The Relationship of General Deviance to Academic Dishonesty

An Honors Thesis

By

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Abstract

There is ample evidence that a significant number of students cheat. Why do some individuals cheat? Some researchers have proposed that students cheat because they believe it is acceptable in some situations. An alternative to this situational viewpoint is that cheating is just one manifestation of a larger pattern of deviance. The purpose of this study was to examine the relationship between cheating and other forms of deviant behavior. A factor analysis of thirteen deviant variables yielded 5 factors. Of these factors, the Unreliability and the Driving Behaviors Factors correlated with cheating.
The Relationship of General Deviance to Academic Dishonesty

There is ample evidence that a significant number of students cheat. Researchers have found that about fifty percent of college students have cheated at some point during their academic careers (see review by Whitley, 1998). Not only is cheating commonplace, but it has become so prevalent that students are willing to openly discuss how to cheat. For example, LaBeff, Clark, Hines and Diekhoff (1990) noted that some individuals “almost bragged” about their cheating methods when completing a cheating survey, and Moffatt (1990) has observed that “The university at the undergraduate level sounds like a place where cheating comes almost as naturally as breathing, where it's an academic skill almost important as reading, writing and math” (p. 2). These research findings and personal observations indicate that many college students believe that cheating is an acceptable behavior.

Why do some individuals cheat? Most of the research on this question has focused on the roles of demographic variables such as age, sex, year in college, and individual difference variables such as personality, attitudes, and perceived norms (see review by Whitley, 1998). Other research has investigated the relationship of institutional characteristics to cheating. For example, in their national survey of colleges and universities, McCabe and Trevino (1992) found no difference in cheating among private and public institutions. However, they found that students were less likely to cheat in schools with honor codes, possibly due to peer pressure to abide by the codes.

More recently, some researchers have proposed that students cheat because they believe that, although cheating is bad in general, it is acceptable in some specific situations (LaBeff, et al. 1990; McCabe, 1993). LaBeff et al. characterized this situational ethics
perspective as the belief that "what is wrong in most situations might be considered right or acceptable if the end is defined as appropriate" (p. 191). For example, a student might justify having cheated on an exam because illness prevented him or her from studying. This viewpoint implies that cheating is situation specific and thus unrelated to other forms of deviance and rule breaking.

An alternative to the situational ethics viewpoint is that cheating is just one manifestation of a larger pattern of deviance. For example, research has shown that relationships exist between cheating and other forms of minor deviance such as theft from employers (Hilbert, 1985), failure to use seat belts (Kelley et al., 1985), and shoplifting (Beck & Ajzen, 1991). Furthermore, Forsyth and Berger (1982) found that individuals who endorse situationism as an ethical philosophy are no more likely to cheat than those who abide by other ethical philosophies. Consequently, cheating may be just one manifestation of a general pattern of minor deviance in some people's lives. The purpose of this study was to examine the relationship between cheating and other forms of deviant behavior; if such a relationship exists, it would call the situational ethics view of cheating into question. Although previous research has examined the relationship between cheating and individual forms of minor deviance, this study will go further by including multiple forms of deviance.

Method

Participants

Participants were 81 male and 148 female introductory psychology students who took part in the study for partial fulfillment of a course requirement. Those over twenty-four years of age were excluded to focus the analysis on traditional-age college students. The mean age of the participants was 18.9 years (range 18 to 24) with a standard deviation of 1.1 years.
Measures

A 102-item questionnaire consisting of two parts was developed by the investigator (see Appendix A). Part 1 included questions pertaining to the respondents' involvement in academic dishonesty during the prior six months. Participants were asked the number of times they had cheated on tests in the past six months; those who reported cheating at least once were classified as cheaters for this research. This part of the questionnaire also included items concerning attitudes toward cheating and other variables not used in this study.

