time today, cheating involves the possession, communication or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Many students cheat just to receive a passing grade and impress their parents and teacher. Academic cheating is caused by many reasons; parental pressure, teacher pressure and poor time management. Teacher pressure will generate the need for students to cheat academically. Academic cheating is a growing concern among adolescents in schools worldwide. It is a problem that starts in elementary school and goes on through college (Sarita, 2015).

One notable character and uniqueness of this study is that literatures available can be commonly found in researches conducted on higher education but not extensive in secondary education. A revaluation of previous studies on undergraduate cheating reveals that 65-100% of undergraduates acknowledge to cheating on at least one occasion anytime throughout their college education (McCabe, 1992; McCabe & Bowers, 1994; Stearns, 1997). According to the Center for Academic Integrity (Fields, 2003), 75% of students in higher education admit to cheating behaviors. However, only over 20% of 1,369 undergraduates studied reported that they had committed an act of academic dishonesty while in college (Stearns, 2001). Using one full semester as the unit of measurement, "28% of undergraduates surveyed admitted to cheating at least once during the semester in question" (Ward and Beck, 1990).

## **Methodology and Methods**

This study used a case study design. An open-ended questionnaires designed to evaluate Junior and Senior High School learners' awareness in Roxas National Comprehensive High School were administered to sixteen key informants during the months of June to October, 2016. In the process of interview method, the respondents were asked to fill out the questionnaire and answer all the questions with audio recorded files. The first part of the questionnaire is about the codename, age, section and year level intended for confidentiality of informations. In the second part of the questionnaire respondents were asked to assess their knowledge and experiences through the qualitative interview guide. The questions concentrated on knowledge and awareness about copying answers during examinations, causes and impacts of cheating phenomenon as well as respondent's responses. The questionnaires were randomly distributed to the all secondary levels using convenience sampling. Furthermore, Nvivo software data analysis program was used to analyze the themes which are geared to provide solutions to the problem of cheating during examinations. This oeuvre sets its limit in the realm of secondary level particularly at Roxas National Comprehensive High School as its center of reference. Delineating the prime reasons and effects of academic dishonesty trigger the researcher to find out student's aspirations in meeting the standard of the academe among Junior and Senior High School learners.

## **Results and Discussions**

The first part of the questionnaire categorically focused on learners' experiences of cheating during examinations. The choices presented revolved on quizzes, mastery tests, periodical tests in Junior High School learners while chapter/unit test and quarterly Examinations for Senior High School learners. Data revealed that majority of the informants disclosed their experiences in cheating during quizzes, mastery and periodical tests. It is supported by the informations gathered during focused group discussion that their behavior on cheating is highly dependent on their aspiration for passing grades in order to be qualified for promotion.

More than half of the informants confessed that they have no experience of being caught in the act while cheating. Their common response came from the second part of the questionnaire which asked the question: Have you had worst experiences of being caught in the act while cheating? On the other hand, one of the respondents disclosed that she cannot forget the experience of being reprimanded by her teacher and it was reported to her parents. She suffered emotional pains of being treated as someone who is not using her mind by her father.

When the informants were asked by the question as to what made them engage in cheating during examinations, more than half of them responded from the line of reasoning that; they did not understand the topic or lesson discussed; they did not review their lessons beforehand; the teacher does not give punishment when he and she caught them; they are lazy to listen to discussion and their teacher is very strict. In these particular reasons, lack of the skill in understanding wide and various array of academic notions penetrated and dominated learners' behavior towards the discussion. It must be noted that in the context of 21<sup>st</sup> century learners, they are very inclined with collaborative activities rather than plain traditional discussion strategies given by their teachers. Attention and focus are the main skills that are interrupted if the teaching strategies are very traditional. Hence, learners are gradually losing their appetite in substantial absorption of concepts in the classroom. Data revealed that continuous decrease of attention and focus because of traditional teaching pedagogies served as prime factors and causes of learner's dependency on cheating with their seatmates during examinations.

