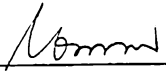


APPROVAL SHEET

This thesis of **MS. KATHERINE QUEENIE DE GUIA GARCIA**, entitled, " A Descriptive Study of Sex Role Socialization and its Influence on the Attitudes of Male And Female UP Medical Students Towards Cheating " is submitted in partial fulfillment of the requirements for the degree of BA Social Science Major in Behavioral Studies, is hereby accepted.

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UNIVERSITY OF THE PHILIPPINES MANILA

A THESIS ON

“A Descriptive Study on Sex Role Socialization and its
Influence on the Attitudes of Male and Female
UP Medical Students Towards Cheating”

AN UNDERGRADUATE THESIS PRESENTED TO THE
DEPARTMENT OF SOCIAL SCIENCES
UNIVERSITY OF THE PHILIPPINES MANILA

IN FULFILLMENT OF THE COURSE REQUIREMENTS
FOR THE DEGREE OF BA SOCIAL SCIENCES
MAJOR IN BEHAVIORAL STUDIES

UNDER

PROF. LAURIE S. RAMIRO
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BY

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ACKNOWLEDGMENT

The following people have indebted me to be forever grateful to them because of this thesis (grabe !) :

Prof. Laurie S. Ramiro, for being so patient with me and for always keeping me in the right track.

Prof. Esmie Perez, for being so supportive and encouraging.

My UP College of Medicine friends -- Jean Alcover, Yasmin Jumao-as, Nikki, Cathy, Dyogi, Tina R., Eloi, Jaymie, and Rainier, for encouraging and assisting me in my data gathering.

My BestSoc friends, Papa Mikhail, Bryan Makulit, Robert , Alpi, Chin, Jabs, and Roy. Thank you for all the sick jokes! Believe me, they have added a lot of humor in my life.

My barkada in school -- Aloe, GG (The Stoplight Boy) and Tuton. Thank you for all the Monday and Thursday lunches and the gimiks (especially Valentine's '98) we had together.

My thesis buddy, Mara -- for keeping me from my "panic attacks." You're the best thesis buddy one could ever have!!!

My roommates -- Fema, Krishna, and Renma , for all the moral support and the "gossips" we have every night. They have made me sleep with happy thoughts and pleasant dreams every night.

My second parents, Daddy Here and Mommy Jean Lapa, Yoki and Lexx - -- my other "siblings". Thank you for everything.

My best friends in school -- Beia and Nats. You have made my college life the best chapter in my life so far. I will never forget both of you.

My very young cousins, Paige and Paulo. I will see you again, promise.

My other cousins CJ, and especially Buding for making the effort to establish ties with me again. Welcome to UP! I hope you will never regret it! Thank you for always being so accommodatingly sweet to me, GG and Tuton.

My best friend, Thags -- for all the humorous letters from home. They have kept me being homesick.

My one and only brother, Jerome -- I think you're the best brother in the world. Only you and I know the reason why.

My family -- my mom, Deche, my Lola Nena, my Tito Yoyong and Dodie, my Tita Deary and Tito Jojo, my Tita Pinky -- thank you for all the moral and financial support. You're the best!!!

And to God Almighty, for giving me the strength and perseverance to go on amidst a multitude of shortcomings that came my way. You are the source of all my being.

To all of you, no words are enough to express my gratitude--- without you I could not have made it. Thank you. Thank you. Thank you.

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ABSTRACT

In at least three prior studies in the United States, sex differences in dishonest behavior have been reported (Eisen,1972; Mussen, Rutherford, Harvis & Keasey,1970; Ward, 1986). In each case, sex role socialization theory has been invoked either directly or indirectly to account for the differences. Women have been socialized to obey the rules, whereas the socialization of men is less insistent in this regard. Sex role socialization, then, is thought to influence tendencies toward dishonesty through differences in internalized role requirements.

Presently, the researcher has conducted a study that proved or disproved some of these claims. The study was participated in by 216 students of the UP College of Medicine. This study aimed to determine the factors that affect students to engage in acts of academic dishonesty. Specifically it supports : (1) to determine how male and female respondents differ in their attitudes towards cheating based on excuses found in the neutralization techniques; (2) to determine the reasons why and how different male and female students cheated; (3) to determine how male and female respondents differ with regards to their emotions to cheating; (4) to determine if external factors such as the frequency of observing religious services and that of present socioeconomic status influence the engagement of cheating; and (5) to determine if awareness of the UP honor code discourages or does not affect the student, male or female, to cheat at all. Results showed that most males felt no remorse during and after cheating, while most of the females felt guilty. Religious observance, socioeconomic class, and degree of awareness of the UP honor code did not have any influence whatsoever towards the students' attitude to cheat.

CHAPTER I

THE PROBLEM

Since we were children, we all have been taught what were the “right” and “wrong” things to do. We were taught the right mode of dressing and the right social manners to observe –girls with skirts and boys with jeans, all of these stringently taught within the context of our respective genders. Our parents, guardians, even older siblings have been very influential in instilling within us these " norms," but most important of all these, are the set of moral values, that they practice and in one way or the other influenced us, that guide us in how to lead our lives in the manner that is beneficial and non-threatening to humanity. These set of morals , one way or the other are our basis in making moral decisions , and that often, these decisions are made in the current environment, aside from our homes, that we are in constant contact of – school. In school, we are faced in this one constant dilemma of morality , to engage or not to engage in academic dishonesty, or in other words cheating.

In nearly every academic context, it is possible to take unfair advantage by presenting others’ work as one’s own. No means short of twenty-four hour surveillance of every student can ferret out every act of plagiarism or illicit borrowing. When a student is tempted to cheat -- whether by cribbing notes during a test, borrowing a classmate’s lab results, or copying from a reference work for a paper – *his or her sense of personal integrity is the most crucial preventative*. In a recent survey study of cheating at the Massachusetts Institute of Technology (or MIT), “ *They said that recognized*

dishonest practice, such as cheating on homework, is accompanied by 'trouble' that is rooted in 'mistaken values.

A recent critical review of the literature related to the subject indicates emphatically that college experience itself barely touches the students' standards of behavior, his quality of judgment, sense of social responsibility, and perspicacity of understanding and guiding beliefs.

College has socialized rather than liberalized him. It allows the students to live more smoothly in his time, but it does little to help him evaluate the appropriateness of his way of life in a broader and more fundamental perspective.

In a recent survey on cheating at MIT, " Faculty most often said that students cheat because of the tremendous pressure to get good grades, because an assignment represents a significant portion of a class grade, and because students panicked because they were close to failing a class. Thus, *Cheating was examined as a literal reality, rather than as an abstract concept.*

In an article by O'Neil (1981). Male Socialization : The Hazards of Being Male. " argues that the primary outcomes of male socialization in society are restrictive emotional , focus on control, power, and competition; homophobia; restrictive sexual and affectionate behavior; and **the obsession with achievement and success.** While in book by Susan A. Basow (1992) entitled *Gender : Stereotypes and Roles.* Males tended to be somewhat more agentic – more aggressive, dominating (both behaviorally and communicatively), competitive, and non-conforming. Females on the other hand, tend to be somewhat more communal—more expressive, smiling, friendly, emphatic, nurturant and agreeable.

Disciplinary Board, upon the recommendation of the professor who had discovered this academic dishonesty, sanctioned a failing grade of 5.0, to repeat the course the following school year, and took away the right of graduating with honors, to which almost half of the group consisted of.

From this incident, it could also be remembered that the parents of the students who were involved in the cheating incident, filed a court case against the teacher who passed a failing mark on their children. This act puts to light the fact that they did not expect their children to cheat much less accept this fact, as their children were excelling in school. Here we are able to see how the parents could be questioning their child rearing practices that have somehow led their children to cheat, although it is noted that this incident serves only as a single instance and does not thereby generalize the student's attitude to cheat.

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According to Ward and Beck (1989), “ Prior studies have shown that women are less likely than men to be dishonest when confronted with opportunities to cheat. The most common explanation for this is the Sex Role Socialization Theory :

Women are socialized to obey the rules. Whereas socialization for men is less binding in this respect.

Hence, it is the major objective of the study, that a theory be established that accounts for the fact that women engaged in dishonest behavior in spite of the restraining forces of internalized normative expectations. These expectations primarily stated in the Sex role socialization theory that females, since childhood are socialized by their parents to be observers of rules and are not thereby expected to engage in something that would somewhat go beyond the rules she is supposed to follow. Using UP Manila medical students, the study will examine the relationship between excuse making tendencies and actual cheating, while adjusting for sex.

A. Significance Of The Study

We all know for a fact that students at the UP College of Medicine have the heaviest academic workload, hence the probability of cheating to survive academic life is high. Thus, with this heavy workload, extreme pressure is also experienced by these medical students, who are forced to perform well or get a low grade, much worse fail a subject that often leads not graduating on time.

In an article written by Petersdorf (1989), *A Matter of Integrity*, he stressed that, “ The *pre-med syndrome* (cheating in medical school and honesty during residency training) and fraud in medical practice are well known. Further, studies show that medical students are lenient towards dishonesty in education and practice.” While in 1996 a study entitled, *Cheating in Medical School: A survey on second year students at 31 schools*, conducted by Baldwin, Daugherty, Rowley,& Schwarz , showed results that about 5% of the 3,975 medical students surveyed reported cheating during the first two

about 5% of the 3,975 medical students surveyed reported cheating during the first two years of medical school. The authors stated, “ The students appeared resigned to the fact that cheating is impossible to eliminate, but they lacked any clear consensus about how to proceed when they became aware of cheating by others.”

Is cheating then, a form of coping? According to B.B. Wolman (1977), “Basically, the approval motivated person responds to his or her need to gain acceptance, certain dependency gratifications, and achieve recognition and status by engaging in approval – seeking behaviors in particular situations through positive self-presentation and denial of inadequacies.” Although cheating is not an approval seeking behavior, excelling or even just passing every subject in medical school on time is, thereby we are able to summarize the fact that many medical students cheat so that they would be able to cope with the pressures of medical life. Note that one always makes approval seeking behavior in order to cover or deny his inadequacies, and it may be that in order to get the approval of everyone, one cannot avoid cheating just to cope with this expectation, especially of the fact that when one is admitted to the UP College of Medicine, one is not only good but the best among the many aspirants.

Generally, high, in contrast to low, need approval subjects yield to pressure from others, change attitudes more readily, are more field dependent, perform better in classic motor tasks, and appear more readily conditioned with social reinforcement. Approval motivated individuals set low goals for themselves and avoid taking risks. **When faced with failure they may engage in cheating behavior.**

B. Statement Of The Problem

The main objective of this study is to determine and analyze systematically the differences of reasons and cheating attitudes between male and female UP medical students, and to determine how external factors such as socio-economic status and the frequency of observance of religious obligations affect these attitudes.

Furthermore, this study aims to determine the factors that affect students to engage in acts of academic dishonesty. This may be analyzed in terms of psychological and socio-cultural factors where there are complex causes like familial influence, financial constraints, peer and societal pressure, and stiff academic competition.

The objectives of the study are:

1. To determine how male and female respondents differ in their attitudes towards cheating based on excuses found in the neutralization techniques.
2. To determine the reasons why and how different male and female students cheated.
3. To determine how male and female respondents differ with regards to their emotions to cheating.
4. To determine if external factors such as the frequency of the observance of religious obligations and that of present socio-economic status influence the engagement of cheating.
5. To determine if awareness of the UP Honor Code discourages or does not affect the student, male or female, to cheat at all.

C. Hypothesis

This study hypothesizes the following : (1) a significant difference in cheating attitudes among male and female students classified by age; (2) individuals who frequently attend religious services tend to cheat less than those who barely do;(3) individuals who belong to the upper class tend to cheat more than those from the lower; and (4) individuals who are more aware of the UP honor code tend to avoid cheating than those who are not.

How aware the respondent is of the existence of the UP Honor code, would also determine the students' attitude to cheating. According to a book by David A. Hoekema (1994), entitled “ *Campus Rules and Moral Community In Place of In Loco Parentis*, ” in which he said that the existence of honor codes are, “... equally important, they constitute rituals through students reaffirm their commitment to the honor system. Where such system are used successfully, they enlist students in the task of promoting honest work and preventing unfair competition.”

With regards to the respondents' degree of observance of his religious obligations, a study by Hartshorne and May (1928) presented results that if one attends to his or her religious obligations more often one would cheat less assuming the fact that his morals would constantly be reinforced. Harrower (1973) , on the other hand, presented results of a study he had previously made, that if one's social class was higher, the higher would also be his tendency to cheat as presented by Lerner's study in an American study wherein he found that even when he controlled for both intelligence and age, children of higher socioeconomic status showed an earlier decline in moral realism. Lerner thought that the class difference he observed was probably due to the fact that working class

class parents were more authoritarian and gave their children fewer opportunities to learn more autonomous attitudes, this being also brought up to their later years.

D. Theoretical Framework

There have been four main theories which have influenced thinking about moral learning and development in recent years – sex-role socialization theory, learning theory, psychoanalytic and cognitive theory.

The **Sex Role Socialization Theory** is a theory that basically focuses on how the child rearing practices the parents, who are the most influential agent in a child's life, thereby also influencing the formation of the child's attitudes, in this regard the moral aspect of a child's decision making process. The parents subtly assert to the child that there are rules that are to be followed, to which if the child does not also presents consequences of his actions through punishments administered that would now remind the child not to do a particular act again. The process of inculcating and learning these patterns, until they become "second nature" is termed socialization.

Murray has suggested that the human personality is a compromise between the individual's own impulses and the demands and interests of other people. These demands are represented collectively by the institutions and cultural patterns to which the individual is exposed, and the process whereby his or her own impulses are compromised by these forces is referred to as the socialization process.

Conflicts between the individual and the approved patterns of the social milieu are customarily solved by means of the individual conforming to the group patterns in some manner. Only occasionally and in unusual individuals it is possible for the person to bring about a change in cultural patterns that will ease the conflict with his or her own

impulses. For the most part it is the personality that is more malleable and therefore the conflict is usually reduced by altering the person.

An essential element in achieving the goals of socialization is the development of an adequate superego. As we have already seen, by internalizing aspects of the authority figures to whom one has been exposed, the person develops an internal structure that serves to reward and punish one when one is behaving appropriately or inappropriately in terms of the cultural pattern as interpreted by authority figures. This implies that the parents, as the most important authority figures, are the chief agents of the socialization process. The effectiveness of the parents in rewarding approved and disapproved patterns of behavior will largely determine the success of the developmental process. An important component of the parents' role as socializer is the effectiveness with which they develop a mutually affectionate relationship with the child so that mere approval or disapproval can serve as significant motivating conditions in controlling the child's behavior.

Socialization is not without its negative qualities. An individual can be oversocialized, and conceivably an entire society may be exposed to socialization processes that are debilitating rather than preparatory for a fruitful life. As Murray suggests, a human is fundamentally an animal and to the extent that socialization deviates from this fundamental, biological nature it may destroy the creative spontaneity and vigor essential to the most important kind of human advances.

Albert Bandura's **Social Learning Theory** shares the view that learning principles are sufficient to explain and predict behavior and behavior change. However, he takes issue with the learning approaches to personality that draw their principles

exclusively from studies of single organisms in an impersonal environment or that picture human behavior as being passively controlled by environmental influences. He reminds us that humans are capable of thought and self-regulation that permit them to control their environment as well as be shaped by it. Furthermore, many aspects of personality functioning involve the interaction of the individual with others so that an adequate theory of personality must take into account the social context in which behavior is originally acquired and continued to be maintained. Bandura's intent has therefore been to extend and modify traditional learning theory by developing principles and social learning. As Bandura describes it:

“ Social Learning Theory approaches the explanation of human behavior in terms of a continuous reciprocal interaction between cognitive, behavioral, and environmental determinants. Within the process of reciprocal determinism lies the opportunity for the people to influence their destiny as well as the limits of self-direction. This conception of human functioning then neither casts people into the role of powerless objects controlled by environmental forces nor free agents who can become whatever they choose. Both people and their environments are reciprocal determinants of each other (Bandura, 1976).

In general, the social learning theory has also minimized the difference between socialization and moral development and has argued that moral behavior and values are acquired by the same kind of processes as any other behavior is learned. One can learn to be “ bad “ in precisely the same ways as one learns to be “ good.” It also depends upon the kind of experiences one has – how one becomes conditioned, and what reinforcements and punishments one receives.

The **Psychoanalytic Theory** has also tended to take a deterministic view. It is assumed that all human behavior is purposive in the sense of being consciously or unconsciously directed towards the relief of tension or the satisfaction of the impulses, and that “ meaning “ can be found for the most irrational, obscure or apparently trivial behavior; it is deterministic in the sense that it assumes that behavior for an individual character may be unable to be accounted consciously, does not occur by chance, and that the individual is “ made” to behave as he does.

This basically refers to how parents reward their children for good behavior and punish them for bad, which ultimately leads to most children striving to always please the parent as this also provide a release of tension, in this sense the child’s insecurities minimizes, which also thereby makes the child feel good about himself. When the child does something that displeases the parent, it causes apprehension to the child which he strives to displace by being obedient instead.

Lastly, the **Cognitive Developmental Theory**, concentrates upon the development of human capacity for organizing experience into meaningful structures of increasing complexity or abstraction.

