



## CLASSROOM MISBEHAVIOR ROADMAP TO MALPRACTICES AND CORRUPTION: A PHENOMENOLOGICAL STUDY

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### ABSTRACT

*The purpose of this research is to explore and understand the classroom cheating dishonesty, misbehavior and malpractices in the academe among college students and to investigate the ways and reasons why they engaged in this kind of malpractice as a live experience. Thus, the descriptive and qualitative types of research were employed for the phenomenological approach. There were two hundred third-year and fourth-year college students who were the participants and ten participants were deeply qualitatively engaged. The involved universities and colleges were in the tough school on their “best practices” on “good moral and right conduct.” Based on the data gathered, 50% of the students admitted to have done cheating, dishonesty, misbehavior and malpractices during exams. FGD disclosed four themes, namely: employing fraudulent styles, direct replication of answers, advanced information, and collaboration or teamwork. Likewise, the unveiled reasons were clustered themes on incomprehensible lessons, personal irresponsibility, the leniency of the proctor, academic anxiety, peer pressure, parental pressure, and economic reason. To lessens the misbehavior and malpractices, the participants suggested a parameter gate guard on clear policy, providing larger spaces during exams, a regulation-oriented proctor, and setting the classroom a conducive place for the examination.*

**Keywords: Cheating \_ Misbehavior \_ Malpractices \_ Corruption**

### INTRODUCTION

Academic dishonesty like internet plagiarism is a phenomenon that can never be stopped among students both in public and private schools. Misbehavior, dishonesty, and malpractices escalate among college students (Cahit et al., 2019). Studies suggest that up to 70% of student's cheat at least once, while in college, and that up to 25% of those students have cheated more than once. Results of the investigation claim that studies conducted on academic integrity revolved around cheating, misbehavior, dishonesty, and malpractices on assignments and examinations by elementary, high school, and college students (Al Qahtani et al., 2016). This is also proven by the result of a national survey published in Education Week that 76 percent of the students surveyed admitted to having cheating and dishonesty of 54 percent admitted to having Internet plagiarism. This issue of plagiarism has also been confirmed by Sapancı, et al, (2018). The result showed that 38 percent of the students surveyed, indicated that they had engaged in Internet plagiarism. Likewise, cheating and dishonesty

are intentionally deceiving the instructors by using a variety of “unauthorized materials” for an assignment or exam (Yiğit, 2018).

According to scholars, this misconduct began in the first Chinese Civil Service Exams thousands of years ago despite the penalty of death for both examinee and examiner (Ramberg et al, 2019). Though this phenomenon was given much attention in the early half of the century (Gramvek et al, 2018); however, here in the Philippines like in any other western country, it is only a few were convinced of the effectiveness and usefulness of cheating policies; that is why, there is still a perceived pervasiveness of cheating among college students (Ramberg et al, 2019). They added to say that the conventional level of moral reasoning appears to be common when students cheat by giving out answers. This means that students are more driven by their relationships with others when they share answers during examinations.

The values and ethics of the students since they are our tomorrow's leaders are already infected and contaminated with this dishonesty, misbehavior, and malpractices. However, with the increasing competition brought by demands of time and space, students are pressured to choose decisions that made them to engage in some forms of academic misconduct (Jereb, et al, 2018). In academe, students are being pressured with academic requirements which their mentors bombarded them. With these academic demands, students resorted to academic dishonesty to cope with these requirements over time. Classroom phenomenon and this context have sparked researcher curiosity to investigate why students are doing this misbehavior, malpractices, and or dishonesty during examination, assignments, and projects and by copying and pasting other writer's work and claiming it as their own.

## METHODS

In conducting qualitative information from this research, there are four types of data gathering methods employed as categorized. These are (1) participation in the setting, (2) direct observation, (3) in-depth FGD, and (4) documentary analysis. In this research study, the researchers utilized the in-depth FGD most often as centrality in gathering legate qualitative data.

Moreover, prior to the conduct of the study, permission from the School President of the College/University through a letter allowing us to conduct the FGD to the participants of the study. After the permission was granted, letters to the Program Heads noted by the School President were sent asking them also the permission for the conduct of this research study. After the grant of the necessary permission, FGD guide questions were prepared and formulated and validated by some experts. Then, the next step the 200 participants to be included in the in-depth FGD with the help of the students whom they know about those who cheat, dishonesty, misbehavior, and malpractices during exams. In this step, participants have a live experience of the phenomenon being studied (Gomez, 2022).

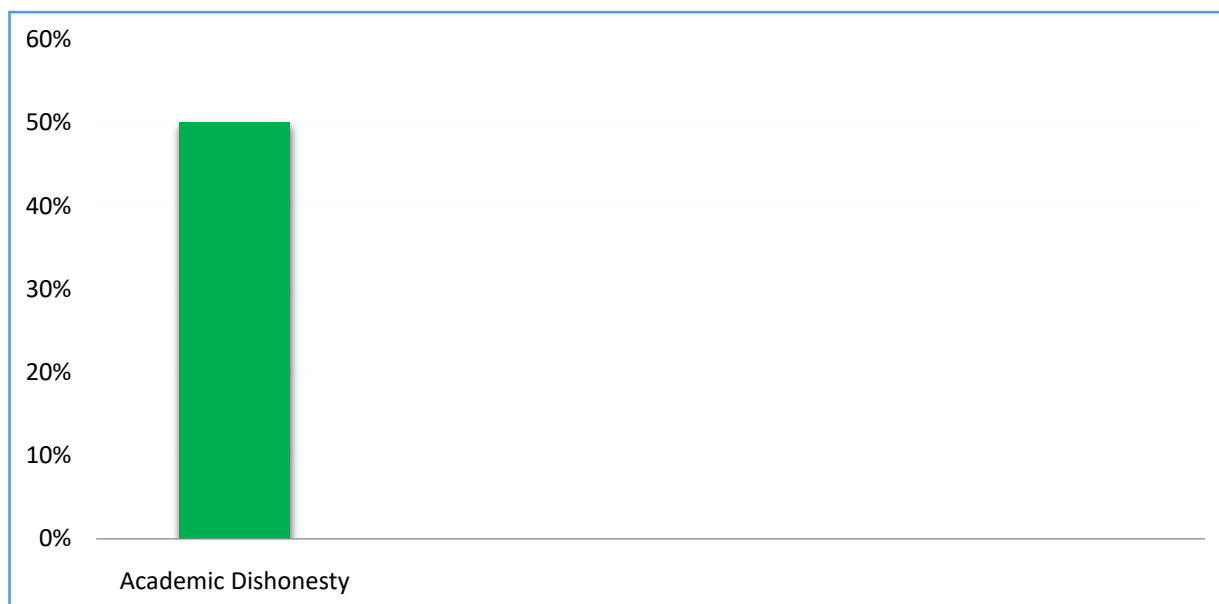
After identifying the 200 participants, they were asked to sign a consent form prior to the FGD; the protocol designed in the data gathering was properly explained and discussed to the participant so with their rights to confidentiality (Gomez, 2021). Next, the preparation of all needed materials was done such as field notes, audio-video recorder, and the FGD guide questionnaire (Tracy, 2022).