The second part of the questionnaire asked participants whether they had engaged in a set of minor deviant behaviors and how often they had engaged in such behaviors. Included were questions about alcohol and tobacco use, driving violations and minor forms of theft. The questions were designed to ask about minor deviant behaviors college students were likely to have engaged in. Included in this section was a more formal measure (developed by Fox & Spector, 1997) that assessed negative work behaviors (e.g. purposely did your work incorrectly).

Procedure

Participants filled out the questionnaire in a classroom environment with eight to sixteen participants per session. After completing the questionnaire, they were debriefed and given credit for participation.

Results

Preliminary Analyses

The first step in the data analysis was undertaken to identify and eliminate deviance variables that only a few participants reported having engaged in. Retaining such variables could have led to restriction of range problems in the other data analysis steps. Variables
were retained for analysis if at least 80% of respondents reported engaging in them. This procedure reduced the number of items for analysis to thirteen (see Table 1).

The second step in the data analysis was a principle components factor analysis of the thirteen deviance variables using varimax rotation. This procedure resulted in the extraction of five factors with eigenvalues greater than 1.0 accounting for 64% of the variance. Table 1 presents the factor loadings of the 13 items. A minimum factor loading of .5 was used as the criterion for assigning a variable to a factor. Factor I appears to measure excessive drinking behaviors, and was labeled the Alcohol Factor. Factor II included marijuana use, buying cigarettes for minors and smoking. This factor appears to measure risky behaviors, and it was labeled the Risky Behaviors Factor. Factor III consisted of unsafe driving behaviors and so was labeled Driving Behaviors Factor. Factor IV included skipping class, lying to friends, and negative work behaviors. These items seem to represent unreliability and was labeled the Unreliability Factor. Factor V consisted only of minor theft and was labeled the Theft Factor. Factor scores were computed for each of these factors and used as dependent variables in subsequent analyses.

**Cheating Rates**

Overall, 33% of participants were classified as cheaters. There were no sex differences in self reported cheating: 38% of males were classified as cheaters and 32% of females were cheaters, t(227) = 0.91, ns.

**Correlates of Cheating**

Analyses of variance were conducted with sex of participant and cheating as independent variables and participants’ scores on the five factors as dependent variables. As shown in Table 2, the Driving factor, F(1,219) = 12.84, p < .001 and the Unreliability factor
were correlated with cheating. The Alcohol, Risky Behaviors and the Theft factors did not correlate with cheating. These results indicate that participants who engage in excessive driving behaviors and are unreliable are more likely to cheat.

**Sex of Participant**

Sex differences were found on the Risky Behaviors factor, \( F(1,219) = 8.23, p < .01 \), and on the Driving factor \( F(1,219) = 4.50, p < .05 \). These results indicate that men are more likely to engage in risky behaviors and drive recklessly than women.

**Discussion**

As predicted, patterns of minor deviance were found to be related to cheating, although relationships were found for only two of the five deviance factors studied. These results provide some evidence contrary to the situational point of view of cheating, which holds that cheating on a test is acceptable in some specific situations, and in favor of viewing cheating as one component of a broad pattern of deviant behaviors. In addition, the results are consistent with previous research on gender differences in cheating and other deviance. Females were less likely to engage in some deviant behaviors than were men (e.g. Tibbets & Herz, 1996), but were as likely to cheat (see Whitley, 1998).

The two factors that were found to be related to cheating in this study were the Unreliability factor and the Driving Behaviors factor. The unreliability factor seems to have a strong conceptual relationship to cheating. Those who engage in unreliable behaviors may be more likely to cheat because of a cynical focus on promoting their own gain and a lack of consideration for the effects their behavior has on others. Further, those who lie to their friends and cheat at work may be more likely to cheat academically because dishonesty may be part of their general attitude toward life.
However, the Driving Behaviors factor has less obvious links to cheating. One possible explanation for the relationship may be that one sees the consequences of speeding, running a red light and not wearing a seat belt to be more short-term, compared to such behaviors as drinking, risky behaviors and theft. Receiving a ticket and a fine may be considered short-term consequences compared to a hospital visit or a jail term. Similarly, people who cheat academically may see the consequences of being caught as short term. Someone who receives a ticket may perceive the fine for the violation as a rather minor punishment, similar to the consequences of lying, skipping class and irresponsible work behaviors. The consequence of getting caught for driving haphazardly is to pay a fine. The result of skipping class, lying, and letting some work slide is a reprimand, which may be looked on as a small consequence.