An example of this Cognitive Developmental Theory is Lawrence Kohlberg’s (1969) Stages of Moral Development, wherein he describes six stages grouped into three levels, children move from the level of pre-conventional morality (concern with obedience and punishment as well as instrumental considerations) to a level of conventional morality (concern with social acceptance and following authority), and then perhaps to a level of post conventional morality (concern with individual rights and with individual principles). Although not everyone achieves the highest of the six

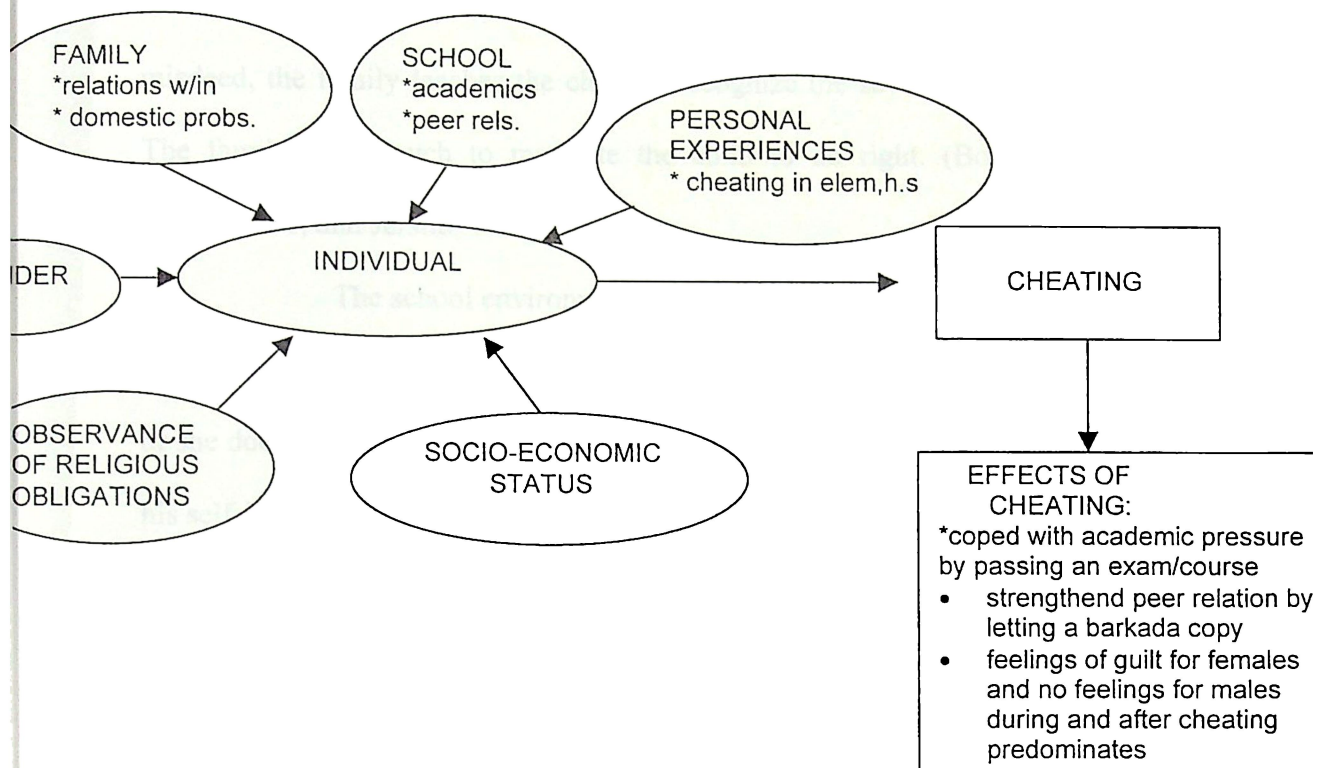
stages. the sequence was seen as invariant. Early research using Kohlberg's framework typically found that males tended to core around stage 4 (concern with authority) whereas females tended to score around stage 3 (concern with feelings and social opinions). These findings supported the belief, based on Freudian theory, that females were less developed morally than males, although Kohlberg's focus was on cognitive development. while Freud emphasized emotional development.

However, Kohlberg's theory is sex biased. Carol Gilligan (1982) observes that Kohlberg's stages were derived exclusively from interviews with males, and she charges that the stages reflect a decidedly male orientation. Because of these sex differences, Gilligan says, men and women frequently score at different stages on Kohlberg's scale. Women typically score at stage 3, with its focus on interpersonal feelings, whereas men more commonly score at Stage 4 and 5, which reflect more abstract conceptions of social organization. Thus, women score lower then men. If, however, Kohlberg's scale were more sensitive to women's distinctively interpersonal orientations, it would show that women also continue to develop their thinking beyond stage 3 (Crane, 1992).

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D. Conceptual Framework



The individual may project (blaming others for the conditions in the class) ,rationalize (find excuses for his behavior) , or displace his feelings (show irritability toward an innocent pupil). These non-adjustive reactions and others mentioned above partially reduce the anxiety if no other reason than these activities reduce tension. When this happens the activities aroused tend to be learned. Anxiety under such conditions acts as motivator for non-adjustive, or when the individual is unable to control his emotions. or, in more fortunate conditions, as need satisfying behavior.

The three major influences are believed to influence the respondent to cheat or otherwise. First, parents and other family members influence the child in four distinct ways: (1) the family's behavior serves as a model for the child to imitate. (2)

By the use of approval or disapproval, reward or punishment, the family teaches the child to behave in a socially desirable manner. (3) By planning the punishment to fit the misdeed, the family teaches the child to recognize the severity of his wrong doing. (4) The family does much to motivate the child to do right. (Boyd,1952; Fisher,1955; Gough,1952; and Jersild, 1951).

The school environment plays a major role in the respondent's attitude as it is here where he learns to be involved with people other than his family and of which he or she does not only establish friendships but also is an environment for him to determine his self-identity. It is also in this environment that he inevitably becomes influenced by his peers. In this case, the awareness of the UP Honor code plays a vital role in determining if the respondent is somehow one way or the other deterred to engaged in cheating when he is aware of the existence of the honor code.

The peer group provides basis for learning the major social loyalties. As the first social group which the child meets outside his family, it tends to condition his attitude toward social groups in general. The peer group helps a child build a rational foundation

E. Definition Of Terms

1. GENDER – an individual's masculinity, femininity, and or sexual preference.
2. ACADEMIC DISHONESTY – is a form of intellectual fraud in which one presents others' work as his own. Academic dishonesty may vary from plagiarism to outright copying from a seatmate.
3. SEX ROLE SOCIALIZATION THEORY – is a theory primarily begins at childhood in which the child's attitude is molded by the significant people

that surrounds him, usually the parents, siblings and other relatives, into which these attitudes are somewhat brought up to the child's later years.

4. RELIGIOUS OBSERVANCE – the frequency of how often the individual does his or her religious obligations that one way or the other is assumed to influence his attitudes on cheating, primarily because everytime the individual does so he or she is reinforcing morals to himself.
5. SOCIO-ECONOMIC STATUS – classified into three types: the lower class, the middle class, and the upperclass. This was measured based only on how the individual feels his or her family belongs. This is commonly in terms of financial income of the family.

F. Scope and Limitation of the Study

The data gathering had several problems that inevitably affected the researchers's desire to control the results. Some of the respondents chose not to answer some questions by leaving them blank. The researcher therefore had to use back-up respondents to solve this problem. The respondents admitted to cheating previously and currently, but when asked on which subjects they feel they cheated most, most of the respondents did not specify, thereby making it clear that the question on which subject they cheated most has no relevance to the study.

The researcher observed an overall trend of continuity of the questions. Although some questions need to be taken out or revised, new relevant questions would take place that would greatly give the researcher more control on the prediction of test results. One of the problems that the researcher had encountered

is on the quantity of the questions on the questionnaire which somehow contributed to that loss of control.

The survey brought an excess of eight female respondents, thereby putting the researcher into the dilemma of discarding them to even the number with that of the male respondents or absorbing them altogether. The researcher felt that although there may have been an excess, it was observed that the differences upon absorbing them were minute, thereby assumed not to influence the outcome of the study.

Because some of the questions could not be limited to the solicitation of only one answer, as doing so would limit potential explanations upon the discussion of results and summary of this study, the researcher allowed as much as three answers on questions on the ways they have cheated, their feelings and reasons toward cheating.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Dishonesty in social situations, as in cheating in a “party test,” has also been found to be greater among females. In other situations, cheating is no more common among females than among males. At every age, but especially in the late childhood and adolescence, males are more rebellious against discipline than girls and are less willing to conform to rules, regardless of whether or not they consider them fair (Henry, 1957 and Tuma, 1960).

Because of their rebellious attitudes, boys misbehave more in school and at home than girls do (Eaton, 1956). As has already been stressed, mothers tend to be lenient in the discipline of their sons, and as mothers do most of the disciplining of children, males discover early that they can defy rules and avoid likewise discover that their teachers, most of whom are women, are lenient toward them and punish them less than they punish girls for the same misbehavior (Leavitt, 1959 and McGuire, 1957).

Furthermore, in the peer group, defiance of authority is more highly valued by males. The male individual who dares to break rules is regarded as “masculine.” Many boys misbehave in order to win peer approval and acceptance. As they grow older, boys are likely to become delinquent than girls; once again, this often stems from the desire to win peer approval. It is not, of course, the only reason among males, but it is an important factor (Witryol, 1958).

Many students cheat in school because so much emphasis is put on grades. There is a tendency for males to cheat more than females, for students of low grade intelligence to cheat more than those who are brighter, and for poorer students to

cheat more than those from better socioeconomic backgrounds. Students who do good school work are less tempted to cheat than those whose school work is poor (Mueller,1953).

Bright students who do not need to cheat to come out at the top of the class, may be tempted to cheat by helping a less able friend. In this way, they hope to increase their social acceptance and counteract the impression that they are “brains” (Crane,1958 and Witryol,1958). In commenting on the overemphasis on grades and its influence on cheating, Rogosin has pointed out:

We cannot continue to tell students that “Honesty pays” and then hammer at them “Don’t be a failure.” Something is bound to crack.... Putting a premium on acquiring high marks, and then assuming that resistance to temptation will automatically take place because of a generalized trait of honesty, is to fly in the face of all the available scientific information and evidence. Honor systems of one kind or another cannot be said to exist in a social vacuum (Rogosin,1951).

In a study conducted by Ward and Beck (1989), entitled *Gender and Dishonesty* on American introductory social psychology course at an American university during the spring of 1984 produced results that for men, there was virtually no difference in cheating between those rated low and high on the neutralization measure, $\chi^2 (1, N=4) = .014, p > .90$, one tailed. Among men rated low on the neutralization measure, 39.29% cheated, compared with 37.50% of men rated high. Among women, there was a significant difference in cheating by level of neutralization, $\chi^2 (1, N=84) = 11.23, p > .001$, one tailed. Of women rated low on neutralization measure, only 10% cheated, compared with 41.18% of women rated high. Thus, dishonesty among women was highly correlated with excuse making, whereas dishonesty among men was relatively independent of tendencies to neutralize.

The present findings provide support for the notion that these American women required the psychological mechanism of excuse making more than men did to engage in dishonest behavior. Here is at least indirect evidence that excuse making serves to deflect the restraining influences of sex-role socialization.

Gender is the most fundamental of human categories, so it is hardly surprising that gender should influence the strategies of the self. Levit (1991) found that adolescent males make greater sense of externalizing ego defenses (e.g. projection and outward aggression), whereas female adolescents make greater use of internalizing ego-defenses (e.g. turning against the self).

Children learn about the roles of women and men from observing their mothers and fathers, to the extent that their parents are traditionally stereotyped or engaged in traditional behaviors, children should acquire a traditional view of gender roles. (Basow, 1992)

Overall, boys and girls are treated differently by their parents, both directly (in terms of parental reactions and parent modeling). The general picture is one of boys being more intensely socialized than girls. Boys receive more punishments than girls, and more pressure against engaging in gender inappropriate behavior. Sons compared to daughters also receive more encouragement for independent explorations starting in early childhood, and more pressure for achievement in school and athletics. Girl's socialization involves more reinforcement for styling close and conforming to adult expectations. (Aries & Olver,1985; Fagot & Leinbach, 1987.)

Overall males generally are perceived as and act more dominant in mixed-sex groups. In fact, dominance appears to be a more salient interpersonal dimension for males

linked, at least in part, to the importance of dominance in the expectations of the male gender role. Females, for whom interpersonal interests are more expected and encouraged, do not seem as interested as males in setting up hierarchical relationships. Nonetheless, actual behavioral differences are small and are determined by a host of situational and personal factors, especially status and sex typing.

Achievement behavior for women and men is a function of both achievement domains, each sex may avoid achieving in gender inappropriate behavior. Traditionally, women have been discouraged from achieving in male defined areas, such as sports and medicine, whereas men have been discouraged from achieving in male defined areas, like nursing and interpersonal relationships.

Often these attitudes were influenced by the respondents parents as to how they were raised, especially that of the moral aspect. In the intellectual area the children's efforts were most often associated with attitudes held by parents of the opposite sex and with the context of the child's relationship to the parent.

Thus, severe and specific training practices seem to increase the child's resistance to temptation, whereas general warmth and the use of reasoning increases the child's development of guilt. It seems then that resistance to temptation develops earlier than does guilt. As the author's point out, "... with greater cognitive development and perhaps increasing identification the psychological techniques [the use of positive reinforcements such as praise., priviledges, tangible rewards, and affection] gain in power to influence the child's internalization of parental standards.

Although some students are disorganized because of early insecurity and family problems or feelings of inadequacy, many are spurred by problems and

difficulties. Some students compensate unconsciously for poor health, family background, low economic status, personal inadequacy, or insecurity. The unrest that grows from the social or personal status they experienced in high school may find an outlet in exceptional planning, long hours of work, and participation in college events. Studies have been made on the need for achievement and show that higher output on simpler tasks. These strong drives then are basically the results of early events in life.

In the area of social adjustments, the influence of family relationships is especially marked. The family is the most influential socialization agent. It is through family relationships, especially relationships with the mother and father, that the child learns to conform to group standards, mores, and traditions, and to cooperate with others. (Freeman and Showell, 1952) The child develops patterns of social behavior similar to that of his parents.

The pattern of family life varies according to socioeconomic group to which the family belongs. There are marked differences in behavior patterns in families of different socioeconomic groups as in home management, table manners, or husband-wife relations, in concepts of the roles of parents, children and relatives, in family values, in the use of money, in social conformity, in child training attitudes towards discipline, and in attitudes relating to family life.

Studies previously conducted have also shown that as age and maturity progresses the tendency to deviate, in this instance to cheat, also increases as an individual becomes less controlled or threatened by authority compared to his younger years, as he is now less monitored or instructed by his parents and by his school teachers, and that these relationships now become less intimate. An example would be a

comparison of a preschooler and his teacher relationship, and a college senior's to his professor's.

In an article by Baldwin et. al. (1996), entitled *Cheating In Medical School*, of the 2,459 respondents, 39% of them reported witnessing some type of cheating among classmates during the first two years of medical education, while 66.5% reported having heard about such cheating. When reporting about themselves, 31.4% admitted to cheating in junior high, 40.5% in high school, 16.5% in college, and only 4.7% in medical school. Reports of cheating varied across medical schools, but no relationship was found between rates of cheating and medical school characteristics. Men were likely to report having cheated than were women. Medical school honor codes exercised some effect on cheating behavior, but the effect was not large.

About 5% of the medical students surveyed reported cheating during the first two years of medical school. The students appeared resigned to the fact that cheating is impossible to eliminate, but they lacked any clear consensus about how to proceed when they became aware of cheating by others.

Traditional evaluation and recognition practices do encourage high performing students to be committed to doing academically well by giving these students reachable goals.

In a recent study (1994) on cheating at the Massachusetts Institute of Technology (or MIT), half the undergraduates reported that they had misrepresented or fudged data in a lab report or research paper, or had listed references without reading the sources, or had used another person's phraseology, argument or ideas without attribution

[while] about one quarter admitted copying from another person's paper or published work.

It is disturbing that many of these actions are considered either trivial cheating or not cheating at all. If such attitudes are to be changed, explicit guidance about fakery, plagiarism and sloppy attribution needs to be on the educational agenda in our classrooms and laboratories.

It was found that students who cheated were more likely to be sophomores and were likely to have lower grade point averages. They were generally reluctant to ask faculty for help when they were in academic difficulty.

It can be predicted that the more gender stereotyped an individual, the more his or her achievement behavior will be affected by situational factors. Indeed, women with traditional female attitudes have been found to score lower on achievement - motivation measures than women with non-traditional orientations. (Canter, 1979; Gralewski & Rogan, 1980)

In an article by Spiller et. al. (1995) entitled, *Changes Over Time In Academic Dishonesty At The Collegiate Level*, " Recent assertions that collegiate cheating has risen dramatically have increased in frequency. We examine the possibility that these assertions are based on comparisons of studies of different behaviors with varied methodology and different opportunities to cheat. To assess the increase in cheating we identified a cheating behavior which had been empirically studied consistently from the early 1900's. When the percentages of students who cheated in these studies were compared across periods of time, while controlling for methodological differences, no significant linear trend was found.

Synthesis of Related Literature

In previous studies conducted by Hartshorne and May (1929); Rogosin (1951; Levit and McGuire (1957); and Crane and Wityrol (1958), results proved almost similar conclusions that the influence of sex role socialization by the child's parents, affects the formation of the child's morals, principles, and values, that are manifested in his decision making patterns, in this instance toward cheating. Boys tended to be tolerated for their misbehavior, because it is already rationalized by both parents and other significant people around the child, that boys innately misbehave, otherwise he would not be considered masculine. Competition, especially among males is more apparent, compared to females, because of the males' constant desire to win parental approval (Hartshorne and May, 1929). Because of this attitude among males is tolerated by most parents, they misbehave, especially when they are with their peers in school, one of which is cheating in school.

Studies by Ward and Beck (1989) cited that excuse-making patterns were highly correlated with the women, while dishonesty among men was relatively independent of tendencies to neutralize. On the other hand, Levit (1991) found that adolescent males make greater sense of externalizing ego defenses (e.g. projection and outward aggression), whereas female adolescents make greater use of internalizing ego defenses (e.g. turning against the self.)

Several studies have been presented in this study, but that the major drawback is that all these studies were done by Western authors, and that this inevitably limits further exploration on the incidences of cheating within the Philippine schools. There are currently no known studies conducted by a Filipino researcher, that would have

made it possible to do a comparison on rationalizations that foreign students and Filipino students make or have when they cheat.

It would have been better if there had been a comparison between foreign and local studies on cheating would somehow determine how influential our respective cultures and the different socialization and child rearing practices and principles from that of the foreigner to the local Filipino.

CHAPTER III

METHODOLOGY

A. RESEARCH DESIGN

In this study, the descriptive research design was used. This study aimed to determine if there are significant associations of factors presented in the conceptual framework to cheating. Secondly, it aimed to determine the differences between the feelings of male and female students during and after cheating . Thirdly, it sought to determine the difference of excuse making reasons between male and female students. Lastly, how the UP honor code influence the student's attitude on cheating.

As it is the purpose of this study to be a descriptive one, the survey method was used. The survey, which is a collection of standardized information from a specific population, in which there was no attempt to manipulate variables or control conditions.