Finally, the FGD researcher-made questionnaires were administered to the 200 identified participants of the research study. Then, the in-depth FGD to the ten participants were administered to get hold of the data that was needed for qualitative inquiry. After the

data was gathered, the documented responses were transcribed verbatim and the transcripts were categorized into cluster themes and sub-themes. The Colaizzi technique in getting the cluster themes and sub-themes so with the formulated meaning and the significant statement during the FGD was the bases for analyzing and extracting the themes for thorough processing and validating.

## RESULTS AND DISCUSSION

This section presents, analyze and interpret the results of the inquiry. The researcher started the quantitative part by showing the percentages of the student participants who engaged in academic cheating, dishonesty, misbehavior, and malpractices. The results are shown through bar graphs, followed by the qualitative results by uncovering the themes extracted after an in-depth analysis of the cluster themes and sub-cluster themes with their formulated meaning and the significant statement made by the participants' responses during the FGD.



The bar graph shows the Overall Results (OR) conducted for 200 participants. It shows that 50% of the students engaged in academic cheating, dishonesty, misbehavior, and malpractices during exams. It further implies that students have the tendency to do those mentioned not good actions during exams and other academic endeavors. This result is supported by the report made by the Eberly Center (2022) of Carnegie Mellon University which maintained that “academic practices” are endemic in all levels of education. Even in the five big universities in the United States as they quoted that there was a study showed that 20% of students started cheating as malpractices in their first grade. Therefore, this malpractice is the carry-over of their behavior at home.

### Understanding of Students on Cheating, dishonesty, misbehavior, malpractices and Plagiarism

Gaining the trust of the participants to share their own life experiences and stories about the phenomenon being studied is one of the most difficult tasks that the researcher would face as we probe the questions during the FGD. In this endeavor, we are in the dilemma of how our participants would really trust us and share their lived experiences since some of them are not familiar. However, the assurance of utmost confidentiality helped us to explore and discover their experiences. Hereunder are the data, we gathered from our

participants. The results are tabulated according to cluster themes and sub-themes were extracted based on their responses which are the bases for the formulated meaning and arriving at their significant statement. Here are the results of their life experiences of cheating, dishonesty, misbehavior, and malpractices before and during the exams.

**Table 1. Understanding of Students on Cheating, dishonesty, misbehavior, malpractices and Plagiarism**

Cluster Themes	Sub-themes
Academic Fraud	<ul style="list-style-type: none"> <li>● bad.</li> <li>● not good.</li> <li>● not right.</li> <li>● a kind of stealing.</li> <li>● an evil thing.</li> <li>● unfair.</li> <li>● dishonesty.</li> </ul>
Leading to a Habitual Act	<ul style="list-style-type: none"> <li>● It can become a practice until old age.</li> <li>● If not caught, cheating is repeated.</li> </ul>
Leading to Students' Dependency	<ul style="list-style-type: none"> <li>● Students / Cheaters become dependent.</li> <li>● Nothing is learned.</li> <li>● Students become lazy.</li> <li>● Students are not learning.</li> <li>● Not helpful to students.</li> </ul>

### Academic Fraud

The researcher devised probing for information to draw the participant innermost insights on cheating, misbehavior, dishonesty, plagiarizing, and malpractices. Since they experienced the phenomenon explored, the thinking is that it would be fine to cheat; however, they explicitly expressed that these acts are bad, not good, not right because it is a kind of stealing, it is an evil thing, it is unfair. They seemed not experiencing the phenomenon. To sum up their insights, it is dishonesty or malpractice. Based on these core ideas, it can be inferred that cheating and plagiarizing are a kind of academic fraud, which came out as the first major theme after doing the thematic analysis. This result is supported by the transcript to wit:

**“...lagi Ma’am tinuod nga dili maayo ang buhat sa tinun-an nga mangudigo; dautan man giyud apan ang uban mo ingon man nga “normal.” Hinoon, sa akua dili mayo nga mangudigo kay kana pagpamakak ug dautan (P\$110, P\$171).**

*... (yes Ma’am it is true that it is not right doing of the students to cheat; it’s an evil thing. Others said it’s normal, but for me it’s not. It is not good because it is a lie and evil).*

This idea is supported by another participant. Shy and hesitant to share, expressed their notion which supports to the previous statement that says:

**... ako man ma batian nga dili giyud patas ang magtutudlo kay gi tugutan man nga ang pag pangudigo mahitabo. Usahay ma tintal baya usab ako pag pangudigo pero tungud kay ang tuyo makakat-on man sakto nalang ang grado nga akong na dawlat (P\$17, P\$29).**

*... (I can feel it is unfair because teachers allow this to happen. Sometimes I am tempted to cheat but if the goal is to learn, I am satisfied to the grade that I received).*

Participants also shared of what they feel about academic cheating, dishonesty, misbehavior and malpractices. They disclose in their statement that:

**... dili patas kanako tungud kay nagtuon man ko ug ang uban nga wa' mag tuon sila hinoon ang dako'g grado (P§12, P§29, P§45, P§95).**  
*... (unfair on me because I'm studying and others who are not study they have better grades than us).*

### **Leading to a Habitual Act**

This theme has also emerged after categorizing the cluster themes of the participants. Other participants expressed that if this morally reprehensible act continues, it leads to a habit. The transcript of the four participants are shown to wit:

**... Pagmasugdan na gani na Ma'am ug cheat madala na na pagkadako na. Magsigi na lang ug cheat kay naanad naman (P§13, P§84, P§27, P§35).**  
*... (If cheating is started already, Ma'am, it will become a habit until old age. It will continue because the cheater used to it)*

Participants has strongly supported the idea of another Participants, expressing intentionally that cheating and malpractices become a habit if it is done continually. Their transcript is shown below that:

**... Maanad Ma'am especially kung deli masakpan sa teacher. Pagkasunod kay mag "cheat" na pod... "that will become a habit if they will not be caught by the teacher they will do it again" (P§14, P§39, P§57).**  
*... (Used to Ma'am especially if not caught by the teacher, and then again, cheating will be repeated)*

### **Leading to Students' Dependency**

This theme also came out from the cluster themes of the participants. Students or cheater becomes dependent. Nothing is learned. Students become lazy. Students are not learning. Not helpful to students. The participants boldly say:

**... Ang "cheater" kay mahimong dependent Ma'am, and then deli na sila mag study kay magsalig na lang "the cheater is dependent ma'am and they do not study because they are complacent (P§11, P§19, P§28, P§44, P§57, P§85).**  
*... (The cheater becomes dependent Ma'am, and then they will not be studying anymore because they are complacent.)*

Participants, a jolly guy reiterates what other participants has told during the FGD, saying nervily that students become dependent if they are allowed to cheat because the proctor is very lenient in terms of discipline during exams. Thus, during the transcript they honestly revealed their dishonesty have done as said:

**... Kasagara ang mga estudyante mo bintaha kay mo salig man sila nga ang ilang maestro/a masinabtunon man ug ang tinun-anan gi pasagdan na lamang (P§15, P§17, P§36, P§104).**

... (Most students took advantage and they become dependent Ma'am because the teacher is lenient; they tolerate the students).