Perceptions of the normativeness of the behavior may also be a factor in why driving is related to cheating. One may perceive excessive drinking, risk taking and shoplifting to be extreme behaviors limited to an unusual type of person, but perceive minor interpersonal unreliability and driving violations to be characteristic of most people. That is, the latter behaviors may be seen to be supported by social norms because most people perform them. Whitley (1998) cites sixteen studies that found that those who believe social norms permit cheating are more likely to cheat. People may be cheating and driving recklessly because social norms permit it. Students have the attitude that cheating is a normal behavior.

Overall, cheating and may not be as situational as some researchers have thought. More research is needed to clarify the nature of these findings such as interaction effects between variables mentioned in this study.
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References


### Table 1.

**Factor Loadings of Deviance Variables**

<table>
<thead>
<tr>
<th></th>
<th>Alcohol</th>
<th>Risky Behaviors</th>
<th>Driving</th>
<th>Unreliability</th>
<th>Theft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol use</td>
<td>.78</td>
<td>.35</td>
<td>.05</td>
<td>.06</td>
<td>-.01</td>
</tr>
<tr>
<td>Binge Drinking</td>
<td>.77</td>
<td>.41</td>
<td>.12</td>
<td>.02</td>
<td>-.02</td>
</tr>
<tr>
<td>Drunk</td>
<td>.76</td>
<td>-.07</td>
<td>.06</td>
<td>.02</td>
<td>.06</td>
</tr>
<tr>
<td>Marijuana use</td>
<td>.34</td>
<td>.72</td>
<td>-.05</td>
<td>.01</td>
<td>.09</td>
</tr>
<tr>
<td>Buy Tobacco</td>
<td>.05</td>
<td>.64</td>
<td>.12</td>
<td>.17</td>
<td>.43</td>
</tr>
<tr>
<td>Cigarette use</td>
<td>.31</td>
<td>.54</td>
<td>.26</td>
<td>.06</td>
<td>-.29</td>
</tr>
<tr>
<td>Speeding</td>
<td>.08</td>
<td>-.06</td>
<td>.80</td>
<td>.08</td>
<td>.14</td>
</tr>
<tr>
<td>No Stop</td>
<td>.07</td>
<td>.00</td>
<td>.76</td>
<td>.11</td>
<td>-.07</td>
</tr>
<tr>
<td>No Seat Belt</td>
<td>.01</td>
<td>.40</td>
<td>.69</td>
<td>-.07</td>
<td>-.00</td>
</tr>
<tr>
<td>Skip Class</td>
<td>.17</td>
<td>.09</td>
<td>-.05</td>
<td>.65</td>
<td>-.18</td>
</tr>
<tr>
<td>Lie to Friends</td>
<td>.08</td>
<td>-.30</td>
<td>.14</td>
<td>.61</td>
<td>.27</td>
</tr>
<tr>
<td>Work Behaviors</td>
<td>-.22</td>
<td>.32</td>
<td>.14</td>
<td>.60</td>
<td>.02</td>
</tr>
<tr>
<td>Theft</td>
<td>.03</td>
<td>.08</td>
<td>.02</td>
<td>-.03</td>
<td>.85</td>
</tr>
</tbody>
</table>

*Note:* Boldface type indicates assigned factors.
Table 2.