The respondents were chosen by their convenience of availability during the data gathering. These respondents were chosen as they were the ones who were particularly free to answer the questionnaires as most of them were either taking a break from class or were hanging out at their organizational hang-outs or what we call as *tambayans*. Questionnaires were placed inside unmarked white envelopes to make the respondents feel that anonymity is observed, which can encourage frankness when sensitive areas are involved, in this case their previous and current cheating involvements. Questionnaires were gathered back through a drop box placed by the researcher at the lobby of the UP College of Medicine BSLR east building.

The questionnaire was also pretested on UP College of Arts and Sciences students to determine the validity and reliability of the questions and if their intended purpose is reached.

B. SAMPLING SCHEME

A sample of 216 or thirty percent of the estimated population of 880 UP medical students . These 880 students are divided into two groups: first, the students who are enrolled in the INTegrated Liberal Arts–MEDicine (INTARMED) program, which is composed of 40 students, 20 males and 20 females, for both Year Level 1 and 2. Students who are already either graduates of the same pre-medicine program and those who have taken a standard four year pre-medical course compose the second group. The medicine proper group is composed of five year levels, with 160 students, 80 males and 80 females, per year level. To establish an order in representing both groups, and as since the medicine program is only a continuation of those enrolled in the INTARMED program, we will label the first year of medicine proper as Level 3, and so on with the rest of the year levels. It must be noted however that the seventh level or internship, no longer involves classroom activities, we are hereby excluding them from the study. Thereby, 880 minus 160 intern students equals 720 students remaining. Thirty percent of 720 is 216 divided by the six year levels, would give us 36 respondents, 18 male and 18 female.

Half of the questionnaires were given to the respondents personally while the rest were distributed by friends of the researcher who were also UP medical students to their classmates and other peers. The questionnaire contained two types of questions: first, factual background questions to elicit information on sociodemographic data of respondents , and second, close-ended questions.

B. INSTRUMENTS

A survey questionnaire was used in acquiring respondents' answers. These were distributed last October 1, 1997 at the UP College of Medicine, BSLR east lobby, and through the assistance of dormates and peers who were also UP medical students. A box was provided to which respondents were to drop their answered and sealed in questionnaires. The box was made available for one week, after which was then retrieved and results tabulated and analyzed.

The survey questionnaire sought to determine respondents' previous cheating experiences from grade school to the present, their actual feelings, during and after cheating. The reasons and circumstances present that lead them to cheat, their excuse making patterns, designed to be arrived at through the use of the neutralization techniques, and were to be scaled based on the Likert scale. The Likert scale presented degrees of agreeability or disagreeability, to which the respondent was asked to state his on particular excuses wherein cheating could be excused.

The survey questionnaire pre-test was conducted on the last week of September, 1997. Several of the questions were also revised due to comments imparted by pre-test respondents, and to also established a more concise questionnaire.

The survey questionnaire used is regarded as an impersonal survey method, and under certain conditions and for a number of research purposes, this technique is useful. Advantages include : lower cost, reduction in biasing error, greater anonymity, considered answers and consultations, and accessibility. Disadvantages include : simple questions are required, no opportunity to probe, no control over who completes the questionnaire, and a low response rate.

The questions in the questionnaire were arrived and formulated to involve factual questions designed to elicit objective information from respondents regarding their background, their environment, their habits and so forth. The most common type of factual question, the background question was used. Aside from these opinion questions were also asked to explore the respondents' opinions (specific underlying attitudes) and attitudes (general orientations). Close ended questions were also used to offer respondents a set of answers from which they are asked to choose the one that mostly closely represents their views. These questions are easy to ask and quick to be answered; they require no writing by either respondent or interviewer, and their analysis is straightforward. Their major drawback is that they may introduce bias, either by forcing respondents to chose from given alternatives or by making respondents select alternatives that might have otherwise occurred to them.

The sequence of questions were designed to motivate respondents to cooperate. In a funnel sequence, each successive question is related to the previous question, and the questions get progressively narrower in scope. In the inverted funnel sequence narrower questions are followed by broader ones.

E. Data Analysis

The main objective of this study was to find the differences in terms of attitudes, feelings, excuses, and reasons between male and female students that made them cheat. Aside from these, the study sought to determine whether awareness of the UP Honor code, frequency of the individual's observance of his religious obligations, and or socio-economic class are associated with one's attitude to cheat.

As this is a study to determine an association between variables that can be categorized, the researcher believes that the best test to use would be the CHI-SQUARE Goodness-of-Fit-Test. The researcher believes that the chi-square is the best test to use because:

(1) The study used a nominal level of measurement, that allows answers derived from the study to be easily categorized because the questions can easily be answered by a Yes or a No, and close ended questions – requirements that can be easily fulfilled by the chi-square.

(2) The study used a hypothesis testing method to which we have a null and an alternative hypothesis, and since we are out to prove that there is something going on between two categorical variables, it becomes our objective to reject the null and accept the alternative. If we are to use the chi-square we can easily prove this.

(3) The Chi-square is a non-parametric test, or a 'distribution free' test, to which although less powerfully accurate than the parametric test, allows the study to occur in an uncontrolled manner, unlike that of a parametric one which caters mostly to experimental designs.

It must be noted however that there was indeed no control installed during the period of data gathering, that thus allows another advantage for us into which our assumptions do not lose its validity when its requirements or conditions are not met.

(4) Non-parametric tests, like the chi-square, already employs a formula, that allows easier organization, tabulation and representation of results and findings.

Using the chi-square distribution formula:

$$\chi^2 = \frac{(O - E)^2}{E}$$

Where O = an observed frequency

E = an expected frequency

To represent the other data in a more easily understandable manner, the researcher converted the raw data to percentages manifested in the figures.

CHAPTER IV

RESULTS AND DISCUSSIONS

The study was participated in by 216 UP medical students, of which 104 were males and 112 were females. To obtain data that could easily be tabulated for results, the survey research method was used to which questionnaires were distributed to respondents, who were available during the data gathering held at the UP College of Medicine. The following discussions will explain data through tables and figures provided.

TABLE 1 Sociodemographic Distribution of Respondents' Gender, Age, Academic Year Level, Frequency of Religious Observance and Socioeconomic Status

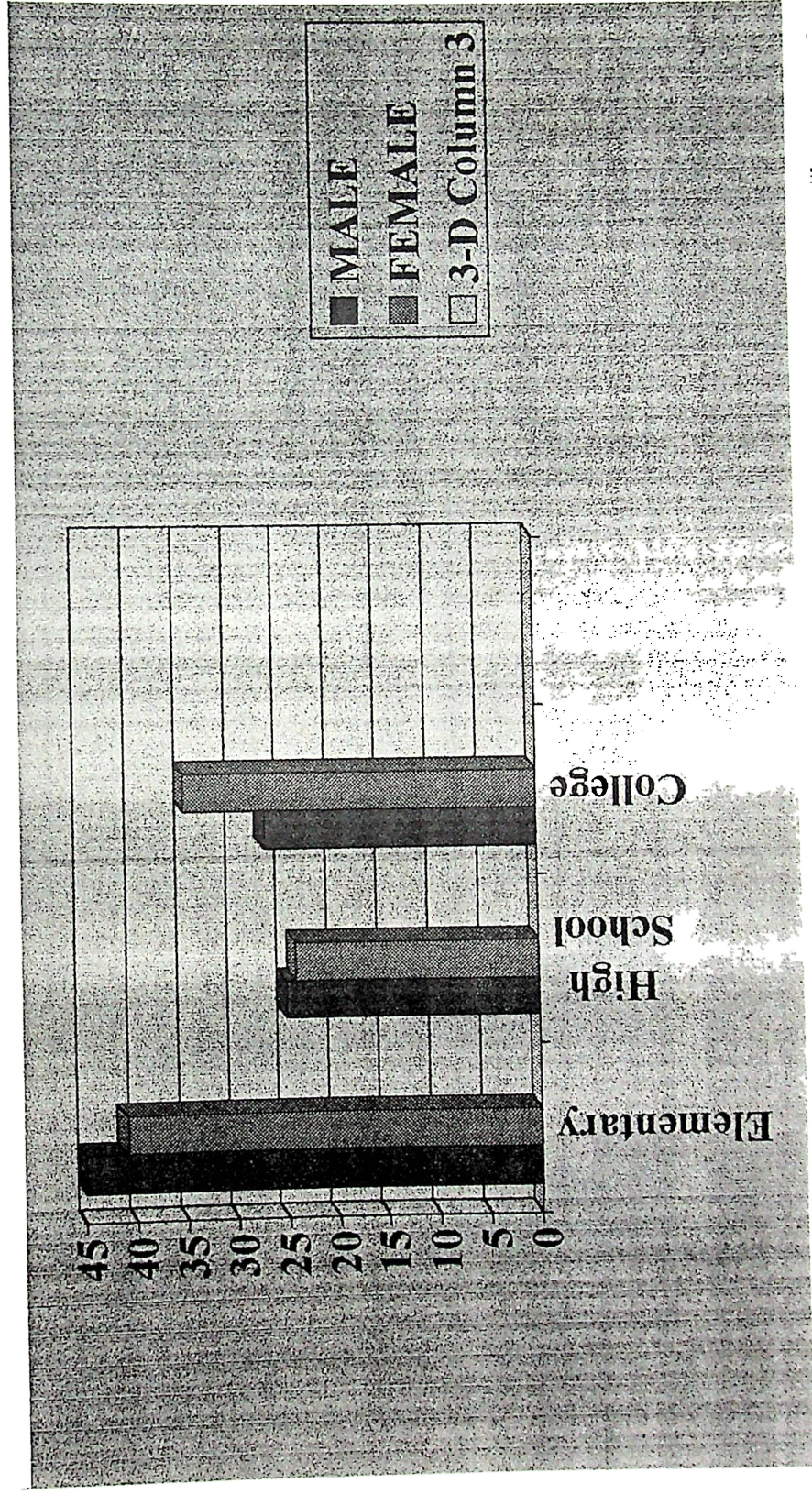
Gender	Age (in years)		Year Level (in %)						Religious Observance (in a week; in %)				Socioeconomic Class (in %)		
	> 20	< 20	1	2	3	4	5	6	1x	3x	Daily	Never	Lower	Mid	Upper
Males	54%	46%	13	18	27	22	12	8	54	25	13	7	8	84	9
Females	57%	43%	17	18	22	22	9	10	52	26	15	8	7	82	11

Table 1 shows that individuals who are below 20 years old tend to cheat more than those who were older, or those who are twenty years old and above. Most of the respondents were from levels 3 and 4, attended to religious services once to thrice a week, and belonging to middle class families.

Data imparted of their previous academic cheating experiences, manifest that most of them cheated during their elementary years, to suggest the fact that both

**MEDICAL STUDENTS' RESPONSES ON INSTANCES OF
CHEATING DURING ELEMENTARY, HIGH SCHOOL AND
COLLEGE**

Instances of Cheating in School

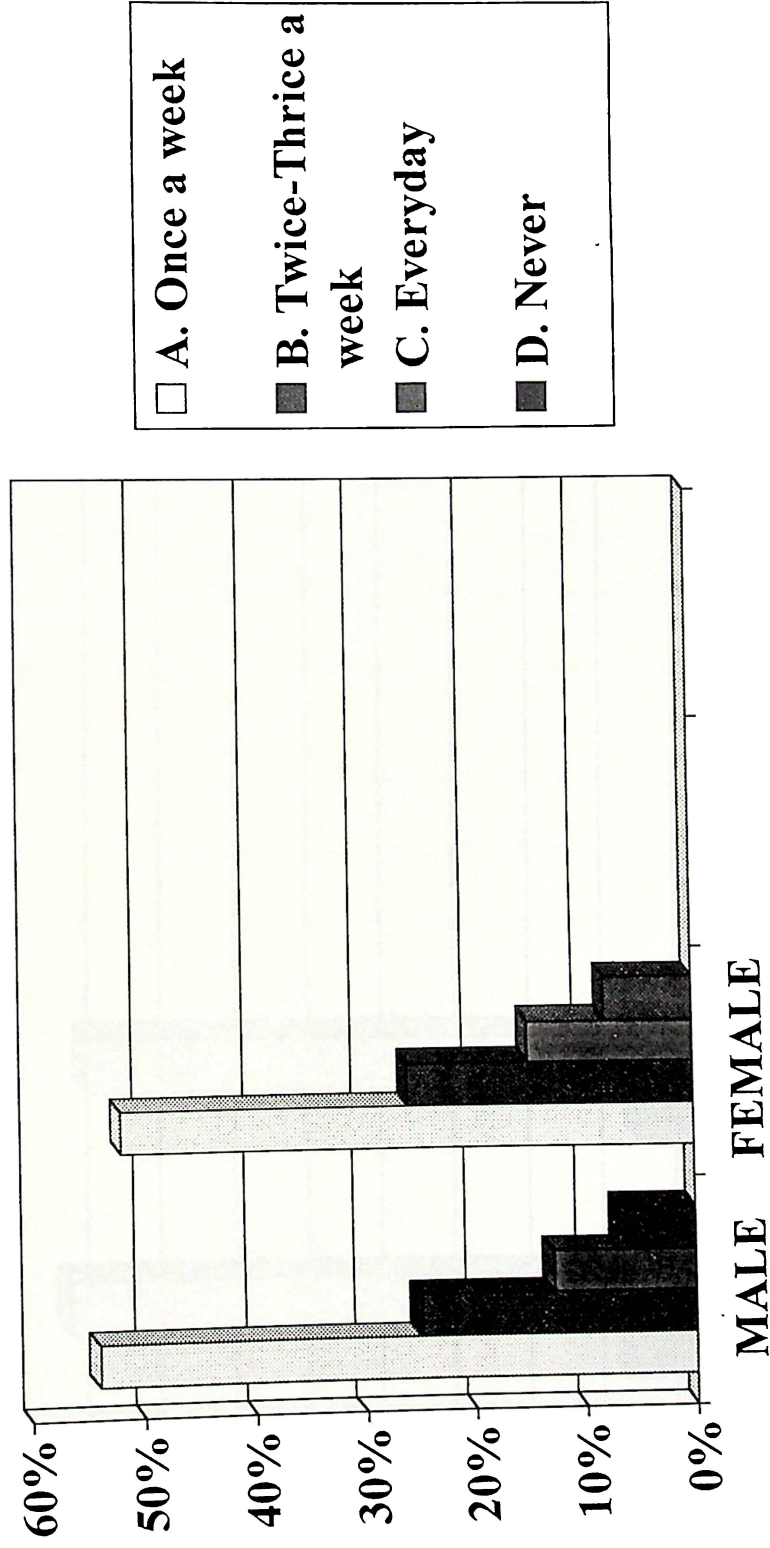


2

$\chi^2 = 1.22, df = 2, p < .01$

FIGURE 14 CORRELATION OF MEDICAL STUDENTS ATTENDANCE TO RELIGIOUS OBLIGATION

Attendance of Religious Services

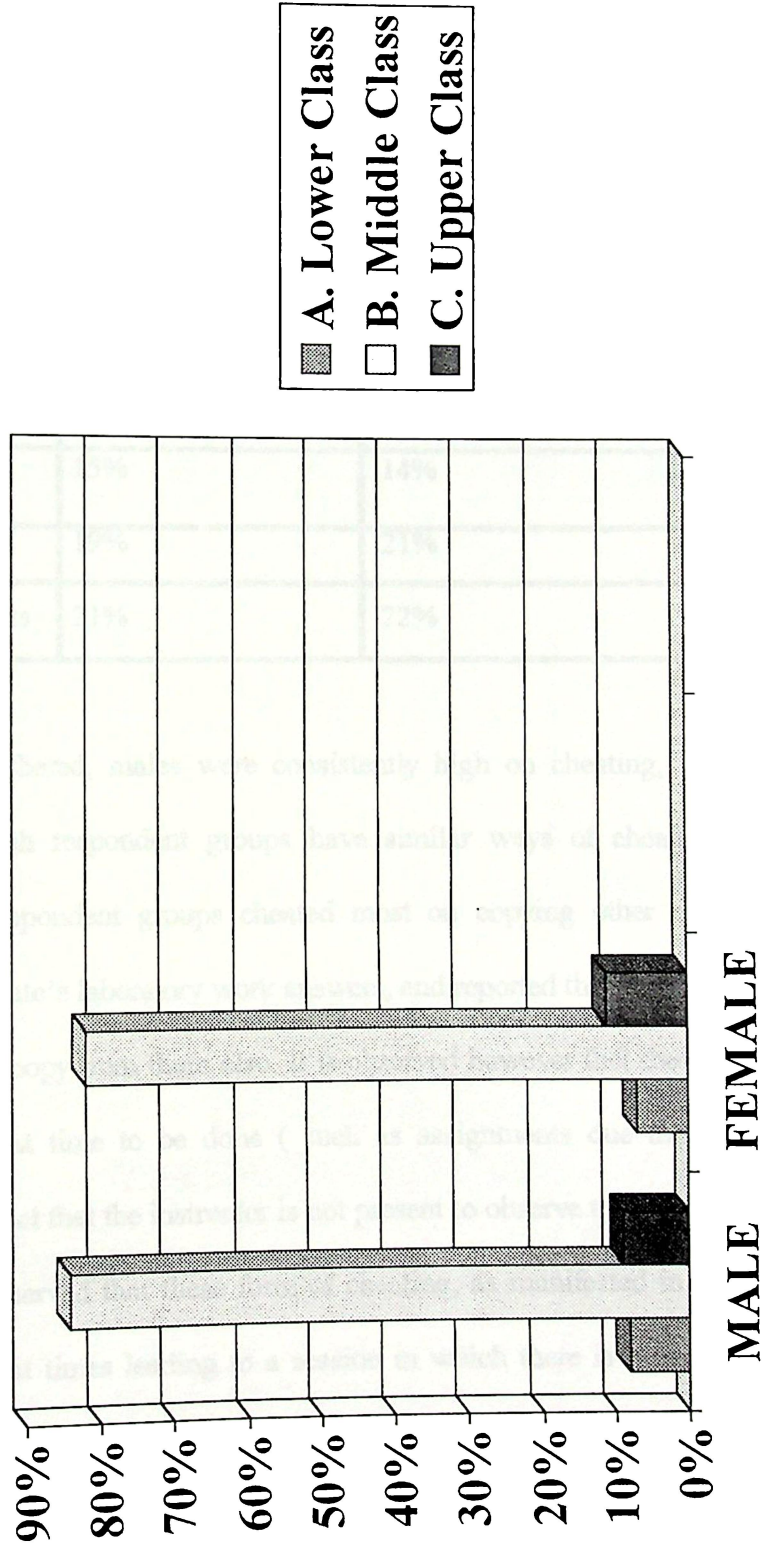


2

$\chi^2 = .11, df = 4, p < .01$

**FIGURE 15 COMPARISON OF MALE AND FEMALE UP
MEDICAL STUDENTS SOCIOECONOMIC STATUS**

Social Class of Respondents



$\chi^2 = .25, df = 3, p < .01$

respondent groups were less aware of the risk and consequences of cheating during their younger years, than they are now.