Another Participants, a little bit stout but friendly and charming lady/gentlemen who keeps on smiling while we do the FGD and said:

... **Ang tinun-an dili na maka kat-un, Ma'am kay naanad na sila sa pag pangudigo kay para kanila mas madali man gud nga buhaton mao na Ma'am nga mag langi na sila (P\$16, P\$, P\$, P\$, P\$).**

... (Students are not learning anymore; Ma'am they are complacent of doing the cheating because for them it is easy for them to do Ma'am that is why they are more confident).

### How Students Cheat During Exams

In these particular questions, we made it clear to them that the information we would get would remain confidential by giving them an assurance that nobody would know the information. We knew they were hesitant to share thinking that we are a teacher. However, to ease their tension, we injected humor and sometimes cracked a joke to let them feel that we are not a devil's advocate but a friend. Probing was our best way to explore their lived experiences of this phenomenon. The succeeding table shows the cluster theme and sub-themes of the participants and the themes extracted are below:

**Table 2- Ways of Students in Cheating, dishonesty, misbehavior, malpractices and Plagiarism**

Cluster Themes	Sub-themes
Employing Fraudulent Styles	<ul style="list-style-type: none"> <li>• Writing on the palm</li> <li>• Using rolled paper</li> <li>• Putting Codigo</li> <li>• at the back of school ID</li> <li>• on the chair and sit on it</li> <li>• inside the mineral water</li> <li>• in the shoes</li> <li>• in the test paper</li> <li>• between the thighs</li> <li>• Using hand signs and actions</li> </ul>
Direct Replication of Answers	<ul style="list-style-type: none"> <li>• Asking answers from seatmates</li> <li>• Copying another student's answer</li> <li>• Copying other test paper without permission</li> </ul>
Advance Information	<ul style="list-style-type: none"> <li>• Asking those who already took the exam the answers of the test and the lessons that come out</li> </ul>
Collaboration or teamwork	<ul style="list-style-type: none"> <li>• Talking to some classmates to sit together during exam</li> <li>• Passing the answers to others</li> <li>• Whispering the answers to seatmate</li> <li>• Sending answers to cellphones through Bluetooth</li> <li>• Agree that only one will make the assignment or project and photo copy it for submission or download in the internet and</li> </ul>

	<p>pass it to the teacher</p> <ul style="list-style-type: none"> <li>• Asking the formula especially in Math</li> </ul>
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### Employing Fraudulent Styles

This type of cheating, dishonesty, misbehavior, and malpractices is very common among cheaters. Their styles of cheating are: putting Codigo at the back of the school ID, bringing an answer key, writing on the palm, using rolled paper, placing the Codigo on the chair and sitting on it, inserting the Codigo in the shoes, in the test paper, and between the thighs. However, I was surprised when one of the participants said placing the Codigo inside the mineral water. This is another way of cheating during exams. The transcript below comes from one of the participants whom I can consider very clever and witty in giving feedback to us and said:

**... ako na nasinatian pud man nga mangudigo pud kong wala ko ka tuon. Ako na e butang sa “mineral water bottle” kay sihag man na siya. Tapos makita man na sa gawas ang tubag (P\$14, P\$108, P\$83, P\$19, P\$39).**

*... (I personally experienced it Ma’am when I was not able to study. I placed it inside the mineral water bottle is transparent and the answer can be seen outside).*

Another participant also shared that they personally saw their classmate cheated during the exam by putting the leakage in between her thighs. Their sharing becomes more exaggerated as jokingly expressed and to wit:

**... Akoa jud nakit-an Ma’am nag “number four” siya tapos giipit niya angpapel sa iyang duh aka paa. Klaro kaayo kay makita man sigi siya ug tan-aw taw-aw ug paatik-atik lang nga nag-ayos sa iyang uniform (P\$19, P\$27, P\$58, P\$75, P\$149).**

*... (I have really seen her doing cross legs, and then she inserted the paper (leakage) in between her thighs. It is very clear that she cheats because she keeps on looking at her thighs and pretending that she is fixing her uniform.)*

Ramon also shared of another way of cheating. He openly reveals to me this way:

**... Ibutang sa ID Ma’am unya tan-awon dayon kung motalikod na ang teacher (P\$18).**

*... (Place it in the ID Ma’am, and then look at it whenever the teacher turns his/her back.)*

These are the revelation shared common to some of the participants during the FGD. Participants shared their live-experienced of cheating, dishonesty, misbehavior and malpractices done before and during exams. They plainly talked about conventional sign using their hands. This is how they explained with a long sigh to wit:

**... Kanang choices nga A, B, C, D Ma'am kay naa me hand sign ana Ma'am (P§I9, P§24, P§36, P§42, P§56, P§62, P§74, P§84, P§95).**  
*... (the choices of A B C D, we have hand signs for that Ma'am.)*

This design of cheating, dishonesty, misbehavior and malpractices in cheating is also supported by another participant who said:

**... Usahay dili hand sign, action among himoon Ma'am like mohikap sa ulo or mohikap sa tiil or mag cross legs (P§I4, P§186, P§137, P§78, P§104).**  
*... (Sometimes, we do not use hand sign but an action Ma'am like tapping our head or feet or doing cross legs.)*

### **Direct Replication of Answers**

This is another theme that emanated from the cluster themes and sub-themes of the participants which most of the time reiterated and it resemble a significant statement among the participants and to wit:

**.... Mangopya me sa uban Ma'am, kanang motan-aw sa seatmate nga test paper nga dili mag pahalata (P§I6, P§I91, P§I14, P§159, P§184).**  
*... (We copy from others' answers, like looking at the seatmate's answers secretly.)*

Likewise, other participants had also shared common live- experience to the other participants of the FGD that said:

**... Mosekreto ug kopya sa answer sa seatmate nga morag wala lang (P§I5, P§ 23, P§ 34, P§52, P§37, P§46, P§117, P§159).**  
*... (Secretly, copy the seatmate's answer that seems nothing happens.)*

### **Advance Information**

Another means of knowing information, what comes-out during the test is to ask others who had already taken the exam. Eight participant who jokingly expressed themselves with a sarcastic voiced and opined:

**.... Mangutana sa uban nga nakatake na sa exam kung unsa ang answer Ug unsa ang pangutana nga nanggawas (P§I9, P§35 P§161 P§117 P§174 P§193, P§,49 P§157).**  
*... (Asking others who took already the exams if what is the answer, and what are the questions that came out).*