Mean Factor Scores For Male and Female Students Who Did and Did Not Cheat

<table>
<thead>
<tr>
<th>Factors</th>
<th>Cheated</th>
<th>Sex</th>
<th>F(1, 219)</th>
<th>F(1, 219)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>Yes</td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Alcohol</td>
<td>-.01</td>
<td>.01</td>
<td>.10</td>
<td>.04</td>
</tr>
<tr>
<td>Risky Behaviors</td>
<td>-.01</td>
<td>.03</td>
<td>2.43</td>
<td>.05</td>
</tr>
<tr>
<td>Driving</td>
<td>-.05</td>
<td>.08</td>
<td>12.84***</td>
<td>.06</td>
</tr>
<tr>
<td>Unreliability</td>
<td>-.05</td>
<td>.11</td>
<td>13.64***</td>
<td>.03</td>
</tr>
<tr>
<td>Theft</td>
<td>-.04</td>
<td>.08</td>
<td>3.44</td>
<td>.03</td>
</tr>
</tbody>
</table>

*p<.05. **p<.01. ***p<.001.
Appendix A
ACADEMIC BEHAVIORS STUDY
Section 1: Demographic Information

Instructions: Please tell us a little bit about yourself.

1. What is your age? _____

2. What is your sex? Circle one: Female Male

3. What is your major or what subject do you plan to major in? If you have not decided on a major, write “undecided” on the line.

4. What is your academic standing? Circle one: Freshman Sophomore Junior Senior

5. Please describe your current living arrangements by putting an X on the line next to one of the following categories:
   _____ On campus in a residence hall
   _____ On campus in a university-owned apartment
   _____ Off campus in a student apartment
   _____ Off campus with a parent, parents, or guardian

6. For how many hours per week are you employed? If you do not currently have a job, write 0 on the line.

   _____

7. What is your marital status? Circle one: Single Married Divorced

Section 2: Academic Behavior

Instructions: Please think about the courses that you took during the last 6 months (including courses in high school) and answer each of the following questions about those courses. If the answer to any question is “none” or “zero,” please write that in the space provided for the answer.

8. What was the total number tests or exams in all the courses? _____

9. Did you ever cheat on any test or exam in these courses? Circle one: Yes No

10. If you answered yes to the last question, on how many of the tests or exams did you cheat?

   _____

11. Did you ever use a FALSE excuse to get out of taking any test or exam on time? Circle one:

    Yes No
12. If you answered yes to the last question, for how many of the tests exams did you use a false excuse so you could take it late? _____

13. Did you ever use a LEGITIMATE or TRUE excuse to get get out of taking a test or exam on time?

Circle one: Yes No

14. If you answered yes to the last question, for how many of the tests or exams did you use a legitimate or true excuse so you could take it late? _____

Section 3: Attitudes Toward Academic Dishonesty

Instructions: In this questionnaire, we are interested in learning your attitudes toward two forms of academic dishonesty—cheating and using a false excuse to get out of taking a test on time. You will be asked to complete the same items twice, once for each form of academic dishonesty. Each item will be in what is called a bipolar format, which consists of two opposite adjectives with the numbers from 1 to 7 in between. For example,

I like vanilla ice cream.

Agree strongly 1 2 3 4 5 6 7 Disagree strongly

If you liked vanilla ice cream very much, you would circle 1; if you disliked it very much, you would circle 7; if you liked it somewhat, but not a lot, you might circle 2, and so forth. Please circle one and only one number for each adjective pair.

For this questionnaire, we want your attitudes toward these behaviors in general, not how you feel about them relative to any particular course.