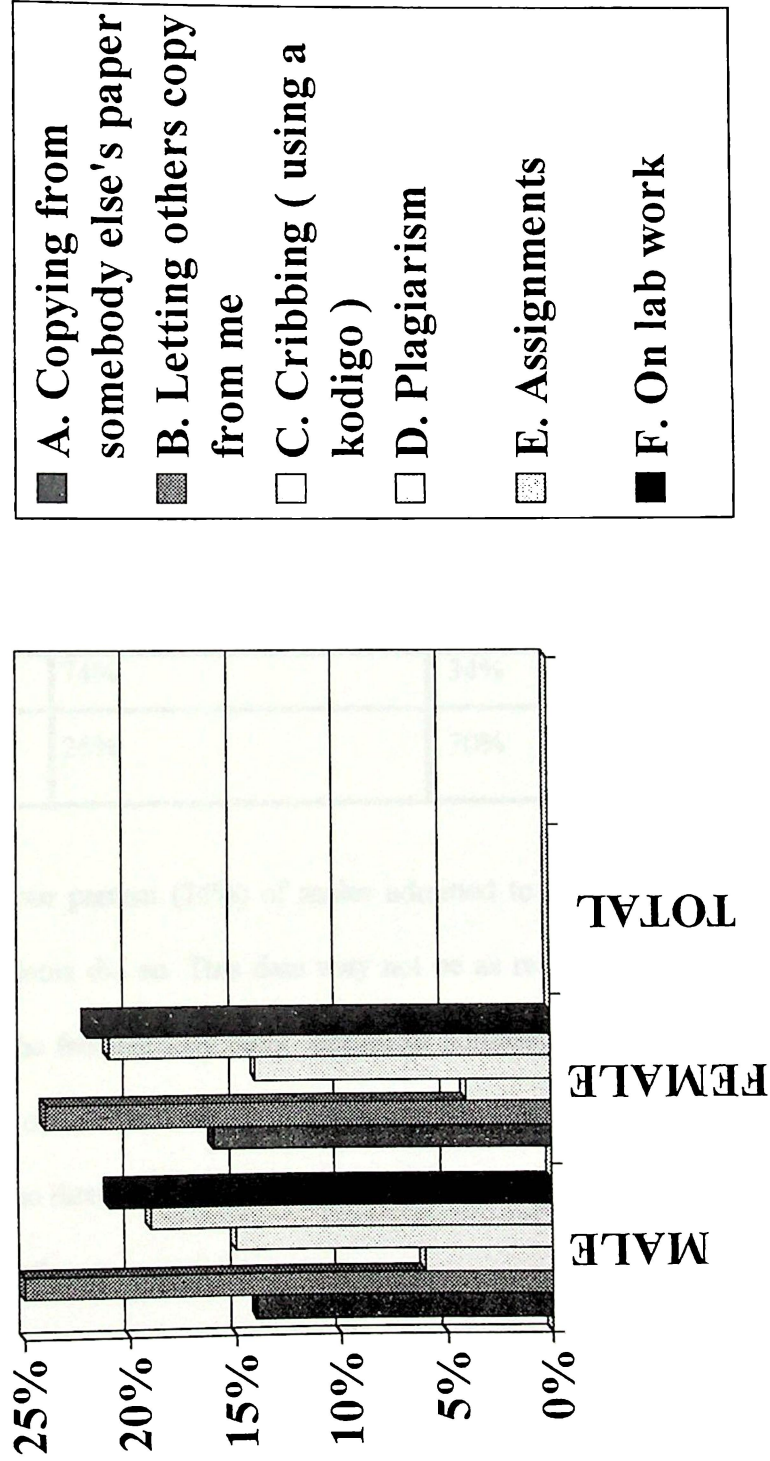
Table 2 Ways That Male and Female UP Medical Students Cheated

Ways of Cheating	Males	Females
A. Copying from somebody else's paper	14%	16%
B. Letting others copy from me	25%	24%
C. Cribbing (using a kodigo)	6%	4%
D. Plagiarism on reports	15%	14%
E. Copying assignments	19%	21%
F. Copying lab work results	21%	22%

From the data gathered, males were consistently high on cheating, but that it should be noted that both respondent groups have similar ways of cheating. In an ascending order, both respondent groups cheated most on copying other classmate's assignments, other classmate's laboratory work answers, and reported that they most of the time let other classmate's copy from them also. It is observed however that these forms of cheating involves the most time to be done (such as assignments due the following meeting), aside from the fact that the instructor is not present to observe these proceedings. At the same time it is observed that these form of cheating, as manifested in laboratory work, is done in groups, at times leading to a session in which there is a comparing of answers. The researcher was also able to derive from a comment at one of the

FIGURE 2 COMPARISON OF WAYS UP MALE AND FEMALE MEDICAL STUDENTS CHEAT

CHEATED IN WHAT WAYS



$\chi^2 = 3.83, df = 5, p < .01$

questionnaires returned, which said that the comparing of answers, especially in laboratory works, as she observes it is not cheating.

Aside from these it is also observed that the respondents only cheat when the act involves less or no punishment at all if caught, just like in assignments, unlike the risk of being caught cribbing (or using a kodigo) or copying from a seat mate during a major exam. The respondents are evidently aware that there involves a hierarchy of sanctions imposed for every academic dishonest act and punishment if proven that they indeed cheated.

Table 3 Respondents Who Admitted to Engaging Previous Cheating Instances

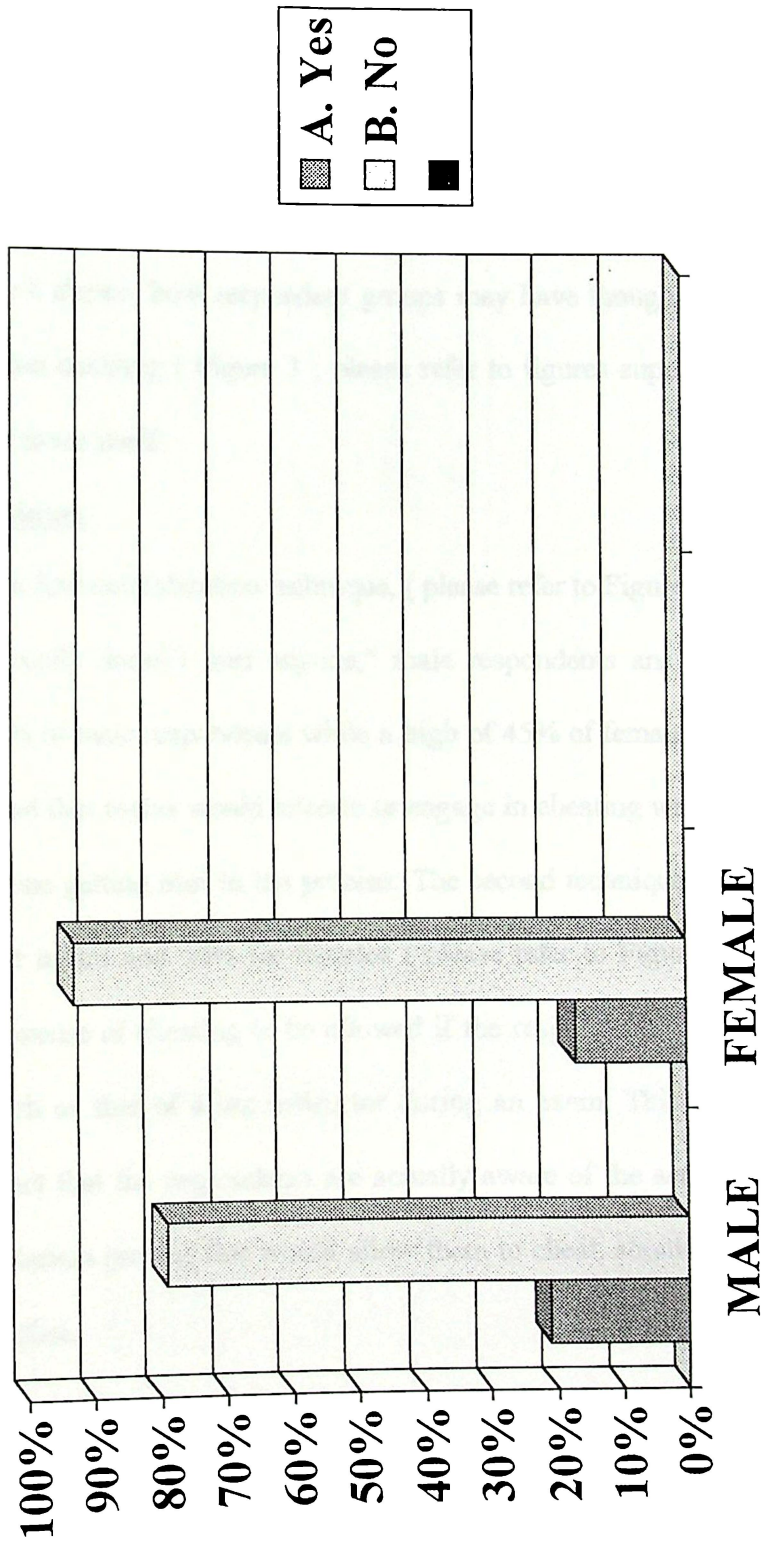
Engaged in Previous Cheating	Males	Females
Yes	74%	34%
No	26%	70%

Note that seventy-four percent (74%) of males admitted to cheating, while only 30% of the female respondents did so. This data may not be as reliable to the fact that some of them, especially the females may have denied or admitted less of engaging in dishonest acts, regardless of the fact that the survey was done through a questionnaire format, and that there was no direct contact involved during the data gathering between the researcher and the respondent.

To determine the respondents' attitude toward cheating, the respondents were asked to state whether they have planned cheating before an exam starts. Figure 3 shows that both respondent groups do not plan cheating beforehand, and is thus assumed

**FIGURE 3 COMPARISON OF PRE-PLANNED CHEATING
AMONG UP MALE AND FEMALE MEDICAL STUDENTS**

PRE-PLANNED CHEATING



$\chi^2 = 299.06, df = 1, p < .01$

that the respondents engage in cheating or commit the academic dishonesty at the time of the exam, wherein they are most pressured to do well, or cope with the stress involved.

The respondents were to also state, by checking one of choices listed in the questionnaire, how they gauge their study habits, and both respondent groups stated that they have studied enough while most of the rest stated that they have studied less. Thus, it is observed that, as Figure 4 shows, both respondent groups may have thought that they have studied enough but that cheating (Figure 3 ; please refer to figures supplied) still occurs, primarily during an exam itself.

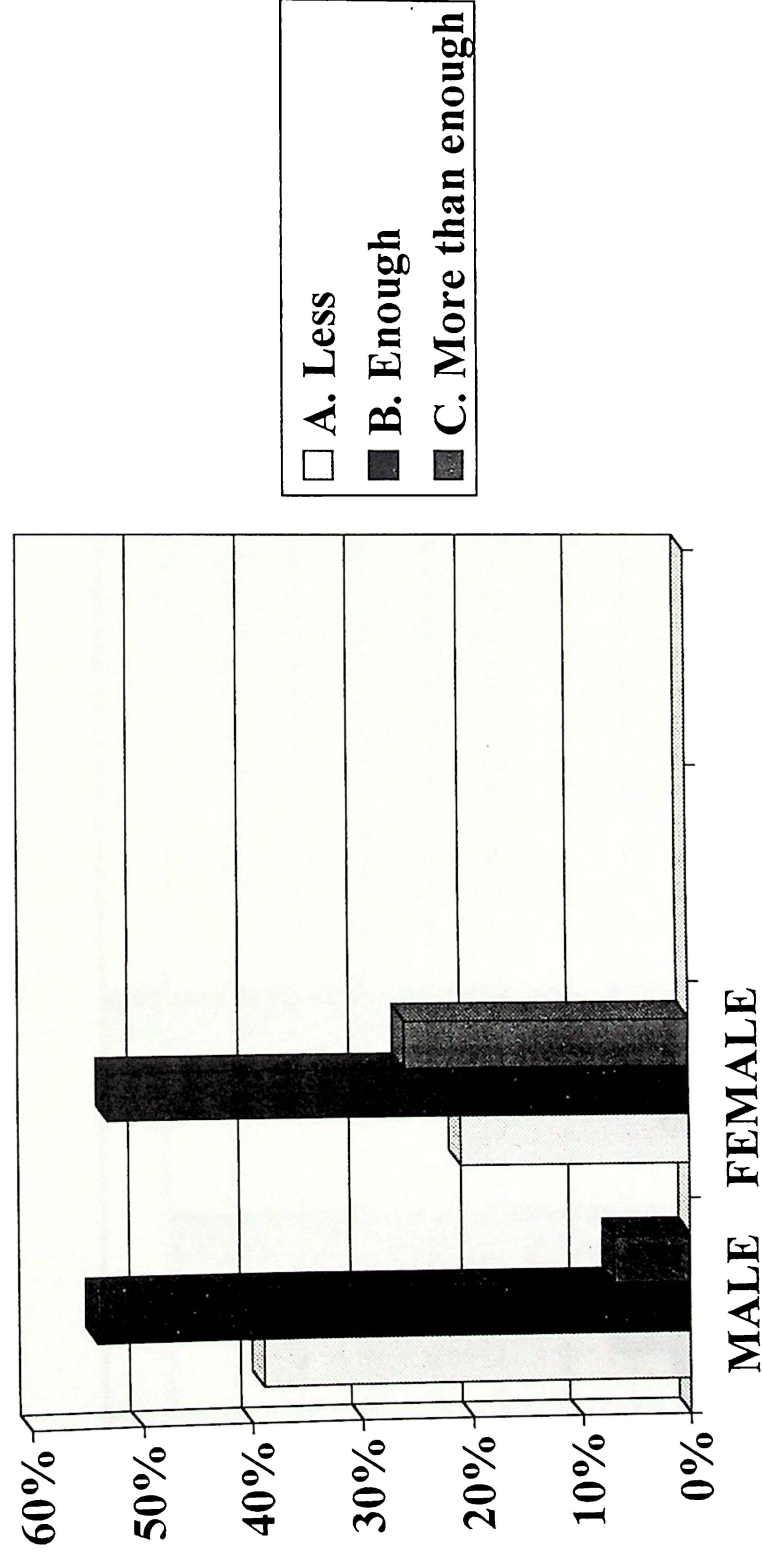
The Neutralization Techniques

Based on the first neutralization technique, (please refer to Figure 5) : “ It’s okay to cheat because it really doesn’t hurt anyone,” male respondents answers were scattered of which only 26% of male respondents while a high of 45% of females strongly disagreed. It is thus observed that males would tolerate or engage in cheating when it does not practically involve anyone getting hurt in the process. The second technique however, reported a high of 45% for males and 50% for females (please refer to Figure 6), who strongly disagreed on the excuse of cheating to be allowed if the respondents were given the right circumstance, such as that of a lax instructor during an exam. This technique would thus reinforce the fact that the respondents are actually aware of the act, and that regardless of what circumstances present that would allow them to cheat, should never be allowed in this type of situation.