And other participant corroborates his live-experienced regarding the advance information to be known before taking the test/exam and said:

**... dili sa ako mo kuha sa "exam" ug hulaton ko kong kinsa na ang naka kuha sa "exam" kay mangutana ko sa akong higala nga nag-kuha na sa "exam" na kung unsa ang nanggawas sa test (P§16, P§, P§, P§, P§, P§).**  
*... (I do not take the exam and I have waited who took the exam because I will ask to my friend who took the exam and I will ask what are the questions that comes-out during the test.)*



### Collaboration or Teamwork

Collaboration in this research study mean to work together with other students in doing what to do during exam is another way of fraudulent act by students just to pass the exam. The participants shared the same live experience to wit:

**... Nag estorya kami sa among “classmates” sa wala pa ang “exam” naay among plano nga buhaton aron sa pag pangupya. Amo kini gi bahin bahin kong kinsa ang mag tubag sa numero uno ngadto sa napulo ug uban sa lain nga numero ug klase sa “exam” (P§I9, P§17, P§26, P§55).**

*... (We talked to our classmates before the exam and we make a plan to cheat. And, we distribute the responsibility as to who will answer number one to ten and so on and so forth as to the type of exam).*

Likewise, other participants revealed how collaboration was made during the misbehavior or malpractices done and also expressed the same:

**... Ipatan-aw sa amoa ang answer sa among classmate nga amo na daan nga giistorya, tapos ipasapasa dayon namo ang answer sa uban (P§I4, P§71, P§67, P§36, P§58, P§36).**

*.... (The answer will be shown to us by our classmate that we collaborate already and then we pass the answers to the others.)*

And further other Participant without shame of telling the researcher during the FGD had spoken overwhelming to her live experienced to wit:

**... basta lingaw giyud kayo kung mangudigo tungud kay murag lagi ug planado nga bulahatunon ang tanan kay kami lima naay tagsa – tagsa nga papel nga among buhatunon aron dili mahalata sa nag bantay (P§I9, P§16, P§24, P§36, P§48, P§51, P§64, P§76, P§81, P§91).**

*... (that it is very entertaining to do the cheating because it is really a well-planned activity that five of us has respective responsibility to be done in order not to be detected by the watcher/proctor)*

### Reasons of Students to Engage in Cheating, Dishonesty, Misbehavior & Malpractices

Doing the probing is the very essential way of empowering the participant to share their personal lived experiences regarding the phenomenon under study. When we started to probe, these are their motives why they did it. The table below shown their cluster themes, sub-cluster theme which the researcher can draw their formulated meaning and significant statement from the FGD of the participants. Below are:

**Table 3- Reasons of Students to Engage in Cheating**

Cluster themes	Sub-themes
Incomprehensible Lessons	<ul style="list-style-type: none"> <li>• The lesson is not understood.</li> <li>• Lessons are not discussed by the teacher.</li> <li>• Teachers could not be understood during discussion.</li> </ul>
	<ul style="list-style-type: none"> <li>• Not studying</li> <li>• Not sure of the answer</li> </ul>

<b>Personal Irresponsibility</b>	<ul style="list-style-type: none"> <li>• Absent during discussion</li> <li>• Lack of attention during discussion</li> </ul>
<b>Leniency of the Proctor</b>	<ul style="list-style-type: none"> <li>• Most of the class cheat due to lenient attitude of the teacher during exams.</li> <li>• Teacher allows it to happen.</li> <li>• Tolerated by teachers</li> </ul>
<b>Educational Anxiety</b>	<ul style="list-style-type: none"> <li>• To have correct answers</li> <li>• To have good grades</li> <li>• To pass the subject</li> <li>• Fear of the results</li> <li>• Fear of failure</li> <li>• Fear to be called to report to the teacher for failure</li> <li>• To prevent from retaking/re-enrolling the subject</li> <li>• To finish the test immediately</li> </ul>
<b>Peer Pressure</b>	<ul style="list-style-type: none"> <li>• Not to be lowest in the exam</li> <li>• To let other copy the answer</li> <li>• Not to be behind with others</li> <li>• Pressured that others may get higher scores</li> <li>• Ashamed of the score</li> <li>• Told to cheat to have high scores</li> </ul>
<b>Parental Pressure</b>	<ul style="list-style-type: none"> <li>• Fear of parents</li> <li>• Parents' high expectation</li> <li>• Pressured by parents to pass</li> </ul>
<b>Economic reason</b>	<ul style="list-style-type: none"> <li>• Pitied the parents because of low income</li> <li>• High tuition</li> </ul>

### **Incomprehensible Lessons**

The participants expressed that they copy and cheat when they could not understand the lesson discussed because there is some teacher who do not explain the topic of the lesson anymore and assign student for reporting. Thus, this method or shall we say approach sometimes resorted such cheating, dishonesty, misbehavior and malpractices because on the negligence in the part of the teacher. Thus the participant lamented to wit:

**... Ma tintal ka gayud pagpangupya ug pagpangudigo Ma'am labi na kung ang leksiyon dili ma sabtan. Tungod kay naa man gud mga matutudlo nga dili kaayo mo pasabut sa leksiyon kay sigi lang ug "assign" sa estudyante para pag pa "report" (P§I5, P§9, P§18, P§121).**

*... (I am tempted to copy Ma'am especially if there are lessons not understood, because there are some teachers who do not explain well the lesson because they keep on assigning students to do the report.)*

**Likewise, another participant lamented his situation which to his feeling that this will be the same live experienced by others and said:**

... Naay mga Maestra(o) Ma'am nga dili ka makasabot sa iyang gi pang estorya bahin sa "topic" kay kalat – kalat kayo ang mga gi pang ingon busa dili na hinuon masabtan ug paspas pa gyud kayo nga mo "explain." Tungud kay iyang pag tuo parihas kami niya. Busa pag abot sa "exam" mangudigo na lang (P§I0, P§101, P§125, P§147, P§178, P§191).

*... (There are teachers that you cannot understand to the talking about the topic because ideas are fragments and distributive that is why you cannot understand the teacher and very fast in explaining as if to his belief that we are the same level of him. And so, during the exam it resorted to cheat)*

### **Personal Irresponsibility**

Five of the participants disclosed that they have cheated during the exam if they could not study. Take a look how they have manifested on the transcript below.

**... Kanang dili gane ko ka study sa subject Ma'am kay daghan kaayog studihan. Kapuyon nako magtan-aw sa akong notebook nga daghan kaaayo estadihanan (P§I6, P§35, P§47, P§53, P§24).**

... (If I could not study, because of so many subjects to study, I feel tired to see my notebook.)

### **Leniency of Teachers**

Moreover, we are a little bit surprise when ten of the participants explicitly said.