### **Highly Creative Methods of Cheating**

Most of the informants admitted that they have highly creative ways of copying other learners' answer during examinations. Data revealed that learners academically cheat by way of looking and asking at their classmates answers, giving and receiving a crumpled paper containing answers on the exam, by way of writing the answers on their hand and desk, by way of sign language, by way of going out while exam is ongoing and look for the answers on their pocket, by way of recording the answers to their cellular phones and listening on them via headset while taking examination and by way of having picture of the answer in cellular phone during mastery test and look at these answers during periodical test. For them, most of the test questions in mastery test or unit test for senior high school are the same with periodical test of quarterly assessment questions.

## **Utilitarian Perspective of Friendship on Cooperative Cheating**

Friend is defined as a person who helps or supports someone, a favored companion, one that is not hostile, and the one attached to another by affection or esteem (Merriam dictionary). Along in-class examination, friendship is at the momentum zone, that is either to build strongly or break abruptly. The most common strategy that they are doing when copying is by making friends of their classmates who are intelligent in the subject in order to copy through looking and asking their classmates' answers. Loy, one of the informants, highlighted this theme by saying: "I need to befriend my classmates for me to be able to copy their answers if I do not know the answer." In line with the gender codes, respondents revealed that their peers are commonly in similarity with their sexuality. Male learners are building friendship not just socially but also for academic benefits involving cheating during examinations. My data revealed that male learners are more susceptible on cheating than female. It is because most of the males are always at the back of the classroom where they have boys' talk while discussion is ongoing, thus, making them not to copy or hear what the teacher is presenting or the activity being given to them.

## **Perceived Benefits of Friend Networks**

There is an expression that goes: "Birds with the same feather, flock together". As friends, individuals share the same interest, likings, hobbies and aspirations. Emerging themes from the data suggested three kinds of group of friends in relation to in-class examination, namely: the slow friends, the average friends and the elite friends.

1) Slow friends tend to always go together in one place in the classroom. For them there is a feeling of belongingness, that is, they gain confidence through each other's way or means of help in times of uncertainty during examination. If this means does not work, they resort into tapping their friends on average levels. Their passion is not on reviewing but radically on depending to other's answers.

2) Average friends are those learners who oftentimes deal with accomodating and helping slow learners to cope with their answer if left unguarded. They make every way possible to copy answers from the elite learners.

3) Elite friends are the ones who are very competitive. Most of them, as revealed by the informants are not sharing answers. But, if they are triggered by the maintaining grade posed by their academic strand, they tend to give in to idea that one for all, all for one. They are also receiving free snacks from their friends if all of them got passed. They shifted from notion that we study because we compete with each other to idea that we study because we need keep every classmate on track.

4)

However, "the opportunity to cheat presents itself spontaneously" (Ferrell and Daniel,1995); "for some, however, cheating is meticulously planned, rationally calculated, and painstakingly premeditated. It is erroneous to believe, however, that all students cheat with sophistication, their "ingenuity" being used to outwit unsuspecting teachers. In this sense, some tactics do not take much creativity at all, and only require minimal vigilance from teachers to dissuade students from cheating. Some cheating methods are just common and unimaginative: students sit in the back of the room and blatantly whisper answers back and forth to one another. In this

section, some of the recurring, yet not so obvious, methods that students use to cheat in conjunction with their peers are discussed”(Bjurklond & Wenestam, 1999).

### **Causes and Effects of Cheating During Examination**

Data revealed that peer pressure is one of the most triggering causes in this kind of academic dishonesty. Moreover, the findings revealed that unpreparedness causes stress and triggered with time pressure deeply affected learners to commit cheating during examinations. Rex shared his experience in this regard:”Peer pressure caused me to be stressed if I cannot answer the questions correctly. So, I just wait to find a way and copy if the proctor is not guarding us.”