With regards to the third technique (please refer to Figure 7): “ It’s okay to cheat because sometimes instructors intentionally design tests to fail students,” a high of 55% male respondents, but a comparatively low 38% females strongly disagreed. Thus, it

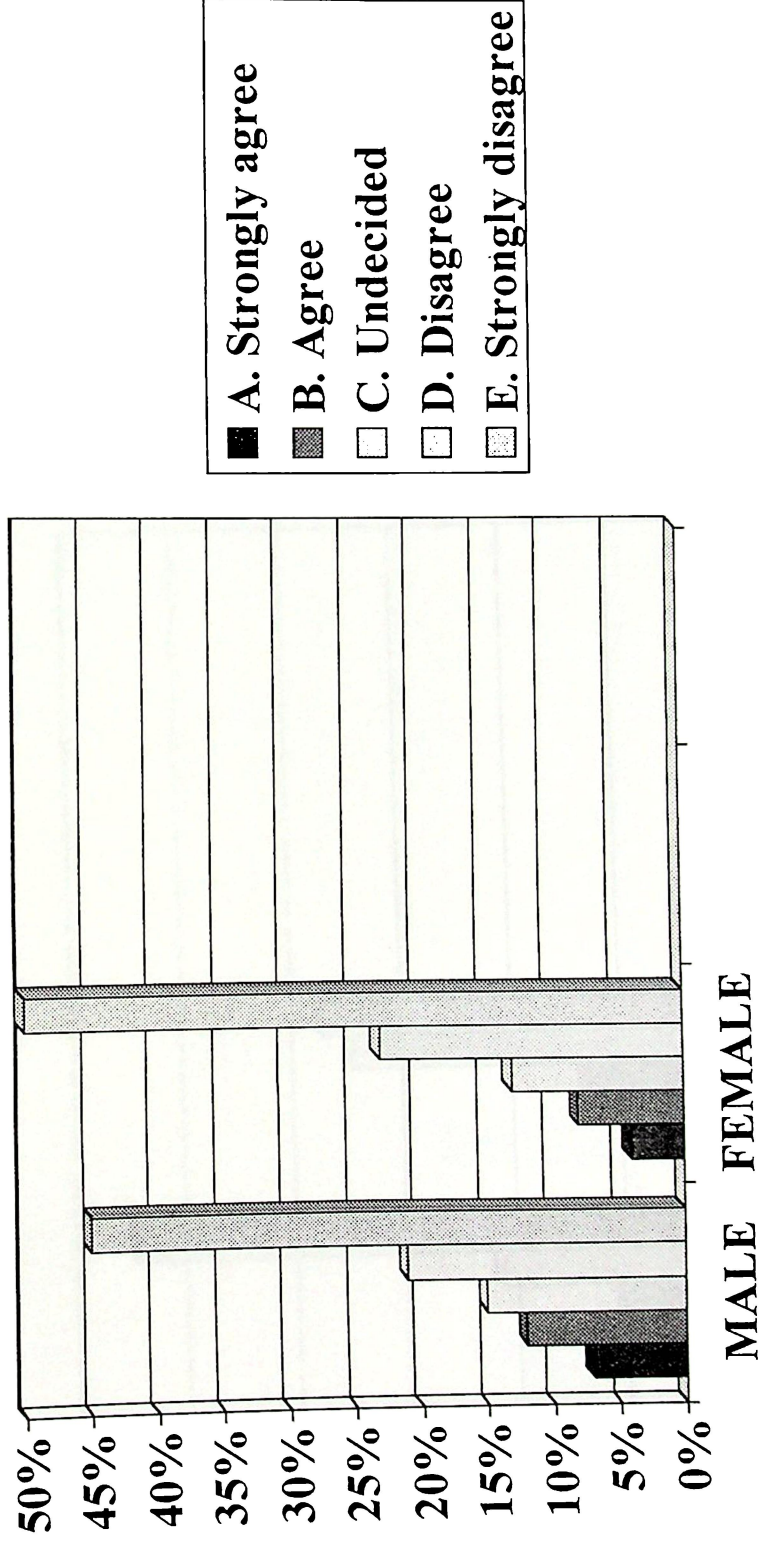
**FIGURE 4 COMPARISON OF STUDY HABITS AMONG
MALE AND FEMALE UP MEDICAL STUDENTS**

GAUGE OF STUDY HABITS



$\chi^2 = 5.33, df = 2, p < .01$

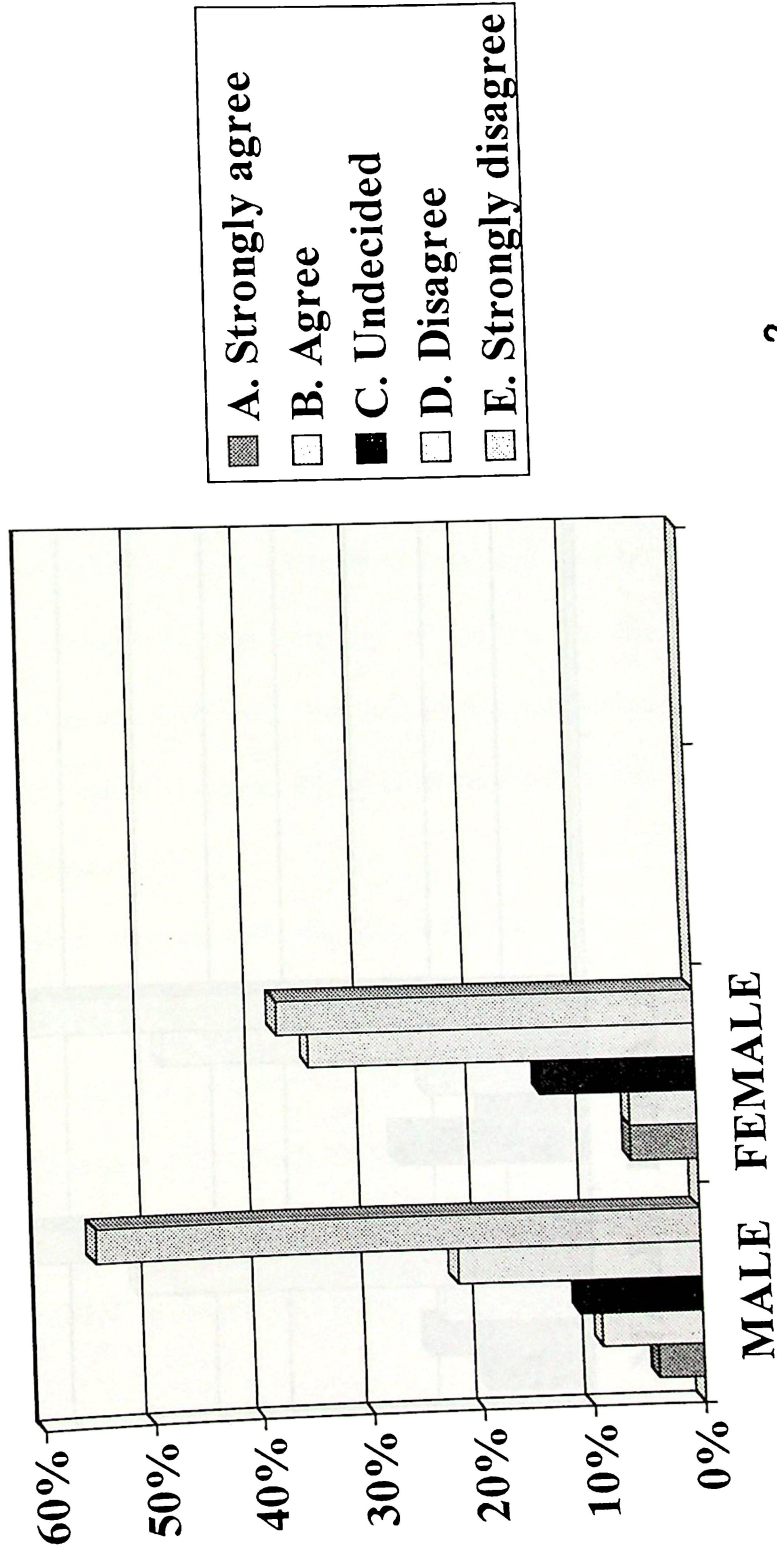
“It’s ok to cheat because everyone would cheat given the right circumstances.”



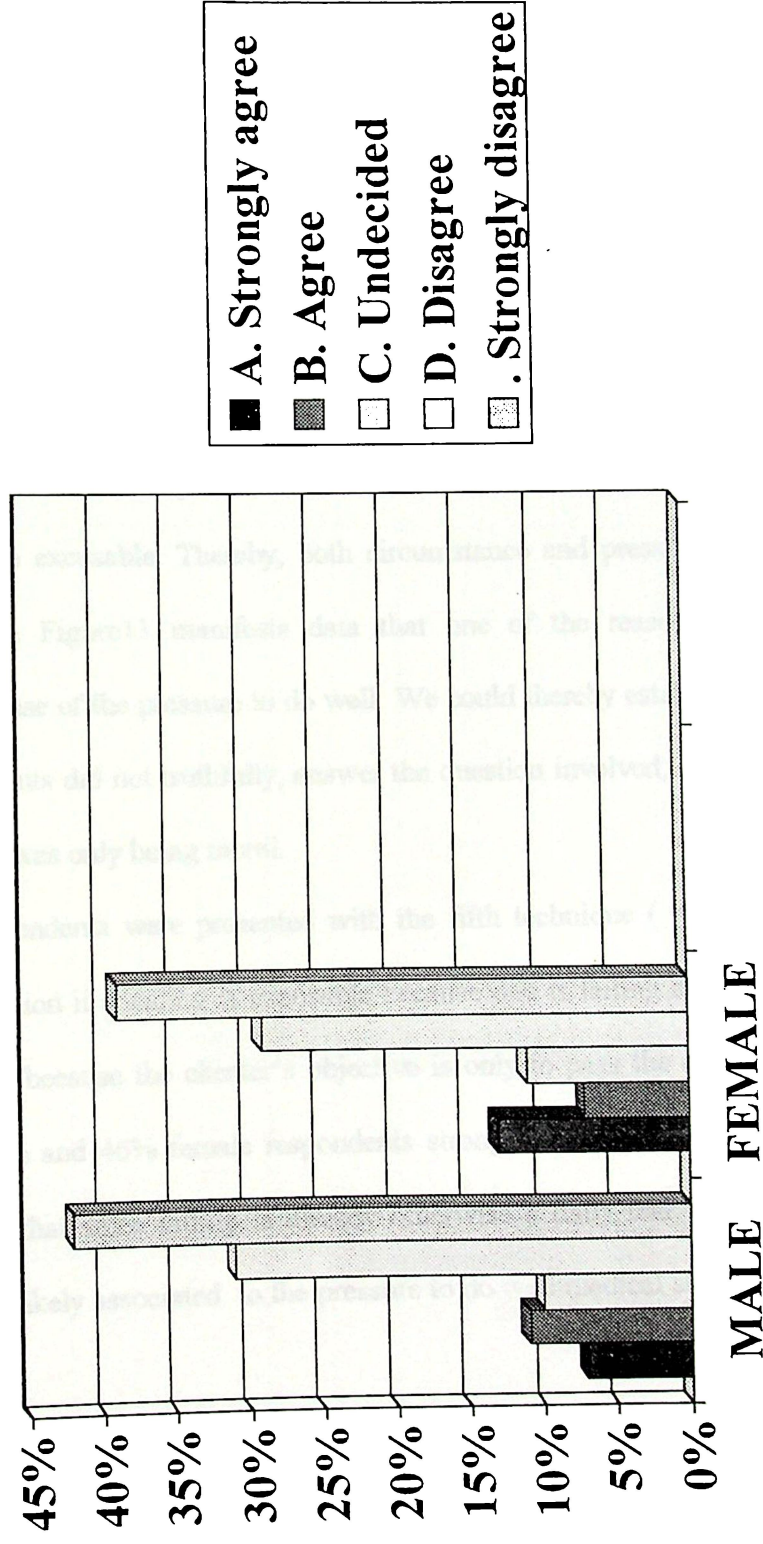
²

$\chi^2 = 353.5, df = 4, p < .01$

“It’s ok to cheat because
sometimes instructors
intentionally design tests to fail
students.”



“ It’s ok to cheat because school creates so much pressure that sometimes I have to cheat.”



$\chi^2 = 3.28, df = 4, p < .01$

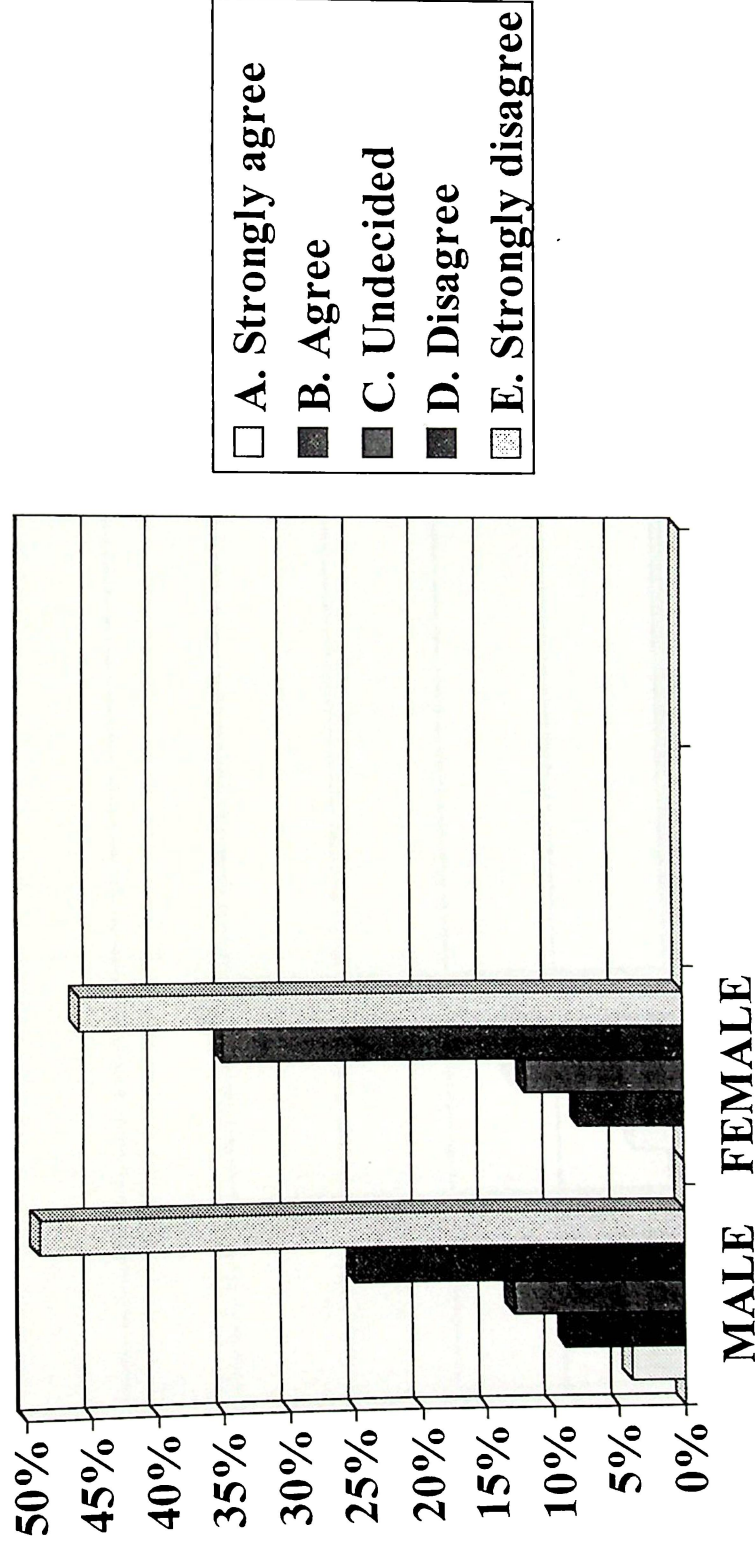
can be inferred that to the female respondents, they would engage in cheating when they know that this particular instructor intentionally makes tests difficult for students to pass. The fourth technique (please refer to Figure 8) asks the respondent if cheating was excusable because medical school creates so much pressure, that at times it could be inferred that cheating should be allowed because nobody would ace it but just pass it anyway. Forty-two percent of males and 39% of females strongly disagreed. Again, data manifests the fact that both respondent groups would not tolerate cheating even if the right circumstances were present and that cheating now becomes a form of coping with the extreme pressure medical school creates on you, not to mention that there is high parental expectation, would still not be excusable. Thereby, both circumstance and pressure are inexcusable, but note that in Figure13 manifests data that one of the reasons the respondents cheated was because of the pressure to do well. We could thereby establish a conclusion that some respondents did not truthfully, answer the question involved, or that since it is an opinion question was only being moral.

When the respondents were presented with the fifth technique (refer to Figure 9), involving the question if cheating is excusable because one is failing anyone, and that it should be allowed because the cheater's objective is only to pass the course, manifests a high of 49% male and 46% female respondents strongly disagreed, thereby inferring from data gathered that since failing is already otherwise a daily fear among students, and should be most likely associated to the pressure to do well medical students get.

The last neutralization technique (refer to Figure 10) asks, " It's okay to cheat because most instructors cheated when they were in school," a 51% male and 43%

MEDICAL STUDENTS RESPONSES ON

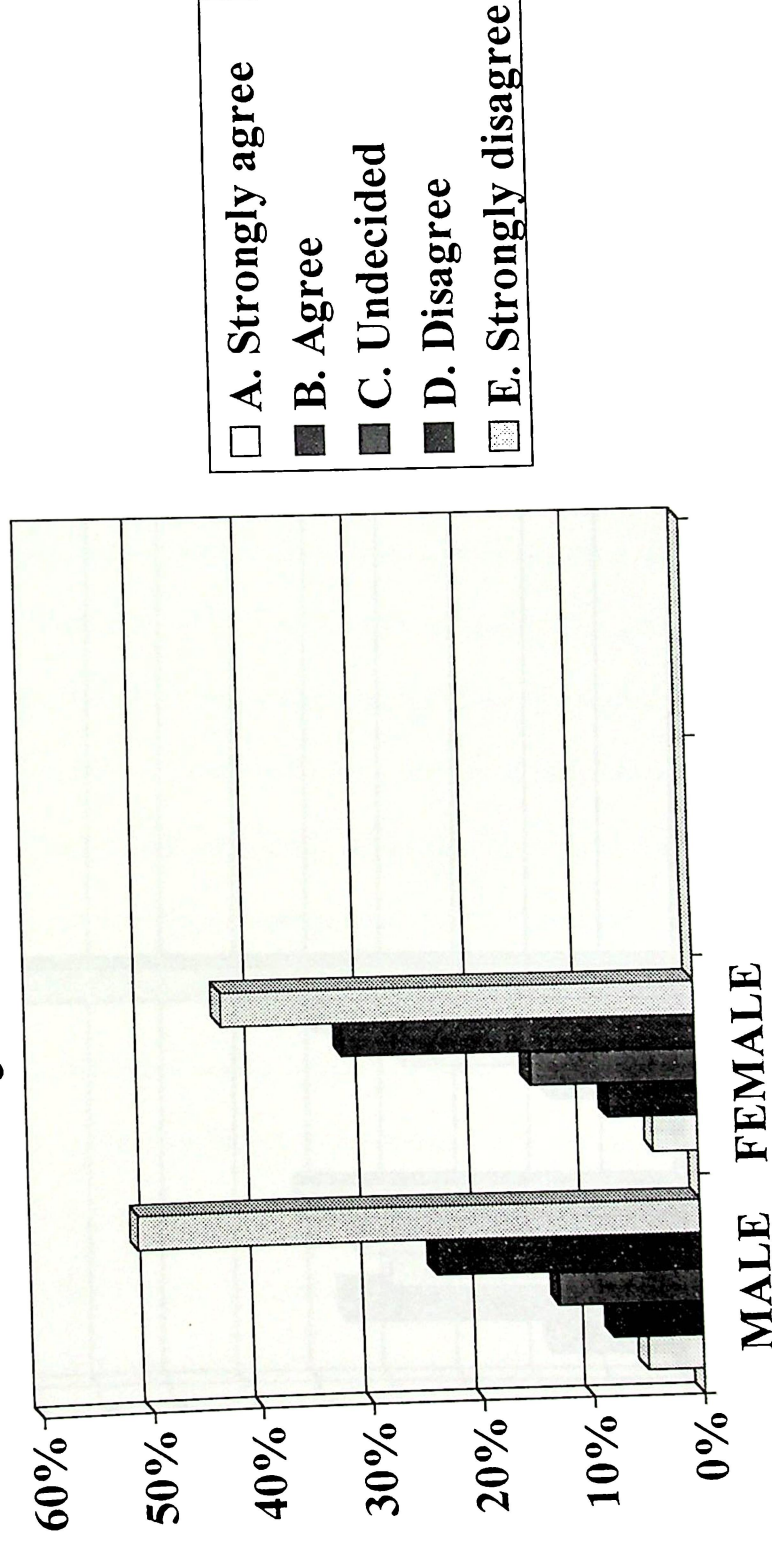
“It’s ok to cheat because I’m failing.”