**... The students have really the chance to copy Ma'am because the teacher does not go around to check if naay nangapy, kay maglingkod ra man ang teacher kay mag check ug papel ug ang uban sad nga teacher kay magcompute sa grades, and then gipabayaan lang nga naay mangapy bisan klaro kaayo nga naay nangopya (P§I10, P§118, P§94, P§49, P§76, P§43, P§19, P§21, P§69, P§66).**

*... (The students have really the chance to copy because the teacher does not go around to check if there are students who are copying because they are just sitting because they are checking test papers and the other teachers are computing the grades, and they just ignore those who cheat even though it is very obvious.)*

Another participant had expressed the same observations and feelings saying:

**... Naa man gud uban teachers nga they are tolerating the attitude of the students bisan klaro na kaayo nga nagcheat (P§I10)**

*... (Other teachers are tolerating the attitude of the students although it is clear that they cheat.)*

### **Educational Anxiety**

Most of the participants clarified that they cheat, commits dishonesty, misbehavior and malpractices because they want to pass the subject. They also said that they are ashamed if their scores are low. They also expressed that they are feared of the results, ashamed of their scores, they are fear for failure, or to be called to report to the teacher for failure, and to prevent from retaking/re-enrolling the subject. In other word they want to have correct answers, to have good grades, and to pass the subject.

This is reiterated in another Participants to wit:

**... Gusto man gud ko nga dako akong grado Ma'am (P§I6, P§21).**

*... (I just want to have big grades.)*

Participant also added and opined:

**... Aron aduna kami'y tubag Ma'am nga insakto para maka "pasar."**

*... (To have a correct answers Ma'am in order to pass).*

Another participant corroborated and said:

**... Para makapasar Ma'am kay kapoy kaayo balikan ang subject.**

*... (to pass because it is tiresome to repeat the subject)*

Another participant revealed:

**... Ulaw kaayo Ma'am nga inigtawag kay lowest ka. So para dili malowest Mangapi na lang (P§I9).**

*... (It is shameful if you are the lowest when the teacher reads the results. To avoid it, is to cheat.)*

Another participant disclosed:

**... Kanang dili man gud ko gusto mabagsak Ma'am kay basi balikan na pod nako and subject(P§I4).**

*... (I see; I don't like to be failed Ma'am because might*

Moreover, another participant revealed that:

**... I don't want to retake the subject, so I cheat kay para dili ko mabagsak.**

*... (I don't want to retake the subject, so I cheat so that I will not be failed.)*

### **Peer Pressure**

This theme is very clear as I analyzed the core ideas of the participants. One of them said:

**... Naa koy classmate nga feeling kaayo nga bright. So nangopya ko kay aron dili ko malabwan (P§I5).**

*... (I have a classmate who feels that she is bright. So I cheat so that she could not beat me.)*

One of the participants mischievously answered:

**... Ulaw kaayo Ma'am oy sa mga classmate kay basahon pa jud sa teacher ang score. Ulawa jud Ma'am. Ug dili ka mangapi unya wala ka study lowest jud (P§I6).**

*... (I feel ashamed to my classmates because the teacher reads all our scores. It is really shameful. If you will not cheat and then you were not able to study you will be the lowest.)*

In addition, Participant expressed that she cheated to let others cheat her answer.

**... Mapressure ko usahay Ma'am kay akong classmate kay gusto pod mangopya nako nga wala koy answer. Mangopya pod ko sa uban.**

*... (Sometimes I am pressured because my classmate wants to copy my answers and I don't have answers, so I also copied the answers of my other classmates.)*

### Parental Pressure

Another theme that developed is parental pressure. Participant basically said:

**... Akong Mama Ma'am kay magsigig pangasaba kay bantay lang daw ko pagmabagsak kay paundangon ko niya. Si Papa sad kay magsigi ug ingon kay mama kay bantay lang na imong anak basi mabagsak nakay wala ra ba daw siya nakakita nga nagstudy ko (P§I9, P§34, P§47, P§51, P§68, P§79, P§83).**

*... (My mother keeps on scolding me. If I will be failed in the subject, she would stop me from my study. My father also keeps on telling my mother that I might be failed because he could not see me studying.)*

Further, Participant unveiled:

**... Taas kaayo ug expectation akong Mama ug Papa nga maka graduate ko. Mahadlok sad ko nila (P§I9, P§81, P§109).**

*... (My father and mother have a high expectation from me that I can really graduate. I am afraid of them.)*

### Economic Reason

The last theme is economic reason. The ten participants of the study when conducted the FGD yielded common theme and shared that they have pitied their father because he is the only one working in the family for their basic needs. To avoid failing the subjects, so they need to cheat or commit such misbehavior for helping their father. This transcript presented below discloses such height of emotion to wit:

**... usahay kay malooy ko sa akong Papa kay siya ra nagtrabaho para sa among panginhanlanon unya daghan me nag-eskwela. Usahay, Ma'am kay dili ko makabayad dayon sa tuition kay dako kaayog balayronon. Dili nako ganahan mag study. Pag mag espesiyal "exam" ko kay walay mag "proctor" busa maka pangopya ko kay malooy ko sa akong papa kung mabagsak ko (P§4, P§9, P§13, P§I5, P§I9, P§2I, P§I19, P§114, P§16I, P§I69).**

*... (Sometimes, I pitied my father because he is the only one working for our household needs and we are many who are studying. Sometimes, ma'am I could not pay immediately my tuition because it is big. So, I don't have the motivation to study anymore because of the delay of paying I must have to take the special exam. When I took the*

*special exam, nobody proctored it, so I have the chance to copy because I pitied my father if I will fail the subject.)*

### **Suggestions of the Participants to Eradicate if not to Lessens Cheating During Exams.**

The different themes yielded from the last question we asked to our participants with regard to their proposals on how to eliminate or lessens cheating, dishonesty, misbehavior and malpractices are: Implementation of Strict Policy, Imposition of Strict Discipline, Provision of Larger Space in Between Students, Close Monitoring, and Setting the Classroom into Conducive Place for an Exam. These themes are shown in the table below.

**Table 4- Suggestions of the Participants to Eliminate Cheating**

<b>Implementation of Strict Discipline and Clear Policy</b>	<ul style="list-style-type: none"> <li>• School should implement strict policy</li> <li>• Call the attention of students who are caught</li> <li>• Get the test paper of the student caught and give it to the subject teacher</li> <li>• Consequences be given when a student is caught</li> <li>• Discipline the students</li> <li>• Teachers must be strict.</li> </ul>
<b>Provision of Larger Space in Between Students</b>	<ul style="list-style-type: none"> <li>• To sit apart</li> <li>• Provide spaces between the students</li> <li>• One seat apart</li> </ul>
<b>Close Monitoring</b>	<ul style="list-style-type: none"> <li>• Proctor has to go around to monitor the students' behavior</li> </ul>
<b>Setting the classroom into a conducive place for exam</b>	<ul style="list-style-type: none"> <li>• All things must be placed in front</li> <li>• Only exam materials be placed on the chair.</li> <li>• Cellphones must be placed in front.</li> </ul>

### **Implementation of Strict Policy**

Five of the participants said that the school should implement strict policy on cheating, dishonesty, misbehavior and malpractices to avoid the students to do the misconduct during exams and other activities that require integrity on the part of the students. The transcript expressed below:

**... akong e paabot sa inyo Ma'am nga ang eskwelahan mag himo sa polisiya bahin sa mga pagpangdigo ug uban pang hiwi nag binuhatan sa estudyante aron ang estudyante dili na magbuhat sa ingon (P§I10, P§ 58, P§85, P§96).**

*... I will suggest that the school must craft a policy about cheating and other forms of dishonesty, misbehavior and malpractices done by the student in order that they will stop doing the same)*

### **Imposition of Strict Discipline**

According to the participants, teachers should call the attention of the students who are caught cheating, dishonesty, misbehavior and malpractices, get the test paper, and give consequences through channel, and they must also be strict during exams.

