

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

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

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 estudiante 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 estudiante 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 accomplish 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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