2

$\chi^2 = 6.33, df = 4, p < .01$

“It’s ok to cheat because most instructors probably cheated when they were in school too.”

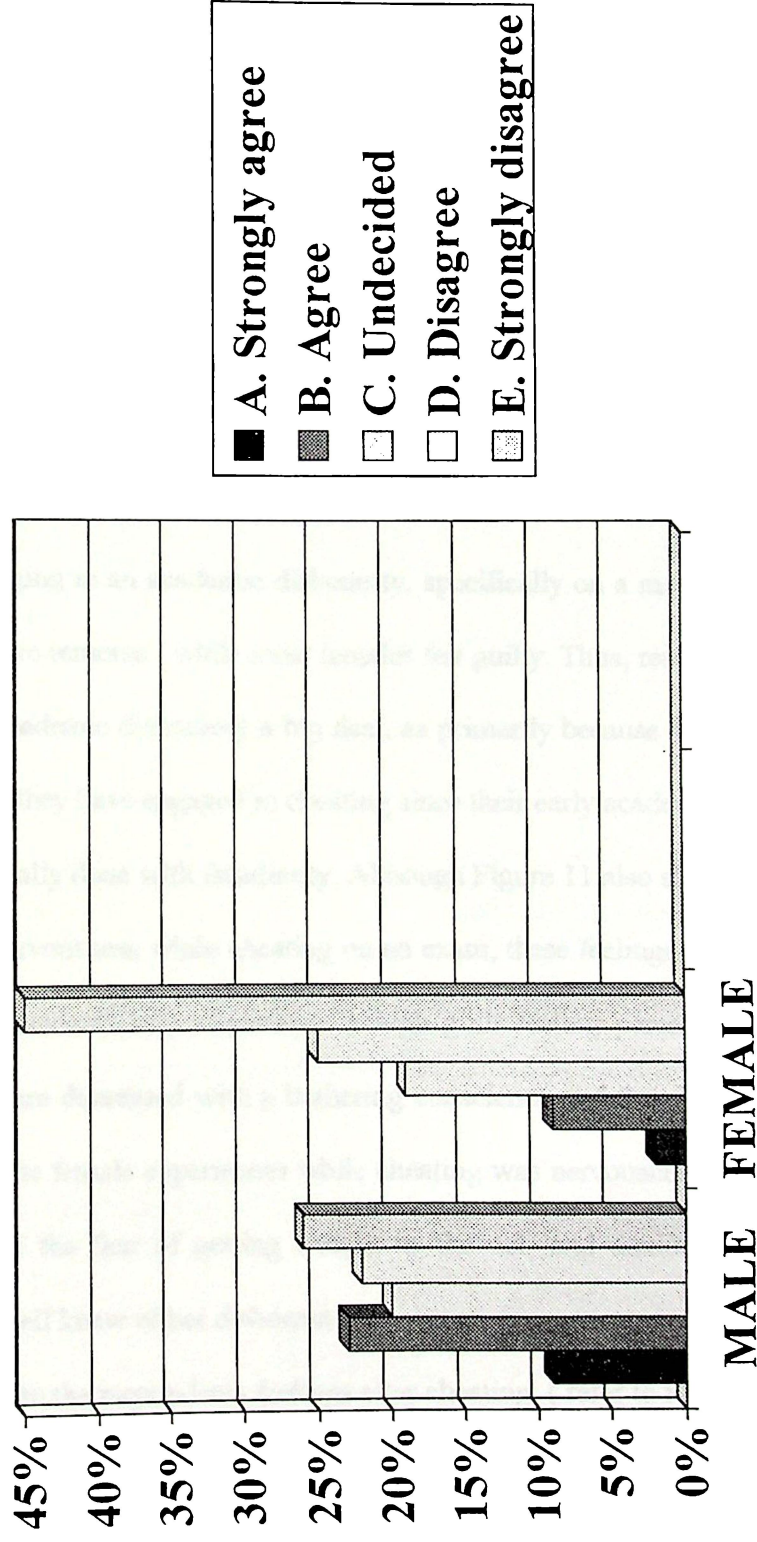


2

$\chi^2 = 198.74, df = 4, p < .01$

**FIGURE 10 COMPARISON OF MALE AND FEMALE UP
MEDICAL STUDENTS RESPONSES ON**

“It’s ok to cheat because it really
doesn’t hurt anyone.”



²

$\chi^2 = 16.36, df = 4, p < .01$

female respondent population strongly agreed. These techniques may be associated to the neutralization technique of instructors who intentionally design difficult tests, as again females were somewhat wary of decidedly using this excuse to cheat.

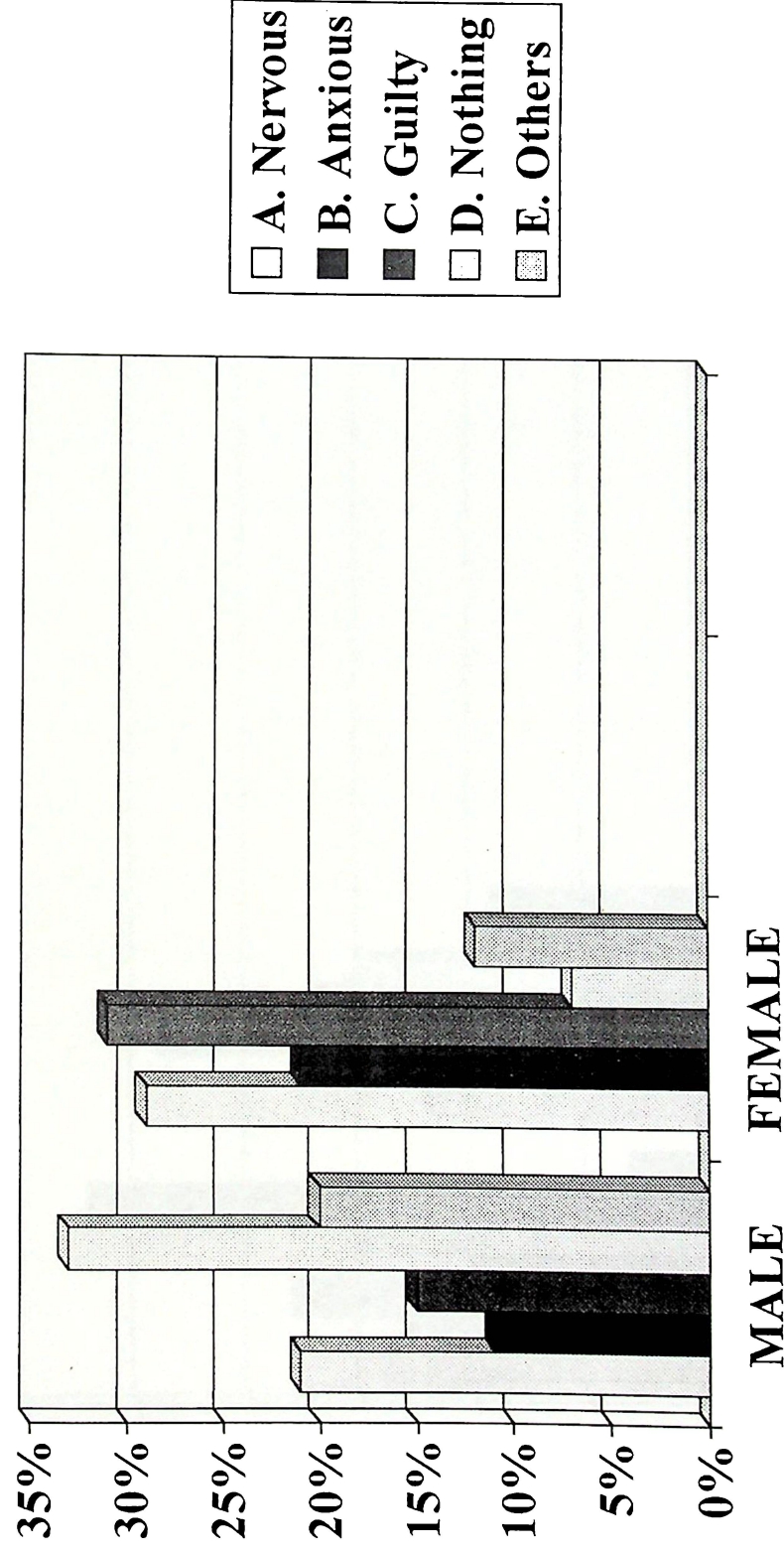
It must be noted however that, the neutralization techniques were classified as opinion questions and were thus expected to have most of its answers with strongly disagree. The neutralization techniques was used primarily to determine just how different the answers would be and which respondent group were most likely to manifest an opinion that is deviant from the expected answer of not allowing it, as most respondents did report.

To determine how the respondent groups, male and female, differed from each other during and after engaging in an academic dishonesty, specifically on a major exam, most male respondents felt no remorse, while most females felt guilty. Thus, results show that males do not consider academic dishonesty a big deal, as primarily because of the fact that, as Figure 1 shows that they have engaged in cheating since their early academic lives, and that the act is now basically done with familiarity. Although Figure 11 also shows that they experience guilt and nervousness while cheating on an exam, these feelings are often ignored, unlike female respondents who experience a high guilt feeling percentage, or rather the fact that females are distressed with a bothering conscience and thus have this feeling. The other feelings, the female experiences while cheating was nervousness, which occurs primarily because of the fear of getting caught in the act, and anxiousness if someone else other than herself knew of her dishonest act.

With regards to the respondents feelings after cheating, (refer to Figure 12) primarily shows that the same feelings involved while cheating during an exam, are the same feelings involved after the dishonest academic act. Thus, it is concluded from data

**FIGURE 11 COMPARISON OF MALE AND FEMALE UP
MEDICAL STUDENTS FEELINGS WHILE CHEATING**

FEELINGS WHILE CHEATING

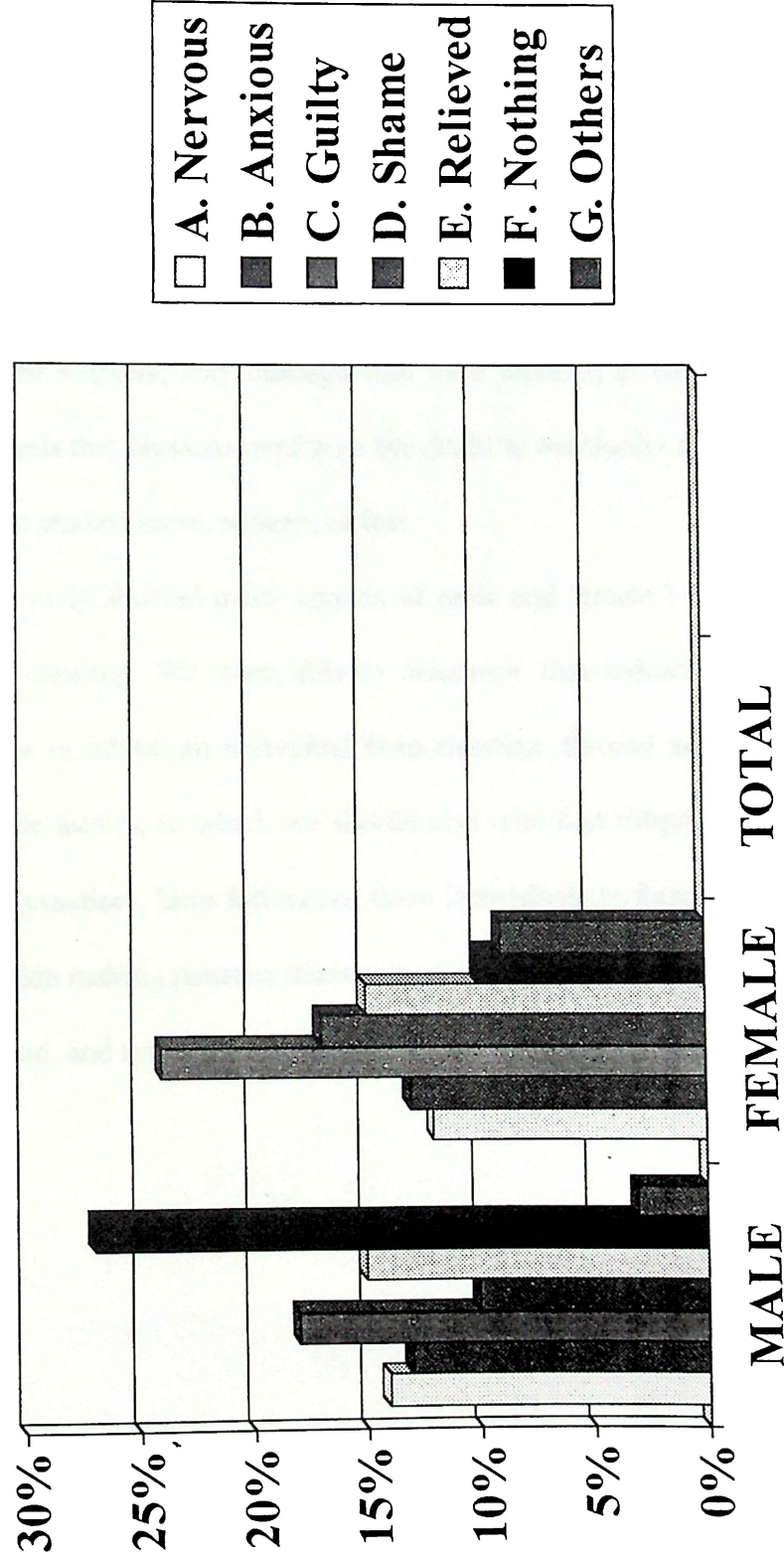


²

$\chi^2 = 58.7, df = 4, p < .01$

**FIGURE 12 COMPARISON OF MALE AND FEMALE UP
MEDICAL STUDENTS FEELINGS AFTER CHEATING**

FEELINGS AFTER CHEATING



²

$\chi^2 = 49.51, df = 6, p < .01$

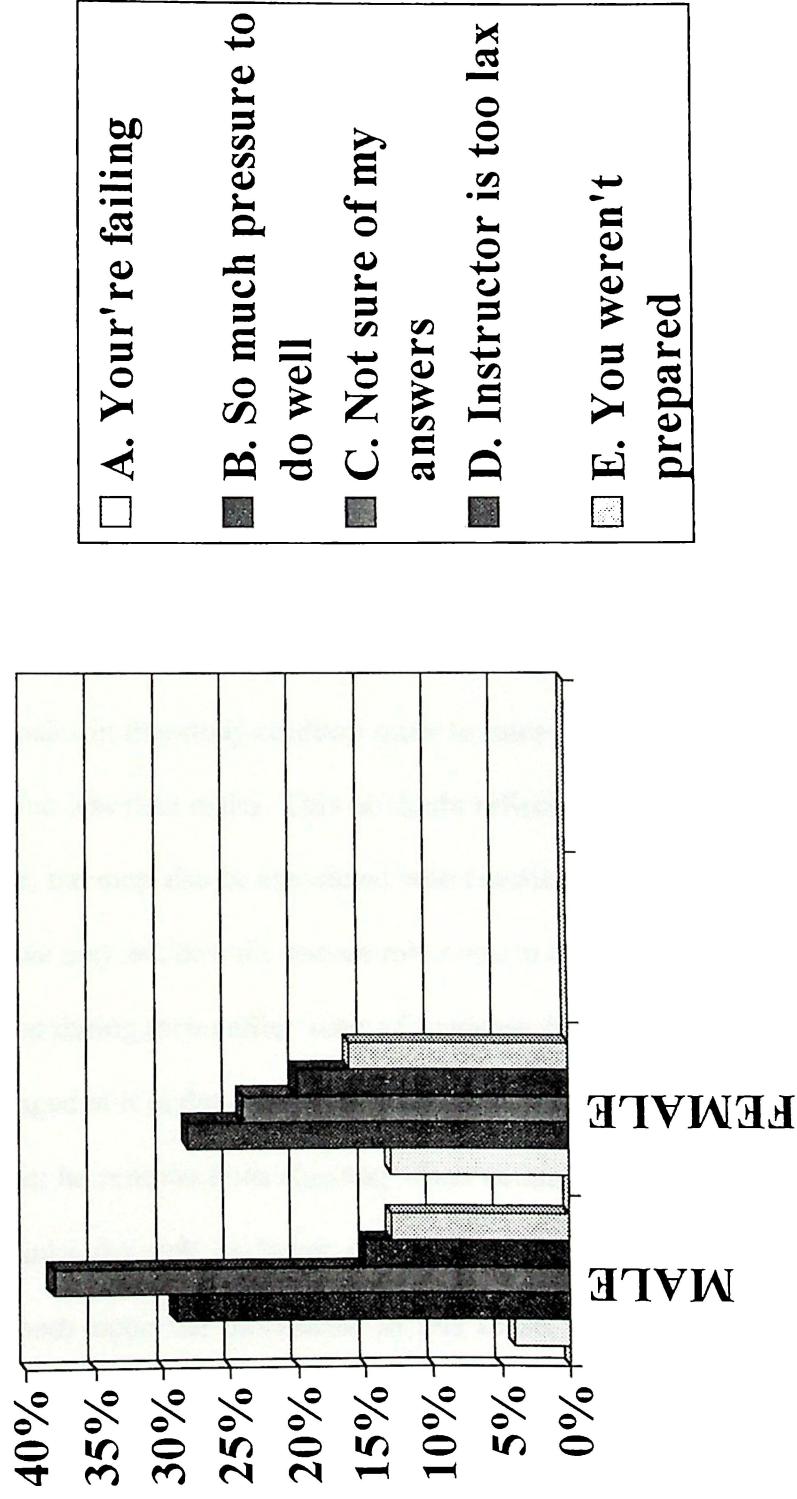
presented that these feelings somehow have made an impression on the respondent, as evidenced by the fact that the feeling last even after the act itself was already made.