Attitudes Toward Cheating

Please rate the concept of cheating on each of the following scales:

15. good 1 2 3 4 5 6 7 bad
16. pleasant 1 2 3 4 5 6 7 unpleasant
17. foolish 1 2 3 4 5 6 7 wise
18. useful 1 2 3 4 5 6 7 useless
19. unattractive 1 2 3 4 5 6 7 attractive

Please circle the number that best represents your response to each of the following statement:

20. If I cheated on a test or exam, most of the people who are important to me would not care 1 2 3 4 5 6 7 disapprove
21. For me to cheat on a test or exam is
   easy 1 2 3 4 5 6 7 difficult

22. If I had the opportunity, I would cheat on a test or exam.
   likely 1 2 3 4 5 6 7 unlikely

23. I would not feel guilty if I cheated on a test or exam.
   true 1 2 3 4 5 6 7 false

24. No one who is important to me thinks that it is OK to cheat on a test or exam.
   agree 1 2 3 4 5 6 7 disagree

25. If I want to, I can cheat on a test or exam.
   true 1 2 3 4 5 6 7 false

26. I would never cheat on a test or exam.
   true 1 2 3 4 5 6 7 false

27. Cheating on a test or exam goes against my principles.
   likely 1 2 3 4 5 6 7 unlikely

28. Most people who are important to me will look down on me if I cheat on a test or exam.
   likely 1 2 3 4 5 6 7 unlikely

29. I can imagine times when I might cheat on a test or exam even if I hadn’t planned to.
   likely 1 2 3 4 5 6 7 unlikely

30. It would be morally wrong for me to cheat on a test or exam.
   likely 1 2 3 4 5 6 7 unlikely

31. Even if I had a good reason, I could not bring myself to cheat on a test or exam.
   likely 1 2 3 4 5 6 7 unlikely

32. I may cheat on a test or exam in the future.
   true 1 2 3 4 5 6 7 false
Attitudes Toward Using A False Excuse

Please rate the concept of using a false excuse to get out of taking a test or turning an assignment in on time on each of the following scales:

33. good 1 2 3 4 5 6 7 bad
34. pleasant 1 2 3 4 5 6 7 unpleasant
35. foolish 1 2 3 4 5 6 7 wise
36. useful 1 2 3 4 5 6 7 useless
37. unattractive 1 2 3 4 5 6 7 attractive

Please circle the number that best represents your response to each of the following statement:

38. If I used a false excuse to get out of taking an exam or turning an assignment in on time, most of the people who are important to me would
not care 1 2 3 4 5 6 7 disapprove
39. For me to use a false excuse to get out of taking an exam or turning an assignment in on time is
easy 1 2 3 4 5 6 7 difficult
40. If I had the opportunity, I would use a false excuse to get out of taking an exam or turning an assignment in on time
likely 1 2 3 4 5 6 7 unlikely
41. I would not feel guilty if I used a false excuse to get out of taking an exam or turning an assignment in on time.
true 1 2 3 4 5 6 7 false
42. No one who is important to me thinks that it is OK to use a false excuse to get out of taking an exam or turning an assignment in on time.
agree 1 2 3 4 5 6 7 disagree
43. If I want to, I can use a false excuse to get out of taking an exam or turning an assignment in on time.
true 1 2 3 4 5 6 7 false
44. I would never use a false excuse to get out of taking an exam or turning an assignment in on time.
true 1 2 3 4 5 6 7 false
45. Using a false excuse to get out of taking an exam or turning an assignment in on time goes against my principles.

likely 1 2 3 4 5 6 7 unlikely

46. Most people who are important to me will look down on me if I use a false excuse to get out of taking an exam or turning an assignment in on time.

likely 1 2 3 4 5 6 7 unlikely

47. I can imagine times when I might use a false excuse to get out of taking an exam or turning an assignment in on time even if I hadn't planned to.

likely 1 2 3 4 5 6 7 unlikely

48. It would be morally wrong for me to use a false excuse to get out of taking an exam or turning an assignment in on time.

likely 1 2 3 4 5 6 7 unlikely

49. Even if I had a good reason, I could not bring myself to use a false excuse to get out of taking an exam or turning an assignment in on time.

likely 1 2 3 4 5 6 7 unlikely

50. I would never use a false excuse to get out of taking an exam or turning an assignment in on time.

true 1 2 3 4 5 6 7 false

Section 4: Work Behaviors

Instructions: Have you been employed either full-time or part-time for at least 4 weeks during the past 6 months? Student employment at Ball State or elsewhere counts for this purpose. If not, please put a check mark here: _____ and go on to Section 5. Otherwise, continue with this section.