As to their aspirations, most of the informants conceded that they do not want to feel ashamed to their parents because of their failing grades. In their mindset, they copy during examination in order to get good grades, make their parents proud, avoid failing grades, and to be happy still despite knowing that they pass examination through unfair copying others’ answers. When they were asked as to how certain are they that the answer which they copied is true or not, they commonly answered that they are confident with seatmate’s answer is true for she and he is their friend. For them, they have this saying that friends do not lie and leave each other in any ways. Data revealed that duration of time given is not a problem but the access to friends who know the answer. Kid stated: “Time is not a problem as long as you have a friend who knows the answer, the problem is if you both do not know the answer.”

Learners’ cheating habit during examination is notably rooted in their elementary years. Most of them revealed that their dishonest behavior occurred between their grades two (2) to four (4). Peer influence is the common ground to this problem of copying. Because their friends are cheating, so are they. In this realm, curiosity and need to belong could also be noticed as the cognitive tendencies that played a huge effect to learners developing habit of copying other learners’ answers during examinations.

Upon probing on the subjects when they found difficult and in which they are always copying, data revealed that Mathematics is the most challenging subject for senior high school learners. This finding is the opposite on the basis of Junior high school learners which revealed that Science, Math and English are the most difficult subjects. When asked on what particular subjects that find easy to cope with, data revealed subjects like Filipino language and Values.

Most of the informants have conviction that this culture of copying other learners’ answers during examination could be put to an end if and only if every learner avoid and control themselves to academically cheat. Majority of the respondents that academic cheating particularly copying during examination decreases self-confidence and understanding in their academic performance. For them the idealistic way of holding to the idea that they prefer to be failed than to cheat during exam. But in reality, they detach themselves to that idealistic ideas when they caught themselves unprepared, time pressured, and that particular subject is for them difficult to bear academically.

## **Effective teachers' interventions on the issue**

Enforcing academic integrity by limiting the opportunity for academic fraud in the first place is a herculean task, but it is one that is controllable: my data agree with the claim that teachers and “professors can do simple things such as making sure that desks are free of scribbled notes, that book bags are closed, that hats are removed. Further, they can look for gazes that repeatedly veer off into areas other than the test; multiple versions of exams can be administered in small classrooms rather than auditoriums; instructors can also employ additional proctors during exams, adopting wide and fixed space seating”(Bjurklond & Wenestam, 1999). In addition, many of the informants suggested monitoring techniques that are effective such as: Set A, Set B technique, random sit plans, supply type test strategies (e.g. essay, identification and modified true or false,) no gadgets, no talking and going out while exam is ongoing and alphabetical sitting arrangement.

## **Academic and Practical Implications**

The study is formulated, disseminated and corroborated among Roxas National Comprehensive High School Junior and Senior High School learners. Thus, awareness about copying other learners' during examination are noted in author's conclusion about the following:

1) Informants admitted that they learned copying since their early days in elementary. First they act as observers and the need to be belong or being in the group triggered the manifested behavior of copying. Imitation is not wrong if put in its proper context. In business, for example, imitation is a must, for it makes a businessman copy all the strategies and skills in order for him to be effective and efficient. But in the academe, the implication is reversed. Learners should internalize the lessons discussed for them to be able to be critical thinkers upon landing in their chosen field in the future. If cheating is the culture that they embibed, then they surely cannot pass in any board or bar exam where their need for security (jobs) is on the line.

2) They are differentiated in terms of the subject which they treated as difficult in which they feel the need to copy during examinations. There are informants who found it hard to deal with Mathematics yet comfortable in learning English. On the other hand, there were also informants who found that English is more difficult than Mathematics that is why they need to copy other's answer. The bottomline is learner's learning abilities are complex, for everybody is unique. But then, cheating cannot be a rational means on compensating different strengths and weakness upon taking hard subjects. Honesty is tested when a learner admits to himself and desire to change his weakness into strenght by seeking help from his peers and teachers for interventions. In this way, a learner will have self-confidence in bearing difficulty on the examination.

3) Most informants happened to copy other's answers in dealing with their aspirations like passing the particular subject and consequently make their parents proud. Promotion became the main factor in cheating engagement. But, some of the informants realized that even if they think and know that they pass already, their conscience haunt them at the end of the day. Their concience that cheating is not a moral way to get promoted. Some of them are rationalizing that maybe those subject

are no value to the jobs that they will do someday, without even considering that honesty which they defeated is the prime factor that determines their altitude or downfall.