Figure 13 shows the respondents answers on the five most common reasons why they cheat or cheated, and of which they did so primarily because first, they were not sure of their answers, and that medical school creates so much pressure that it becomes inevitable to cheat. Thus, it can be inferred that despite the fact that both respondent groups were not sure of their answers, and although they have reported to have studied enough (Figure 4), data reveals that pressure reinforces the doubt to eventually make them cheat, regardless if they have studied more, enough, or less.

Thus, results of the study showed many aspects of male and female UP medical students attitudes towards cheating. We were able to determine that indeed there are several factors that influence or inhibit an individual from cheating. Several associations were also found among these factors, to which we should also note that Filipino culture, especially our child rearing practices, have influenced these individuals to formulate their own set of morals and decision making patterns reinforced by their parents through the sex role socialization in childhood, and set to practice during the start of their academic lives.

**FIGURE 13 COMPARISON OF MALE AND FEMALE UP
MEDICAL STUDENTS REASONS FOR CHEATING**

REASONS FOR CHEATING



$$\chi^2 = 14.71, df = 4, p < .01$$

CHAPTER V

DISCUSSION OF RESULTS

In the study, the researcher found sex differences in cheating to be statistically insignificant, but did find males tending rather more frequently to make high cheating scores. Since cheating is the sort of thing in respect of which expectations are likely to be more or less the same for both males and females, and since there seems to be no reason to suppose that, in general, males and females should be differentially motivated to do well in all kinds of situations, it seems likely that any difference found in a particular study may be due either to the particular situations or measures used, or to the selection of populations.

However, as found females in this study conform more to rules and authority than boys, as females tended to cheat less than males. This no doubt reflects the expectations associated with the female role, but may also be associated with constitutional differences in competitiveness; after all, one may ask how the female role came to be defined as it is.

Individuals who cheated during their earlier years of academic life tended to cheat more than those who less engaged in it at that time. The individual cheats when he or she thinks he can get away from it; he refrains from cheating when nothing is apparently to be gained by it or if he thinks the risk of being caught is too great. Cheating is unpredictable because it depends upon the individual. In this sense, we may say that honesty is a character trait but dishonesty is not, at least in a culture like ours where honesty is a goal toward which people consciously strive.

Middle class male and female respondents may conform to school expectations because of the consistent reinforcement of middle class standards and goals by all the character building agencies with which they come in contact – their homes, their play groups, their schools, their churches, and so on.

There is therefore, a considerable and rather convincing evidence of the association of moral level with social class. It is probable that this is mediated by wider use of “reasoning” technique in discipline, together with a higher general level of intelligence and subtler use of language.

Overall, gender differences in social behavior are found when personal and situational variables maximize the salience and importance of gender role conformity. Biological dispositions, which may be involved in aggressive and nurturant behaviors, play only a minor role. Gender differences in personality, to the extent that exist, actually may be a result of gender roles rather than an explanation of gender differences in social behavior.

The explanation for the results of the study were primarily guided by studies made by Western authors, to which if we compare eastern and western cultures are very different, especially in terms of morals and values. Westerners are more liberal or approach every issue in a scientific way while those in the east are primarily following a traditional path to almost all events, especially those concerning his family and himself.

Thus, we could thereby ascertain the fact that these theories were arrived at and conducted on the population, who belong to the same culture as the theorist himself, thereby placing a bias because there now become a generalizability on findings that is assumed to be valid for all, without regard for probable differences in culture.

An example would be the child rearing practices we employ on our children that leads to a socialization based on what the parents believe is the proper way to bring up their children.

The Filipino family, primarily because of very close and strong orientation of family and kinship, greatly influences the child to follow what is being practised by the people at home, obedience and honesty being two of the foremost values we inculcate in them. The family always reminds the child that ill things will befall him if he tries to be disobedient and the possible consequences of his actions.

American parents on the other hand, raise their children to become “independent” by exploring the world around them at an early age. Often, this kind of child rearing technique also has its repercussions because the child is allowed to formulate his own set of values without much guidance or supervision from his parents.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

As previous discussions dwelt on the profiling of male cheaters from female cheaters, we can summarize significant differences in personalities of the two groups according to several distinctive and pertinent qualities : indifference and " guts " for males, and apprehensiveness for female cheaters.

The two groups may therefore be profiled as follows: Male cheaters have more guts and think less of probable consequences , compared to female cheaters. Males were tolerating, excuse making, in comparison to females who were more serious, conscientious, conventional and generally a more subdued group. Although they have the tendency to become affected by emotions, these are put under check by their consciousness and care in their social undertakings as evident to their responses on feelings during and after cheating.

This tendency to resort to cheating is also curbed by this consciousness to live up to established norms. Society does not have a high regard for cheating individuals, and thus have mostly negative perceptions as to cheater's motivations and background.

Cheating is generally a shunned act specifically because of their strong tendency to go against the first law of academic life. Studies provided that constant cheaters were of lower intelligence to non-cheaters, as such that, according to McKinney (1960) , " These are students who have a negative attitude toward work, or who lack enthusiasm to carry them through the work-a-day world. They have not clearly

envisaged their life goals and purposes, nor have they seen the relationship between these goals and their present academic activities.

Perhaps the most crucial factor in a cheater's personality is his lack of motivation , which allows him to easily give in to urges. If cheating is the sole mechanism for him to cope, then it becomes a poor alternative to be more accepted and or tolerated by the group.

According to McKinney, " Some school inefficiency is explained by a conflict in motivation. These are students whose aptitudes and interests push them strongly toward one area of endeavor, whereas their parents, advisers, traditions, or some other force move them toward some incompatible field. There are others who are competing in a field or at a level beyond their present capacity. These individuals might succeed in a different area or in a less taxing situation."

Thus, presenting the conclusion that most of the time cheating becomes a form of coping, not only of the academic world, but also that of the fulfillment of high familial and societal expectations to succeed.

But then again, cheating in essence is morally and ethically wrong, as it involves intellectual fraud and thievery of that individual who owns what you acknowledge as yours.

Understanding cheaters can help redirect individual potentials into a more positive, more constructive attitude towards pressure in medical school. The cheaters evident need to academically and socially accepted, which is tempered by his indifference and ingenuity to cheat, has to be dealt with. The cheater must understand that even if cheating, within his small circle of friends might " seem acceptable , " as it is

highly probable that these close friends are also cheaters. It will not, however, help him gain wide social acceptance.

Although academic cheating is looked upon as "inevitable actions", the cheater must build respect for himself first, for others, and for the intellectual property of others. Cheaters must cope with the pressure, not through cheating, but an extensive overhaul of dependence and excuse making attitude.

For the cheater, a deeper look into true motivations must be carefully made as these could be more implications in the prevalence and frequency of cheating in school.

Cheating, although still a prevalent problem of academic society at the present, must be curbed. Thus, the increased awareness of the UP Honor code is a must.

The Honor Codes are effective, when they are effective, because they appeal to student's desire to live up to a higher standard that expected of them in ordinary contexts. In most colleges and universities, the honor code that is solemnly read out at opening ceremonies --- one of the features that makes college/medical school a bright beacon amid the dark forces now at work in the world, and so on --- may in fact employ the same phrases as do the policies being read at several dozen other colleges across the nation every morning. It serves its intended purpose, all the same, if it succeeds in appealing to students pride in and commitment to their academic community.

In a study by Petersdorf (1989) , an AAMC Ad Hoc Committee on research fraud identified three steps an institution might take : determination of the magnitude of the problem by formal study; institution of guidelines for research,

publication and promotion; and establishment of policies for investigating allegations of fraud. Because of problems of dishonesty, fraud, conflict of interest, academic institutions must establish wide awareness of codes of conduct to govern eventual professional life.

Even if males and females do differ in the way they reason about moral dilemmas, determining which approach is "more" moral is clearly subjective evaluation. Gilligan's point is not that all men use one and only one orientation and all women others, but that two paths to morality exist and that both are needed in this world. We need to use principles of both care and justice in strategies actually are linked to variety of other factors that frequently covary with gender.

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Previous Cell	Cheating Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	77	53.44	23.56	555.07	10.39
2	27	50.55	-23.55	554.6	10.97
3	34	57.56	-23.56	555.07	9.64
4	78	54.44	23.56	555.07	10.2
					41.2
df = 1; 6.63 with significance level of .01					
Ho = There is no relation of being male or female to respondents previous cheating					
H1 = There is a relation of being male or female to respondents previous cheating					
Stages of Cheating in Academic Life					
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	50	46.22	3.78	14.29	0.31
2	26	25.52	0.48	0.23	0.01
3	28	32.25	-4.25	18.06	0.56
4	46	49.78	-3.78	14.29	0.29
5	27	27.48	-0.48	0.23	0.01
6	39	37.74	1.26	1.59	0.04
					1.22
df = 2 ; 9.21 with significance level of .01					
Ho = There is no relation of being male or female to instances of respondents' cheating					
H1 = There is a relation of gender to instances of respondents' cheating					
How Respondents Cheated					
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	44	46.7	-2.7	7.29	0.16
2	77	75.11	1.89	3.57	0.05
3	20	15.41	4.59	21.07	1.38
4	48	45.74	2.26	5.11	0.11
5	59	62.59	-3.59	12.89	0.21
6	64	66.44	-2.44	5.95	0.09
7	53	50.29	2.71	7.34	0.15
8	79	80.89	-1.89	3.57	0.04
9	12	16.59	-4.59	21.07	1.27
10	47	49.26	-2.26	5.11	0.1
11	71	67.41	3.59	12.89	0.19
12	74	71.56	2.44	5.95	0.08
					3.83
df = 5 ; 15.09 with significance level of .01					
Ho = There is no relation of being male or female to how respondents cheated					
H1 = There is a relation of being male or female to how respondents cheated					
How Respondents Felt While Cheating					
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	44	52	-8	64	1.23
2	23	33.22	-10.22	104.45	3.14
3	31	48.15	-17.15	294.12	6.11
4	69	41.41	27.59	761.21	18.38
5	41	33.22	7.78	60.53	1.82
6	64	56	8	64	1.14
7	46	35.78	10.22	104.45	2.92
8	69	51.85	17.15	294.12	5.67
9	17	44.59	-27.59	761.21	17.07
10	28	33.22	-5.22	27.25	1.22

				58.7		
df = 4 ; 13.28 with significance level of .01						
Ho = There is no relation between being male or female to what respondents felt while cheating						
H1 = There is a relation between being male or female to what respondents felt while cheating						
How Respondents Felt After Cheating						
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E	
1	34	29.85	4.15	17.22	0.58	
2	22	26.48	-4.48	20.07	0.76	
3	30	39.96	-9.96	99.2	2.48	
4	16	27.44	-11.44	130.87	4.78	
5	26	32.74	-6.74	45.43	1.39	
6	56	34.67	21.33	454.97	13.12	
7	24	17.33	6.67	44.49	2.57	
8	28	32.15	-4.15	17.22	0.54	
9	33	28.52	4.48	20.07	0.7	
10	53	43.04	9.96	99.2	2.3	
11	41	29.56	11.44	130.87	4.43	
12	42	35.26	6.74	45.43	1.29	
13	16	37.33	-21.33	454.97	12.19	
14	12	18.67	-6.67	44.49	2.38	
				49.51		
df = 6 ; 16.81 with significance level of .01						
Ho = There is no relation between being male or female to what respondents felt after cheating						
H1 = There is a relation between being male or female to what respondents felt after cheating						
Gauge of Study Habits						
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E	
1	33	26.48	6.52	42.51	1.61	
2	58	60.19	-2.19	4.8	0.08	
3	13	17.33	-4.33	18.75	1.08	
4	22	28.52	-6.52	42.51	1.49	
5	67	64.81	2.19	4.8	0.07	
6	23	18.67	4.33	18.75	1	
				5.33		
df = 2 ; 9.21 with significance level of .01						
Ho = There is no relation between being male or female to the gauge of one's study habits						
H1 = There is a relation between being male or female to the gauge of one's study habits						
The Occurrence of Pre-planned Cheating						
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E	
1	22	19.74	2.26	5.11	0.26	
2	82	84.26	-2.26	5.11	0.06	
3	19	90.74	-71.74	5146.63	56.72	
4	93	21.26	71.74	5146.63	242.02	
				299.06		
df = 1; 6.63 with significance level of .01						
Ho = There is no relation between being male or female to planning to cheat before an exam						
H1 = There is a relation between being male or female to planning to cheat before an exam						
Reasons for Cheating						
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E	
1	11	18.78	-7.78	60.53	3.22	
2	61	59.22	1.78	3.17	0.05	

3	78	63.56	14.44	208.51	3.28				
4	32	36.59	-4.59	21.07	0.58				
5	26	29.85	-3.85	14.82	0.5				
6	28	20.22	7.78	60.53	2.99				
7	62	63.78	-1.78	3.17	0.05				
8	54	68.44	-14.44	208.51	3.05				
9	44	39.41	4.59	21.07	0.53				
10	36	32.15	3.85	14.82	0.46				
					14.71				

df = 4 ; 13.28 with significance level of .01

Ho = There is no relation between being male or female to the reason why respondents cheat

H1 = There is a relation between being male or female to the reason why respondents

cheat

Results of Attitudes Towards Cheating

1. It's Ok to cheat because it really doesn't hurt anyone. "

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	9	5.3	3.7	13.69	2.58
2	24	16.85	7.15	51.12	3.03
3	21	20.22	0.78	0.61	0.03
4	23	24.56	-1.56	2.43	0.1
5	27	37.07	-10.07	101.4	2.74
6	2	5.7	-3.7	13.69	2.4
7	11	18.15	-7.15	51.12	2.82
8	21	21.78	-0.78	0.61	0.03
9	28	26.44	1.56	2.43	0.09
10	50	39.93	10.07	101.4	2.54
					16.36

df = 4 ; 13.28 with significance level of .01

Ho = There is no relation between being male or female to the respondents' attitudes towards cheating.

H1 = There is a relation between being male or female to the respondents' attitudes

towards cheating

2. " It's ok to cheat because everyone would cheat given the right circumstance."

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	7	5.78	1.22	1.49	0.26
2	12	10.11	1.89	3.57	0.35
3	16	14.93	1.07	1.14	0.08
4	22	23.11	-1.11	1.23	0.05
5	47	5.01	41.99	1763.16	351.93
6	5	6.22	-1.22	1.49	0.24
7	9	10.89	-1.89	3.57	0.33
8	15	16.07	-1.07	1.14	0.07
9	26	24.89	1.11	1.23	0.05
10	57	59.93	-2.93	8.54	0.14
					353.5

df = 4; 13.28 with significance level of .01

Ho = There is no relation between being male or female that leads to cheating based on circumstance present

H1 = There is a relation between being male or female that leads to cheating based on

circumstances present

3. " It's ok to cheat because sometimes instructors intentionally design tests to fail students."

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	4	5.3	-1.3	1.69	0.32
2	9	7.7	1.3	1.69	0.22
3	11	13	-2	4	0.31
4	23	29.85	-6.85	46.92	1.57

5	57	48.15	8.85	78.32	1.63
6	7	5.7	1.3	1.69	0.3
7	7	8.3	-1.3	1.69	0.2
8	16	14	2	4	0.29
9	39	32.15	6.85	46.92	1.46
10	43	51.85	-8.85	78.32	1.51
					• 7.81

df = 4; 13.28 with significance level of .01

Ho = There is no relation between being male or female to some instructors desire to fail students

H1 = There is a relation between being male or female to some instructors desire to fail students.

4. " It's ok to cheat because school creates so much pressure that sometimes I have to cheat."

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	7	10.59	-3.59	12.89	1.22
2	11	9.15	1.85	3.42	0.37
3	10	10.59	-0.59	0.35	0.03
4	32	31.3	0.7	0.49	0.02
5	44	42.37	1.63	2.66	0.06
6	15	11.41	3.59	12.89	1.13
7	8	9.85	-1.85	3.42	0.35
8	12	11.41	0.59	0.35	0.03
9	33	33.7	-0.7	0.49	0.01
10	44	45.63	-1.63	2.66	0.06
					3.28

df = 4 ; 13.28 with significance level of .01

Ho = There is no relation between being male or female to school pressure that make students cheat

H1 = There is a relation between being male or female to school pressure that makes students cheat

5. " It's ok to cheat because I'm failing."

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	4	1.93	2.07	4.28	2.22
2	9	8.67	0.33	0.11	0.01
3	14	13	1	1	0.08
4	26	31.3	-5.3	28.09	0.9
5	51	49.11	1.89	3.57	0.07
6	0	2.07	-2.07	4.28	2.07
7	9	9.33	-0.33	0.11	0.01
8	13	14	-1	1	0.07
9	39	33.7	5.3	28.09	0.83
10	51	52.89	-1.89	3.57	0.07
					6.33

df = 4; 13.28 with significance level of .01

Ho = There is no relation to being male or female when one cheats because one is failing

H1 = There is a relation to being male or female when one cheats because one is failing

6. " It's ok to cheat because most instructors probably cheated when they were in school too."

Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E
1	5	4.81	0.19	0.4	0.08
2	8	8.19	-0.19	0.04	0.05
3	13	14.44	-1.44	2.07	0.14
4	25	8.81	16.19	262.12	29.75
5	53	15.56	37.44	1401.75	90.07
6	5	27.93	-22.93	525.78	18.82
7	9	48.63	-39.63	1570.54	32.3
8	17	5.19	11.81	139.48	26.87

9	33	30.07	2.93	8.58	0.29				
10	48	52.37	-4.37	19.2	0.37				
					198.74				
df = 4 ; 13.28 with significance level of .01									
Ho = There is no relation between being male or female and instructors previously cheating to make students cheat.									
H1 = There is a relation between gender and instructors previously cheating to make students cheat.									
Attendance of Religious Services									
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E				
1	56	54.89	1.11	1.23	0.02				
2	26	26.48	-0.48	0.23	0				
3	14	14.44	-0.44	0.19	0.01				
4	8	8.19	-0.19	0.04	0				
5	58	59.11	-1.11	1.23	0.02				
6	29	28.52	0.48	0.23	0				
7	16	15.56	0.44	0.2	0.01				
8	9	8.81	0.19	0.04	0.05				
					0.11				
df = 4 ; 13.28 with significance level of .01									
Ho = There is no relation of being male or female to the respondents frequency of attending religious obligations									
H1 = There is a relation of being male or female to the respondent frequency of attending religious obligations									
Social Class of Respondents									
Cell	Outcome	Expected	(O-E)	(O-E) ²	(O-E) ² /E				
1	8	7.7	0.3	0.09	0.01				
2	87	86.19	0.81	0.66	0				
3	9	10.11	-1.11	1.23	0.12				
4	8	8.3	-0.3	0.09	0.01				
5	92	92.81	-0.81	0.66	0				
6	12	10.89	1.11	1.23	0.11				
					0.25				
df = 3 ; 11.34 with significance level of .01									
Ho = There is no relation of being male or female to respondents' social class									
H1 = There is a relation of being male or female to respondents' social class									

APPENDIX D									
			STATISTICAL COMPUTATIONS FOR CHI-SQUARE						
Table A	Instances of Cheating In School								
Gender	Elementary	High School	College						
Male	50	26	28						
Female	46	27	39						
Total	96	53	67						
Cell 1	Cell 2	Cell 3							
96 (104)/ 216	53 (104)/ 216	67 (104)/ 216							
46.22	25.52	32.25							
Cell 4	Cell 5	Cell 6							
96 (112)/ 216	53 (112)/ 216	67 (112)/216							
49.78	27.48	37.74							
Table B	Ways Respondents Cheated (Three answers per respondent)								
Gender	A	B	C	D	E	F	Total		
Male	44	77	20	48	59	64	312		
Female	53	79	12	47	71	74	336		
Total	97	156	32	95	130	138	648		
Cell 1	Cell 2	Cell 3	Cell 4						
97 (312)/648	156 (312)/ 648	32 (312)/648	95 (312)/648						
46.7	75.11	15.41	45.74						
Cell 5	Cell 6	Cell 7	Cell 8						
130(312)/648	138 (336)/648	97 (336)/648	156 (336)/648						
62.59	66.44	50.29	80.89						
Cell 9	Cell 10	Cell 11	Cell 12						
32 (336)/648	95 (336)/648	130 (336)/648	138 (336)/648						
16.59	49.26	67.41	71.56						

Table C Feelings While Cheating							(Two answers per respondent)		
Gender	A	B	C	D	E	Total			
Male	44	23	31	69	41	208			
Female	64	46	69	17	28	224			
Total	108	69	100	86	69	432			
Cell 1		Cell 2		Cell 3		Cell 4			
108 (208)/432		69 (208)/432		100 (208)/432		86 (208)/432			
52		33.22		48.15		41.41			
Cell 5		Cell 6		Cell 7		Cell 8			
69 (208)/432		108 (224)/432		69 (224)/432		100 (224)/432			
33.22		56		35.78		51.85			
Cell 9		Cell 10							
86 (224)/432		69 (208)/432							
44.59		33.22							
Table D Feelings After Cheating									
Gender	A	B	C	D	E	F	G	Total	
Male	34	22	30	16	26	56	24	208	
Female	28	33	53	41	42	16	12	224	
Total	62	55	83	57	68	72	36	432	
Cell 1		Cell 2		Cell 3		Cell 4			
62 (208)/432		55 (208)/432		83 (208)/432		57 (208)/432			
29.85		26.48		39.96		27.44			
Cell 5		Cell 6		Cell 7		Cell 8			
68 (208)/432		72 (208)/432		36 (208)/432		62 (208)/432			
32.74		34.86		17.33		32.15			
Cell 9		Cell 10		Cell 11		Cell 12			
55 (224)/432		83 (224)/432		57 (224)/432		68 (224)/432			
28.52		43.04		29.56		35.26			

39 (208)/432	123 (208)/432	132 (208)/432	76 (208)/432	
18.78	59.22	63.56	36.59	
Cell 5	Cell 6	Cell 7	Cell 8	
62 (208)/432	39 (224)/432	123 (224)/432	132 (224)/432	
29.85	20.22	63.78	68.44	
Cell 9	Cell 10			
76 (224)/432	62 (224)/432			
39.41	32.15			
RESULTS ON NEUTRALIZATION TECHNIQUES				
Table H "It's ok to cheat because it really doesn't hurt anyone."				
Gender	SA	A	UN	D
Male	9	24	21	23
Female	2	11	21	28
Total	11	35	42	51
Cell 1	Cell 2	Cell 3	Cell 4	
11 (104)/216	35 (104)/216	42 (104)/216	51 (104)/216	
5.3	16.85	20.22	24.56	
Cell 5	Cell 6	Cell 7	Cell 8	
77 (104)/216	11 (112)/216	35 (112)/216	42 (112)/216	
37.07	5.7	18.15	21.78	
Cell 9	Cell 10			
51 (112)/216	77 (112)/216			
26.44	39.93			
Table I "It's ok to cheat because sometimes instructors intentionally design tests to fail students."				
Gender	SA	A	UN	D
Male	4	9	11	23
Female	7	7	16	39
			57	104
			43	112

Total		11	16	27	62	100	216		
Cell 1		Cell 2		Cell 3			Cell 4		
11 (104)/216		16 (104)/216		27 (104)/216			62 (104)/216		
5.3		7.7		13			29.85		
Cell 5		Cell 6		Cell 7			Cell 8		
100 (104)/216		11 (112)/216		16 (112)/216			27 (112)/432		
48.15		5.7		8.3			14		
Cell 9		Cell 10							
62 (112)/216		100 (112)/216							
32.15		51.85							
Table J "It's ok to cheat because everyone would cheat given the right circumstances."									
Gender	SA	A	UN	D	SDA	Total			
Male	7	12	16	22	47	104			
Female	5	9	15	26	57	112			
Total	12	21	31	48	104	216			
Cell 1		Cell 2		Cell 3		Cell 4			
12 (104)/216		21 (104)/216		31 (104)/216		48 (104)/216			
5.78		10.11		14.93		23.11			
Cell 5		Cell 6		Cell 7		Cell 8			
104 (104)/216		12 (112)/216		21 (112)/216		31 (112)/216			
5.01		6.22		10.89		16.07			
Cell 9		Cell 10							
48 (112)/216		104 (112)/216							
24.89		59.93							
Table K "It's ok to cheat because school creates so much pressure that sometimes I have to cheat."									
Gender	SA	A	UN	D	SDA	Total			
Male	4	11	10	32	44	104			

Female	15	8	12	33	44	112	
Total	22	19	22	65	88	216	
Cell 1		Cell 2		Cell 3		Cell 4	
22 (104)/216	19 (104)/216	22 (104)/216	22 (104)/216	65 (104)/216	65 (104)/216		
10.59	9.15	10.59	31.3				
Cell 5		Cell 6		Cell 7		Cell 8	
88 (104)/216	22 (112)/216	19 (112)/216	22 (112)/216	11.41			
42.37	11.41	9.85					
Cell 9		Cell 10					
65 (112)/216	88 (112)/216						
33.7	45.63						
Table L "It's ok to cheat because I'm failing."							
Gender	SA	A	UN	D	SDA	Total	
Male	4	9	14	26	51	104	
Female	0	9	13	39	51	112	
Total	4	18	27	65	102	216	
Cell 1		Cell 2		Cell 3		Cell 4	
4 (104)/216	18 (104)/216	27 (104)/216	65 (104)/216	1.93			
	8.67	13	31.3				
Cell 5		Cell 6		Cell 7		Cell 8	
102 (104)/216	4 (112)/216	18 (112)/216	27 (112)/216	49.11		14	
	2.07	9.33					
Cell 9		Cell 10					
65 (112)/216	102 (112)/216						
33.7	52.89						
Table M "It's ok to cheat because most instructors probably cheated when they were in school too."							
Gender	SA	A	UN	D	SDA	Total	

Male	5	8	13	25	533	104		
Female	5	9	17	33	48	112		
Total	10	17	30	58	101	216		
Cell 1	Cell 2	Cell 3	Cell 4					
10 (104)/216	17 (104)/216	30 (104)/216	17 (104)/216					
4.81	8.19	14.44	27.93					
Cell 5	Cell 6	Cell 7	Cell 8					
101 (104)/216	10 (112)/216	17 (112)/216	30 (112)/216					
48.63	5.19	8.81	15.56					
Cell 9	Cell 10							
58 (112)/216	101 (112)/216							
30.07	52.37							
Table N Attendance of Religious Services								
Gender	Once a week	2x-3x/week	Everyday	Never	Total			
Male	56	26	14	8	104			
Female	58	29	16	9	112			
Total	114	55	30	17	216			
Cell 1	Cell 2	Cell 3	Cell 4					
114 (104)/216	55 (104)/ 216	30 (104)/216	17 (104)/216					
54.89	26.48	14.44	8.19					
Cell 5	Cell 6	Cell 7	Cell 8					
114 (112)/216	55 (112)/216	30 (112)/216	17 (112)/216					
59.11	28.52	15.56	8.81					
Table O Socio-economic Class of Respondents								
Gender	Lower Class	Middle Class	Upper Class	Total				
Male	8	87	9	104				
Female	8	92	12	112				
Total	16	179	21	216				

					FINAL SURVEY DATA RESULTS	
	Sample Population					
	Males: 104			Female: 112		
	Has Ever Engaged in Cheating					
	Males			Females		
	YES	77 (74%)	34 (30%)			
	NO	27 (26%)	78 (70%)			
	Instances of Cheating In School					
		Males	Females			
	Elementary	50 (45%)	46 (41%)			
	High School	26 (25%)	27 (24%)			
	College	28 (27%)	39 (35%)			
	Cheated In What Ways			Three answers per respondent		
				Males	Females	
	A. Copying from somebody else's paper			44 (14%)	53 (16%)	
	B. Letting others copy from me			77 (25%)	79 (24%)	
	C. Cribbing (using a kodigo)			20 (6%)	12 (4%)	
	D. Plagiarism			48 (15%)	47 (14%)	
	E. Assignments			59 (19%)	71 (21%)	
	F. On Lab Work			64 (21%)	74 (22%)	
	Feelings While Cheating (Two answers per respondent)					
		Males	Females			
	A. Nervous	44 (21%)	64 (29%)			
	B. Anxious	23 (11%)	46 (21%)			
	C. Guilty	31 (15%)	69 (31%)			
	D. Nothing	69 (33%)	17 (7%)			
	E. Others	41 (20%)	28 (12%)			
	Feelings After Cheating			(two answers per respondent)		
		Males	Females			
	A. Nervous	34 (16%)	28 (12%)			
	B. Anxious	22 (10%)	33 (15%)			

C. Guilty	30 (14%)	53 (24%)		
D. Shame	16 (8%)	41 (18%)		
E. Relieved	26 (13%)	42 (19%)		
F. Nothing	56 (27%)	16 (7%)		
G. Others	24 (12%)	12 (5%)		
Gauge Of Study Habits				
	Males	Females		
A. Less	33 (32%)	22 (20%)		
B. Enough	58 (56%)	67 (60%)		
C. More than enough	13 (12%)	12 (5%)		
Pre-Planned Cheating				
	Males	Females		
A. Yes	22 (21%)	19 (17%)		
B. No	82 (79%)	93 (83%)		
Reasons for Cheating		(Two answers per respondent)		
		Males	Females	
A. You're failing		11 (4%)	28 (13%)	
B. So much pressure too do well		61 (29%)	62 (28%)	
C. Not sure of my answers		78 (38%)	54 (24%)	
D. Instructor is too lax		32 (15%)	44 (20%)	
E. You didn't/ weren't prepared		26 (13%)	36 (16%)	
RESULTS ON ATTITUDES TOWARDS CHEATING			Males	Females
A. "It's ok to cheat because it really doesn't hurt anyone."			4 (4%)	7 (6%)
Strongly Agree			9 (9%)	7 (6%)
Agree			11 (11%)	16 (14%)
Undecided			23 (22%)	39 (35%)
Disagree			57 (55%)	43 (38%)
Strongly Disagree				
B. "It's ok to cheat because everyone would cheat given the right circumstances."				

	Undecided			13 (13%)	17 (15%)
	Disagree			25 (24%)	33 (32%)
	Strongly Disagree			53 (51%)	48 (43%)
	Awareness of the UP Honor Code				
	Males	Females			
Yes	36 (35%)	39 (35%)			
No	68 (65%)	73 (65%)			
	Attendance of Religious Services				
			Males	Females	
A. Once a week			56 (54%)	58 (52%)	
B. Twice-thrice a week			26 (25%)	29 (26%)	
C. Everyday			14 (13%)	16 (15%)	
D. Never			8 (7%)	9 (8%)	
	Social Class of Respondents				
			Males	Females	
A. Lower Class			8 (8%)	8 (7%)	
B. Middle Class			87 (84%)	92 (82%)	
C. Upper Class			9 (9%)	12 (11%)	

QUESTIONNAIRE

I am a BA Behavioral Studies student of the CAS UP Manila, currently undertaking my thesis on Academic Dishonesty. I have chosen to study medical students and I would very much appreciate your participation by spending a little of your time to answer the questionnaire I have prepared. I have placed a box at the BSLR for you to drop your answered questionnaires to be able to protect your identity . Please be rest assured that your answers will be treated with utmost confidentiality.

.....
GENDER : () MALE () FEMALE

REGULAR/IRREGULAR

AGE: _____ YEAR LEVEL I, II, III, IV, V, VI ?

FR. INTARMED PROGRAM /NOT

I. ACADEMIC BACKGROUND

Please place a check on the line corresponding to your answers.

1. Have you ever cheated in school? YES _____ NO _____

If NO , please proceed to Part III of the questionnaire. If YES, when ?

Elementary _____ High School _____ College _____

2. In what ways have you cheated academically?

- a. Looking at/ copying off somebody else's paper during an exam _____
- b. Letting others copy from you during an exam _____
- c. Cribbing (or using a "kodigo") _____
- d. Plagiarism _____
- e. On a lab work _____

3. How did you feel while cheating ?

a. Nervous _____ b. Anxious _____ c. Guilty _____ d. Nothing _____ e. Others _____

4. What did you feel after ?

a. Nervous _____ b. Anxious _____ c. Guilty _____ d. Shame _____
e. Relieved _____ f. Nothing _____ g. Others (please specify) _____

5. If you can gauge your study habits, you could probably say that you studied:

a. Less _____ b. Enough _____ c. More than enough _____

II. EXAMS (The answers to the ff. should be based on present experiences.)

6. Have you cheated recently in an exam? YES _____ NO _____

In which subject? a. Humanities b. Social Sciences c. Mathematics and Physics d. Chemistry

e. Biology f. Human Biology g. Human Illness h. Neurosciences i. FCH

j. Pre-Internship Clinical Experience k. Research Pedagogy and Management

l. Others _____

7. In general, do you plan on cheating before an exam, as opposed to it just spontaneously happening?

YES _____ NO _____ If YES, proceed to NO.8. If NO, continue on to NO.9.

8. If NO, what are the circumstances that tempted you to cheat?

a. Everyone else around you was cheating _____ b. The instructor was out of the room _____

c. The instructor was oblivious to what was happening around him _____ d. Your classmate needed help _____

e. You were unable to prepare for the exam _____

9. What are your reasons for cheating?

a. You're failing _____ b. There is so much pressure to do well _____ c. You are not sure of your answers _____

d. The atmosphere was conducive to cheating _____ e. You didn't study _____

III. ATTITUDES TOWARDS CHEATING

SA - Strongly Agree A - Agree UN - Undecided DA - Disagree SDA - Strongly Disagree

SA A UN DA SDA

10. "It's okay to cheat because it really

doesn't hurt anyone."

11. It's okay to cheat because everyone

would cheat given the right circumstance

12. It's okay to cheat because sometimes

instructors intentionally design tests to

fail students

13. It's okay to cheat because school

creates so much pressure that sometimes

i have to cheat

	SA	A	UN	DA	SDA
14. It's okay to cheat because I'm failing	___	___	___	___	___
15. It's okay to cheat because most instructors probably cheated when they were in school too	___	___	___	___	___

IV. KNOWLEDGE OF THE UP HONOR CODE

16. Are you aware of the UP Honor Code? YES ___ NO ___

17. Have you read it? YES ___ NO ___

18. Does your knowledge of it deter you to cheat? YES ___ NO ___

V. OTHER INFLUENCING VARIABLES

19. How often do you attend mass? Once a week ___ Twice-Thrice a week ___ Everyday ___ Never ___

20. Between which grade point average did you achieve last semester?

1.00-1.25 ___ 1.26 - 1.50 ___ 1.51 - 1.75 ___ 1.76 - 2.00 ___

2.01 - 2.25 ___ 2.26 - 2.50 ___ 2.51 - 2.75 ___ 2.76-3.00 ___

3.00 - below ___

21. Which social class do you think you belong?

Lower Class ___ Middle Class ___ Upper Class ___

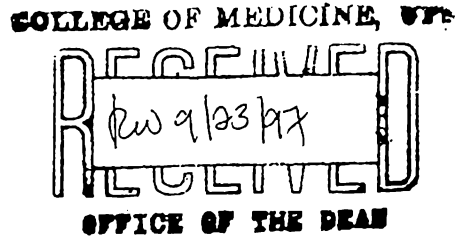
Thank you very much for participating. Should you be interested to see the results of the study, a copy will be given to your library.

LOCATION OF DROP BOX

BSLR	X
Likas	ENTRANCE

September 16, 1997

Amelia R. Fernandez, M.D.
Dean
College of Medicine
University of the Philippines, Manila



Dear Ma'am:

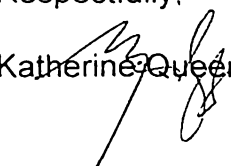
Greetings!

I am a BA Behavioral Studies senior student at the College of Arts and Sciences (CAS) UP Manila and currently undertaking my thesis on Academic Dishonesty among medical students as my study population, and in this regard would like to ask for your permission to conduct my study before the conclusion of this semester, preferably the first week of October, 1997. I am aware that your students will be very busy by then, but that it is vital that the study be conducted on a time that academic dishonesty is hypothesized to be greatest because of the student's mounting workload.

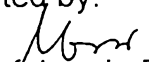
I promise not to cause any disruption during the conduction of my survey questionnaire, and that I will provide the UP College of Medicine a copy of my thesis upon its final approval. I have also included herein a copy of my survey questionnaire for your approval and or suggested revisions if any.

Hoping for your kind consideration and favorable response on the matter.

Respectfully,


Katherine Queenie G. Garcia

Noted by:


Prof. Laurie Ramiro
Thesis Adviser
Manila Studies Program

9-23-97

Approved For the Dean


SEP 24 1997