**... The teacher Ma'am must give consequences sa makit-an nga nangopya para maulawan unya dili na mousab (P§I10, P§36, P§42, P§55, P§89).**

*... (The teacher must give consequences to those who are seen cheating so that they will be embarrassed and will not do it again).*

### **Another participant suggested:**

**...Ang mga maestro(a) manawag sa mga estudyante niadtong wala mag sul-ob sa "school uniform" labi na gayud kadtong adunay mga dayan dayan sa lawas, nay dili mayo nga lihok labi na gyud ang mag gamit sa pulong nga bastos. Dili mag "school uniform" pulos lang mag pa piut-piut sa senina o pantalon. Isip estudyante naa gyoy patakaran (P§17, P§29, P§37, P§58).**

*... (the teachers must call the attention of the student who are not wearing the school uniform especially those who are wearing ornamentations (jewelry) In their body, those whose action contrary to good customs and public morale. Not wearing uniform and always wearing the "fit non-school uniform." as student there must be a policy.*

### **Provision of Larger Space in Between Students**

To prevent students to copy their seatmates' answer, the teacher must see to it that there are larger spaces provided in between the students. This idea is recommended by some participants on the FGD. Their transcript is shown below.

**... Kanang teacher nga proctor kay maghatag ug "space between the students" gani Ma'am kay aron dili makakita sila sa answer sa ilang seatmate. Kay kung duol kaayo dali lang maka tan-aw sa answer sa uban (P§I7, P§49, P§62, P§99).**

*... (The teacher/proctors must give space in between the students so that they could not see the answers of their seatmates. If they sit closer to one another, it would be easy for them to see the answers of the other.)*

**Another participant commended:**

**... Kinahanglan ang mga estudyante lagyo-lagyo ang ilang linkuranan aron paglikay pagpangudigo. O, kon dili kinahanglan minusan ang ilang kadaghanon aron malikayan ang pagpangudigo (P\$21, P\$47).**

*... see to it that the students must sit apart to their chair to avoid cheating. Or if not reduced the number of the student in order to refrain doing cheating.*

**Close Monitoring**

This is another cluster theme derived from the significant responses of the participants. Three participant shared their lived experienced during the FGD:

**... The teacher or proctor must go around to closely monitor the behavior of the students Ma'am kay ang uban nagsalig kay dili man mo "check" ang teacher. Pasagdan lang ang mga estudyante. Dili hinoon tanan nga teacher Ma'am pero halos daghan (P\$105, P\$39, P\$103).**

*... (The teacher or proctor must go around to closely monitor the behavior of the students because the others are very confident to cheat because the teacher does not bother to check the students. They just allow the students to cheat. But not all the teachers are doing it but usually many of them.)*

**Setting the Classroom into a Conducive Place for an Exam**

Common taught, words, phrases and language to all of the participants during the FGD suggested that all things of the students should be placed in front and only test paper and pencil must be on the writing board on the respective chair. To wit:

**... Dapat ang mga gamit sa mga estudyante kay ibutang sa atubangan kon asa ang lamisa sa maestro(a) para walay higayon ang mga estudyante pagpangopya kay ang mga gamit man gud naa ra sa ilang giliran o atubangan... kay samok ang notebook o ang gi andam nga kodigo dili ma open kay layo ra man.**

*... (It should be that all the things of the students be placed in front near to the teachers' table so that students don't have the chance to cheat because their things are destructive especially the notebook so that they cannot open the cheat paper because it is there in a distance).*

**Another participant corroborates the above mentioned themes that said:**

**... Kanang "exam materials" lang ang naa sa "chair" aron wala nay lain jud nga butang ibabaw sa sulatanan sa linkuranan aron ma likayan ang pag pangudigo.**

*...(Only exam materials should be on the chair in order noting found on the surface at the writing board of the chairs in order to avoid cheating.)*

**Moreover, one Participant without hesitation smiled and reiterating issues and concerned about the examination locale to wit:**

**... Ang cellphones Ma'am kay dapat ibutang didto sa atubangan duol sa lamisa sa maestro(a) aron dili makaopen ang mga estudyante**



**sa ilang cellphones kay nay uban kay naa sa cellphone nila ang answer ug usab saba kaayo kay daghang pasumangil nga na nawag ilang ginikanan ug tubangon.... mao na na' dayon ang higayon nga maka pangudigo labi na kong daghan kaayong estudyante sa klasrom.**

*... (The cellphones should also be placed in front near to the teachers' table to avoid the students to open it because others are having their answers in their cellphones. And, it is also disturbing because some are pretending that their parents call them and this is giving a chance to do the cheating especially when numerous number of student in the classroom).*

## **IMPLICATIONS**

In this part of the study, the discourses here are about the cluster themes, sub-themes, formulated meaning and significant statement implications as shown on the previous results. Understanding of the Students in Cheating, disobedience, misbehavior, malpractices and Plagiarism.

After a careful analysis of the cluster themes, of the participants and by categorizing their themes, three themes emerged, and these were Academic Fraud, leading to a Habitual Act, and Leading to Students' Dependency. And, the following implication hereunder mentioned:

### **Academic Fraud**

This is the first theme that came out after the thematic analysis of the cluster themes of the participants. They insisted that this phenomenon is not good, it is bad, kind of stealing, and evil thing. Attempting to or succeeding in gaining an unfair advantage in the academic arena is an act of academic cheating, dishonesty, misbehavior and malpractices. Whether it is copying from another student's paper, using or buying homework solutions or submitting a substantial portion of the same academic work more than once without prior written authorization from the instructor is a violation of the rules and will not be condoned. This academic cheating, dishonesty, misbehavior and malpractices is the result of unethical behavior reinforced by any forms of malpractices that despite unethical, more and more students still engage against the rules, but for them it is acceptable and can be a peer pressure to copy.

### **Leading to a Habitual Act**

This theme emerged when one of the participants reiterated that when this act is repeatedly done, it will become a habit until old age. Cheating, dishonesty, misbehavior, and malpractices very relevant to be revisited to find means and ways how to eradicate or lessens this habitual practices to avoid the individual to be eaten by the unscrupulous system leading to corruption. If these misdemeanor of act cannot be prevented in the early stage it will become part of the systemic behavior in an organization. And, will appear to be good and right.