Listed below are a number of behaviors that people can perform while at work. For each behavior, circle the number that best represents how often you have performed each behavior during the last 6 months.

51. Purposely wasted company material or supplies.

1 Never 2 Rarely 3 Sometimes 4 Somewhat Often 5 Quite Often 6 Extremely Often

52. Daydreamed rather than did your work.

1 Never 2 Rarely 3 Sometimes 4 Somewhat Often 5 Quite Often 6 Extremely Often
53. Purposely ignored your boss.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

54. Complained about insignificant things at work.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

55. Told people outside the job what a lousy place you work at.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

56. Purposely did your work incorrectly.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

57. Felt good when something went wrong.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

58. Seriously considered quitting your job.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

59. Purposely came late to work or came back from lunch breaks late.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

60. Stayed home from work and said you were sick when you were not.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>

61. Purposely did not work hard when there were things to be done.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Somewhat Often</th>
<th>Quite Often</th>
<th>Extremely Often</th>
</tr>
</thead>
</table>
62. Purposely damaged a valuable piece of property or equipment belonging to your employer.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

63. Purposely littered or dirtied your place of work or your employer’s property.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

64. Taken any kind of drug at work to get high (including alcohol).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

65. Taken supplies, equipment, or other things from work without permission.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

66. Tried to cheat your employer.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

67. Failed to help a coworker.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

68. Withheld work-related information from a coworker.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
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<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

69. Played a practical joke on someone at work.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Rarely</td>
<td>Sometimes</td>
<td>Somewhat Often</td>
<td>Quite Often</td>
<td>Extremely Often</td>
</tr>
</tbody>
</table>

70. Purposely interfered with someone else doing their job.

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<td>Extremely Often</td>
</tr>
</tbody>
</table>
71. Started or continued a harmful or damaging rumor at work.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

72. Blamed coworkers for errors that you made.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

73. Started an argument with someone at work.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

74. Been nasty to a fellow worker.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

75. Took something that belonged to a coworker without permission.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

76. Verbally abused a coworker.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

77. Physically attacked a coworker.

1  2  3  4  5  6
Never Rarely Sometimes Somewhat Often Quite Extremely Often

Section 5: Miscellaneous Behaviors

Instructions: Please answer the following questions by checking “Yes” or “No,” or by writing a number on the line following the question.

78. How many cigarettes do you smoke each day? If you do not smoke, put an “X” on the line.
79. Do you currently use smokeless tobacco (such as chewing tobacco or snuff) every day or almost every day?

   Yes          No  I do not use smokeless tobacco

80. During the past month, about how many alcoholic beverages have you had per week? One beverage is equal to one can of beer or one glass of wine or one regular mixed drink. If you do not drink alcoholic beverages, put an “X” on the line.

81. Do you ever drink to get drunk?

   Yes          No  I don’t drink alcoholic beverages.

82. During the past month, how many times have you consumed more than 4 drinks of alcohol on one occasion? One drink is equal to one can of beer or one glass of wine or one regular mixed drink. If you do not drink alcoholic beverages, put an “X” on the line.

83. During the past year, how many times have you driven while intoxicated? If none, put “0” on the line. If you do not drink alcoholic beverages, put an “X” on the line.

84. During the past year, how many times have you used an illegal drug other than marijuana? If you have never used an illegal drug other than marijuana, put an “X” on the line.

85. During the past year, how many times have you used marijuana? If you have never used marijuana, put an “X” on the line.