4) Most of the informants realized, along the process of investigation that copying other learners' answers triggers lack of self-confidence and lack of passion in learning. Low self-esteem and feeling of boredom makes a person suffer when he is at his field of work or employment. On this dimension, many informants disclosed that they have to adhere on not cheating for them to earn self-confidence.

5) To extinguish this habit of academic dishonesty especially during examination, informants suggested that to end this bad habit, they could resort to intensive concentration on reviewing their lesson beforehand in order that they will not be stressed and rattled as examination continues to go along with their ways. This attitude then makes every learner attained that highest level of revised Bloom's taxonomy-Creativity. In life, love and business, creativity which emanates from focus makes everything successful and excellent.

6.) For some adolescents, parental pressure is high at this age in regards to academics (Strom & Strom, 2007). However, data revealed that informants resorted to cheat during examination because of the lack of parental presence who are supposed to guide them in their quest for knowledge internalization by giving advises and inspirational messages. This research found out that the need for parental moral support in the home is needed. Furthermore, even to those learners who are living in the boarding house also have a great amount of communication between parent and learner.

7) Friendship became very practical. Learners who depend on building friends in order to copy during examinations are very utilitarian in character. They are always on harmonious relationship on those learners whom they know they can benefit about, but resent to those who do not share their answers. It is as if friendship is manipulated for it makes that right things to do as unacceptable and things to be avoided as if they are the right things to do. As Filipinos, this behavior is deeply rooted on the culture of *pakikisama* (need to be belong) and *utang na loob* (debt of gratitude). If a learner does not share his or her answers, he or she will be labeled as *walang pakisama* (no concern). To get rid to this kind of social indifference, many learners resort to share their answers even if they know it is not the right thing to do.

## **Conclusion**

This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Indeed, teachers nowadays cannot assume that learners know and abide the unwritten moral codes and rules imposed by school, family and society as a whole. Henceforth, to uphold honesty and matureness is to emphasize these rules and codes. The rules and codes must not merely rest in the enrollment forms or written school policies, but it must be in action, meaning to say in constant reminder given and intervened by teachers who have full authority and responsibility to hone learners in the light of honesty and maturity as enduring values in the arena of life.

## **Effective Communication between Parents and their Children**

Indeed, educators cannot provide all of the guidance that students require to adopt honesty as a lifestyle. Some parents tell daughters and sons that cheating is a fact of life in the world of work and this has forced them to cheat in order to succeed. When parents act in this way, condoning dishonesty and deception as standard, it becomes challenging for educators to counter the message that power of cheating makes it an acceptable practice. “Schools could provide workshops for parents that focus on the range of cheating issues adolescents face and offer agenda questions for discussions at home about honesty, integrity, trust and maturity. In this way, mothers and fathers would be enlisted to sustain their efforts to nurture these valuable attributes in their children. Successful academic performance rooted in honesty enables students to take pride in work that is their own and to make known when tutoring is needed to improve learning” (McCabe & Pavela, 2000).

### **Recommendations**

This paper similarly recommend the twofold way of reducing cheating in the long run, namely by a) using positive reinforcement and b) by encouraging and fostering the students to acquire an outlook in life that will prevent them from cheating (Davis, Becker & McGregor, 1992).

As I have presented in this paper, learners’s illegitimate means of responding to the triggering failures and frustration during examinations are not to be counted as excuse for them to be recognized as highly innovative (e,g making friends of their intelligent peers, tolerating their dishonest behavior by giving answer because of friendship, gaining confidence through social approval, for everyone does it, feeling of being intelligent because of cheating practices, manipulating gadgets to copy clear-cut answers). These innovative ways are not good or bad in themselves (ammoral) but if they are put in the wrong context (academics), which upholds the virtues of honesty for self-discovery of skills and self-mastery of talents, these mentioned means of cheating becomes immoral, and thus destructive for every learner who engages in this practice. Therefore, I conclude that not all popular are right, and not all right are popular.