### **Leading to Student's Dependency**

Participants said that students become dependent and they do not want to study anymore. The dependency was triggered due to the previous act done by one which becomes the image build by one who is repeatedly done. If this dependency develops by one person, good if the right and good behavior was established; then, this will become the right and good direction in public morale and good behavior. While it is true that some action done by one person do not command public good it will arrest public interest. And therefore, the dependency dictates not for public good but for personal aggrandizement.

### **Ways On How Students Cheat, dishonesty, misbehavior and malpractices**

Based on the analysis of the formulated meaning and significant responses of the participants, it surfaced that there are techniques in which students cheat, do the dishonest act, misbehavior and malpractices. These are through employing fraudulent styles, direct replication of other's answer, advance information, and collaboration or teamwork. These would mean orchestrated and syndicated

action made by the wrong doers. If this is the case therefore, corruption was made not alone in the systemic behavior in an organization.

### **Employing Fraudulent Styles**

The participants openly described their lived experience in cheating, dishonesty, misbehavior and malpractices. They maneuver scheme to succeed through employing fraudulent styles like writing the answers on the palm, using rolled paper, using hand signs and actions, and putting leakage at the back of the school ID, on the chair, inside the mineral water, in the shoes, in the test paper and in between thighs this would mean that cheating behavior falls under three categories: first is giving, taking or receiving information, next is using prohibited materials and third is capitalizing on the weaknesses of persons, procedures or processes to gain advantage. Elaborate methods of cheating, dishonesty, misbehavior and malpractices developed over the years like students having been documented hiding notes in the bathroom toilet tank, in the brims of their baseball caps or in their sleeves. Another form is the storing of information in graphing calculators, pagers, cellphones, and other electronic devices which has cropped up since the information revolution began. Therefore, as long as one has the knowledge, freedom, intent and voluntariness one made complete the action of commission and omission.

### **Direct Replication of Answers**

This style of cheating, dishonesty, misbehavior and malpractices is very common among students. Despite the presence of proctor during exams, students could still afford to directly look at the answer of their seatmates, asking answers or copying the test paper of their classmates without asking permission. Students have developed new techniques of cheating like lying, cheating on exams, copying of test responses from a classmate who admits one or more instances of copying from another student on a test or exam without another student's knowledge or helping someone else to cheat on a test or exam or using unauthorized crib or cheat notes or helping someone else to cheat on a test or exam. Therefore, these are grievous omission and commission of an offense on the ground of "replication" or merely "copying" or "plagiarizing."

### **Advance Information**

Students could not prevent themselves from asking their classmates or friends who took earlier exam to prepare themselves for whatever would be the answer. The advantage of learning what was on the test from someone who took the test in an earlier class section. These would mean that the action on omission and commission of the crime is complete because the knowledge, freedom, intent and voluntariness are present in the action delivered. Having the advance information is laying the fact on the foresight done by any rational person. Therefore, the right and wrong was already calculated according to the amount of the circumstance perpetrated and deliberated during the performance of such action.

### **Collaboration or Teamwork**

The participants revealed that they collaborated with their classmates on what to do during the exams. To aid those who are trying to do on cheating, dishonesty, misbehavior and malpractices. The methods of secretly signaling the right answer to friends are quite varied, ranging from coded sneezes or pencil tapping to high pitched noises beyond the hearing range of most teachers. Therefore, these are done by the principal and the accomplish of the crime perpetrated or committed on the deliberated act of the doer. And therefore, "collaboration" and "teamwork" is a higher order or form on the commission and omission of the (act) crime.

### **Reasons of students to engage in cheating, dishonesty, misbehavior and malpractices.**

There are several reasons why students involved themselves in this misconduct. Incomprehensible lessons, failure to study, leniency of the proctor during exams, fear of failure, peer pressure, parental pressure, and economic reason are just few of the many reasons. Generally, the gains and advantage of one is the main issue here. So, doing such immoral, unethical and "legal culpa mea" (actionable negligence or fault) are consequence. To engaged a wrong doing is an omission or

commission of the crime. Therefore, “student engaged” of such action committed is punishable of the action perpetrated or deliberated either personal or communal.

### **Incomprehensible Lessons and Poor Instruction**

This theme surfaced when the participants revealed that they managed to cheat, dishonesty, misbehavior and malpractices most especially when the lessons discussed are not understood and the teachers also could not be understood during the discussions or the lessons are not discussed by their teacher heavy workloads, and teacher-centered reasons such as poor instruction confusing lectures, etc. led the students to the commission and omission of the act. In another words, teacher becomes the accomplice of the wrong doings. Or let us put in the other way of seeing that “another person has contributed the wrong doings.”

### **Personal Irresponsibility**

The participants cheated during the exam especially if they could not study, absent during the discussion of the lesson and due to lack of attention during the discussion. Passing the test became the priority of most students rather than learning the context of the subject matter itself. Students who take forbidden shortcuts with their homework will just end up cheating themselves since they do not derive any intellectual benefits from doing the assignment (Tiwari, 2020).

### **Leniency of the Proctor**

It came out during the FGD that student cheat because the teachers showed very lenient attitude towards those who cheat. They, just allow it to happen though students exhibited these transgressions in front of them. This result is strengthened by the result of a research conducted that shows that these misbehaviors are often overlooked or treated lightly by faculty who do not want to become involved in what they have seen in the bureaucratic procedures designed to adjudicate allegations of academic dishonesty on their campus (Simmon, 2018). Moreover, students cheat because everybody does it. This idea is proven by the result of the study that most of the class cheat due to the lenient attitude of the teacher during exams and the proctor allows the test taker to cheat. Cheating prevalence was significantly correlated with the institutions’ inconsistent responses to student cheating and lack of diligence among instructors at catching cheaters (Tiwari, 2020). And added to say that teacher fairness showed that 25% of the students are more likely to cheat if the teacher is being unfair

### **Educational Anxiety**

The pressure to get good is one of the reasons why students cheat. Stress and pressure for good grades are given reason for cheating (Tárraga et al., 2017). Likewise, these factors that can influence cheating. It includes pressure to get high grades, parental pressure, a desire to excel, pressure to get a job, laziness, lack of responsibility, lack of character, poor self-image, lack of pride in a job well-done, and a lack of personal integrity. Moreover, some of the participants disclosed that they cheat to have correct answers, to prevent from retaking or re-enrolling the subject, to have good grades, to pass the subject, and because they are afraid to fail. Educational anxiety is the combination of anxiety and academic anxiety (Yu et al., 2017). They added that students have many anxieties related to education like parental pressure and pressure related to school. To achieve top scores has created stress level to students. A student who always wants to stand first will always do unfair means. The students know that cheating is wrong but they feel like most important thing they do in order to get the grades by hook or by crook.