86. Do you have any tattoos?

   Yes          No

87. During the past month, how many of your classes did you miss when you could have gone? If none, put “0” on the line.

88. During the past year, how many times have you taken something from a store without paying for it? If none, put a “0” on the line. If you have never done this, put an “X” on the line.
89. During the past month, how many times have you driven more than 10 miles per hour over the speed limit on an interstate highway? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

90. During the past month, how many times have you driven more than 10 miles per hour over the speed limit on a two lane highway? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

91. During the past month, how many times have you driven more than 10 miles per hour over the speed limit on a city or town street? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

92. During the past month, how many times have you run a red light or stop sign? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

93. During the past month, how many times have you driven more than 1 mile without using a seat belt? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

94. During the past year, how many times have you cheated on your boyfriend or girlfriend? If none, put a “0” on the line. If you did not have a boyfriend or girlfriend during the past year, put an “X” on the line. If you are married, put an “M” on the line.

95. During the past month, how many times have you lied to a friend or friends? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

96. During the past month, how many times have you “J-walked” across a street? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

97. During the past year, how many times have you purchased tobacco products such as cigarettes for someone who was not of legal age to purchase them? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

98. During the past year, how many times have you used a fake ID to get into a bar or liquor store? If none, put a “0” on the line. If you have never done this, put an “X” on the line.
99. During the past year, how many times have you taken something that belonged to someone else without the owner's permission? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

______

100. During the past year, how many times have you taken something (such as an ashtray or sign) from a business establishment (such as a restaurant or parking garage) when you weren't supposed to? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

______

101. During the past year, how many times have you taken something (such as a lawn ornament) from in front of a house without the owner's permission? If none, put a “0” on the line. If you have never done this, put an “X” on the line.

______

Please go on to the next page
Section 6: Emotional Reactions to Cheating

Note: If you have not cheated on an exam during the last 6 months, skip this section and go on to Section 7.

Instructions: Listed below are a number of adjectives that can be used to describe emotional reactions to events. Some of these words, such as comfortable, describe positive emotions; some, such as dissatisfied, describe negative emotions; and some, such as muddled, describe situations in which one has mixed emotions or isn't sure what kind of emotion one is experiencing. We would like you to think back to the most recent time that you cheated on an exam and use the words listed below to describe how you felt about cheating on that occasion. Because it is possible to feel positive, negative and mixed emotions all at the same time, rate each word on how well it describes your emotional reaction to having cheated independently of the other emotions you felt at the time. Please use the scale below to rate each word by writing the appropriate number on the line next to the word. To save space, the words are listed in three columns; please rate all the words.

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<td>Afraid</td>
<td>Good</td>
<td></td>
<td></td>
<td>Rewarding</td>
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<td>Happy</td>
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<tr>
<td>Delighted</td>
<td>Muddled</td>
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<tr>
<td>Dissatisfied</td>
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Section 7: Emotional Reactions to Being Tempted to Cheat

**Note:** We are interested in a situation during the past six months in which you have been TEMPTED TO CHEAT ON AN EXAM BUT DID NOT CHEAT. The temptation could have come either before or during the exam; it doesn't matter which. If you have never been tempted to cheat on an exam during the past six months or have not resisted a temptation to cheat on an exam during the past six months, stop here; you have completed the questionnaire. Thank you for your participation.

**Instructions:** Listed below are a number of adjectives that can be used to describe emotional reactions to events. Some of these words, such as **comfortable**, describe positive emotions; some, such as **dissatisfied**, describe negative emotions; and some, such as **muddled**, describe situations in which one has mixed emotions or isn't sure what kind of emotion one is experiencing. We would like you to think back to the **most recent time** that you have been tempted to cheat on an exam but did not cheat, and use the words listed below to describe how you felt about resisting the temptation on that occasion. Because it is possible to feel positive, negative and mixed emotions all at the same time, rate each word on how well it describes your emotional reaction to having resisted the temptation to cheat independently of the other emotions you felt at the time. Please use the scale below to rate each word by writing the appropriate number on the line next to the word. To save space, the words are listed in three columns; please rate all the words.

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You have completed the questionnaire; thank you for your participation.