## Appendices

### Appendix A

#### Informed Consent Form

The open-ended questions to be asked are in line with the research topic: *Friends with Benefits: Causes and Effects of Cheating Practices During Examination*, which will be conducted by Leo Andrew Diego, Senior High School teacher for this action research. The main objective of this research is to find out the factors why students copy other learner's answers on their exams in order to adapt plausible solutions to be done after knowing the problem. Your answers, real name and identity are confidential, meaning to say, it will not be shared to others. Your full cooperation in this meaningful endeavor is highly appreciated.

Codename: \_\_\_\_\_

Year

Level: \_\_\_\_\_

Age: \_\_\_\_\_

#### Qualitative Questionnaire

Objectives	Interview Questions
❖ To identify reasons why students copy other learner's answer during examinations	<ul style="list-style-type: none"> <li>➤ What made you engage in cheating activities during examinations?</li> <li>➤ What are your aspirations in doing whatever it takes to pass the subject even if it means copying other learner's answers?</li> </ul>
❖ To determine the ways by which students copy other learner's answers	<ul style="list-style-type: none"> <li>➤ What are the ways in which you cheat during exam?</li> </ul>
❖ To analyze the effects of copying other learner's answers in personal and social identity	<ul style="list-style-type: none"> <li>➤ How affected are you when you cheat during exam?</li> <li>➤ What do you think are the personal effects of cheating during exam?</li> <li>➤ What do you think are the personal effects of cheating during exam?</li> <li>➤ What are the possible consequences if you do not copy other learner's answers?</li> <li>➤ What are the ways in which you can stop copying other learner's answers during examinations?</li> </ul>
❖ To identify interventions that need to be maintained, formulated and implemented to respond on this issue.	<ul style="list-style-type: none"> <li>➤ What are the cheating policies of teachers in the classroom during examination to avoid cheating activities?</li> <li>➤ What do you think are the disciplinary measures given by teachers on this issue of cheating?</li> <li>➤ What are the interventions being done by teachers for those learners who are slow in learning?</li> </ul>

## Appendix B

Code name	Age	Current Year level	Grade level when first learned the culture Cheating during examination	Causes of copying other learner's answer during examination	Way/s of copying other learner's answer during examination	Effects of Cheating practices during examination	Subject/s that he/she thinks he/she needs to copy
BOY	13	7	2	Difficulty of Subject	By making friends of classmates who are intelligent in the subject in order to copy from them	Passing grade but low self-esteem	English
AXL	15	9	3	Peer Influence	By making friends of classmates who are intelligent in the subject in order to copy from them	Low self-esteem	Mathematics
SKO	16	11	3	Difficulty of Subject	By way of looking at the paper of my classmate/s.	Passing grades	Science
JED	14	8	5	Not ready for exam	By way of sign language	Make my parents proud	Mathematics
LAD	15	9	4	Peer influence	By way of looking at the paper of my classmate/s.	Avoid failing grades	Mathematics
HAB	14	8	5	Difficulty of Subject	By making friends of classmates	Avoid failing grades	Science
TIN	17	11	3	Not ready for exam	By making friends of classmates	Avoid failing grades	English
GEN	14	7	4	Difficulty of Subject	By way of sign language	Get good and passing grade	Mathematics
WE M	14	8	4	Difficulty of Subject	By making friends of classmates	Passing grades	Mathematics

MEN	15	9	5	Not ready for exam	By way of looking at the paper of my classmate/s.	Passing grades	Mathematics
SER	16	11	6	Peer influence	By way of sign language		Science
REX	16	10	7	Not ready for exam	By way of going out while exam is ongoing and look for the answers.	Avoid failing grades	Science
KID	13	7	6	Peer influence	By way of sign language	Passing grades	English
LOY	14	8	5	Peer Influence	By making friends of classmates	Avoid failing grades	Mathematics
JET	15	10	3	Peer influence	By making friends of classmates	Wish to help a friend	English
JOY	14	9	4	Peer Influence	By making friends of classmates	Passing grades	Mathematics

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