### **Peer Pressure**

Several reasons why students cheat. They observed others doing the fraud, competitiveness of their major, course difficulty, the need for professional success, and cynicism (Garbacz et al., 2017). Moreover, this theme is strengthened based on the hypothesis of cheating with the psychological theorist that observing peers doing cheating can strongly influence others to do the same even the non-cheaters not to be left behind (Srivastava, 2017). In other words, “academic dishonesty” is learned from observing the behavior of peers, and it becomes normal and acceptable since everybody does it.

And, the said peers can also be influenced with their peer groups. If their peers in the peer group are choosing academic dishonesty, then they are more likely to do the same (Laura et., 2017). In addition, that there are times in the life of the adolescents where peer influence and peer pressure are high. Further, 1,800 students at nine medium to large size universities examined the influence of contextual and individual factors on cheating behavior, it was found out that peer-related factors as significantly correlate to cheating behavior (Eberly Center, 2022).

### **Parental Pressure**

One of the participants shared that her resort for passing the subject so that he would not be scolded/ reprimanded by his parents and for fear that her parents may not send her to school anymore is by cheating during exams. Parents heavily invested in their children cognitive development by providing them computer, books, and puzzles and even spend time with them on learning. Children learn a lot from home where parents are good providers for their children's intellectual development. With this, children are being pressured by their parents to get good grades. This will lead them to academic dishonesty. For some adolescents, parental pressure is high as this age in regards to academics (Eberly Center, 2022). Adolescents sometimes take risks to please their parents or perform higher than their siblings or peers. Academic cheating is the result because adolescents believe that if they cheat then they are going to get the grade that they desire or their parents desire.

### **Economic Reason**

As mentioned by one of the participants that he pitied his parents because his father has a low income, and it is not enough to sustain the family's needs as well as their education. That is why, he resorted to cheating just to pass the subject. One of the reasons for cheating by the students is poverty (Simmons, 2022). He also stated other reasons like lack of time, uncaring instructors, laziness, peer pressure, poor role model, fear of failure, and technology that made cheating easy to be done.

### **Suggestion of the Participants to Eliminate Cheating**

The participants of the study suggested different strategies to reduce the amount of academic cheating among students. They said that there should be strict implementation of discipline and clear policy, provision of larger space in between students during exams, close monitoring of teachers and by setting the classroom into a conducive place for exams.

### **Implementation of Strict Discipline and Clear Policy**

The participants proposed to implement strict discipline and clear policy to mitigate this prevalent phenomenon called academic dishonesty. The Minnesota State University Mankato (Academic Dishonesty. <http://www.mnsu.edu/>) recommended solutions that the rules and principles of academic integrity must be consistently communicated to the campus community so that both faculty and students are aware of the institutional norms.

### **Provision of Larger Space in Between Students**

The participants believe that if there would be wider space in between the students during exams, the students have no chance to look at the paper of the other student, and the possibility of having a chance to ask answers from their seatmates, and the temptation to cheat would be reduced. In this suggestion, there is one result of study that found out that separating test takers will serve to reduce some of their incentives and motivations to cheat. Moreover, random seating for examinations is also suggested since students tend to sit near their friends or become friendly with those sitting near them during the term. Allowing students to sit in their usual seats during examination increases the likelihood of answer sharing or copying (Academic Dishonesty. <http://www.mnsu.edu/>).

### **Close Monitoring**

Another suggestion is to closely monitor the students during exams. In the article entitled Walker Center for Teaching and Learning, 2012-2017, University of Tennessee at Chattanooga, it was

also suggested that proctors must monitor the students during exams by moving around the classroom without distracting them. This is only one of the typical initiative of intervention not to allow the evil doings be proliferated.

### **Setting the Classroom into a Conducive Place for Exam**

The participants suggested that to make the classroom a conducive place for the test, it must be that all things of the students including cellular phones must be placed in front so that the students have no chance to get materials from their bag that will be used for cheating. They added that only exam materials should be placed on the chairs to prevent them copying if other things are placed on the chairs. To get conducive place for the exam is a collaborative action made by the school as a system. It must be organizational and institutional.

### **Implication for Teaching Practices**

Although cheating is widespread in the academic institution, however, this fraud can still be prevented if the teachers impose strict discipline during quizzes, long exams and submission of projects. The administration may craft a clear policy that would direct the students not to do this misbehavior that would lead them to become dishonest while in school. If the administration and the faculty work together as a team and plan some guidelines to stop cheating, dishonesty, misbehavior and malpractices in the classroom, students may become apprehensive to do such deceitful act. The teachers must also be consistent with their discipline to the students, not to be lenient to them so that they can feel the importance of academic integrity in the academe. This might also help to reduce the amount of “evil doings” in the classroom if the teachers increase the number of “essay test” so that the students would have no time to cheat from their classmates. However, “rubrics” must be standardized.

### **Implication for Research**

The presentation offers cheating, dishonesty, misbehavior, malpractices as a form of violation of academic integrity and explanations for why these is attractive or tempting and then why, in the most fundamental sense, it should be judge to be morally wrongful behavior in an academic setting. The remarks make use of several ethical principles as well as the most popular notion that doing harm to self and others is a morally wrongful act. When examining the many different Review of Related Literature and Studies (RRLS) to support the moral judgment that cheating is morally wrong it becomes rather easy to understand and accept why cheating, dishonesty, misbehavior, malpractices is nearly always thought to be something that humans should not do. Nearly always? Yes, just nearly and not always. The exceptions are within some carefully drawn parameters as in some games and warfare to name two contexts with exceptions to the notion of cheating, dishonesty, misbehavior, malpractices as morally wrong. For examples in a game such as baseball there are forms of cheating thought the artful and acceptable and other form not to be tolerated and even subject to punishment. The line between the two is somewhat difficult to draw and appears to shift over time. In warfare, they are may who consider there to be certain “rules” and then there are those who rules. The victor often decides when the rules can be broken and cheating, dishonesty, misbehavior, malpractices considered a strategic weapon and not as wrongful behavior.

## **CONCLUSION**

Academic dishonesty has been investigated several decades where the study has proven the consistent corroboration on the previous Review of Related Literature and Studies (RRLS). However, despite the academic intervention was made by several colleges and universities to end if not to lessens “all forms of cheating, dishonesty, misbehavior, malpractices” but the misconduct still continues to thrive and becomes a culture of the students. This imply that the faculty and administration have done nothing to completely eradicate if not lessens this kind of misconduct. It is the researchers great desire that the result of this study will reawakening the faculty and administration to be vigilant with this misbehavior of the students. Parents are sending their children to schools, expecting that their children will grow up a value-laden individual; however, teachers in general contribute to the failure of the school to look into this problem that continues to thrive among students and likewise, the teacher will never stop in doing researches that has something to do on the live-

experience by the school, administrator, faculty and the students. Thus, this research open-up the “time and space” to the teacher as the researcher.”

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