

ABSTRACT

Name of Institution: De La Salle University – Dasmariñas

Address: Bagong Bayan, Dasmariñas City, Cavite

Title: The Relationship of Need for Achievement driven by Goal Orientation to Cheating Behaviors of Top Graduating Public High School Students in Dasmariñas, Cavite

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Scope and Coverage: This study focused on finding out the relationship of need for achievement particularly in academic area driven by either mastery or performance goals to cheating behaviors of top graduating public high school students and determined other self-report reasons why students chose to engage in academic cheating. There were a

total of 160 top students from eight public high schools in Dasmariñas, Cavite who participated in the study.

Methodology:

The study used the Purposive Sampling in selecting the participants and employed the Explanatory Mixed Method Research Design particularly the follow-up explanations model. The quantitative data collected were analyzed using the regression and correlation methods while the qualitative data collected were analyzed using the content analysis.

Major Findings:

1. Need for achievement has a high mean of 53.68 with an sd of 5.63. Mastery goal orientation got a very high mean of 45.46 and sd of 6.41 while performance goal orientation got a high mean of 34.81 with an sd of 7.55. It also shows that the mean scores of cognitive, affective and psychomotor aspect of cheating behavior are high at 35.63, 41.32 and 31.51 with an sd of 7.79, 6.68 and 6.93 respectively.
2. a. Mastery goal orientation ($\beta=-.265$, $p<.01$) and performance goal orientation

($\beta=-.246$, $p<.01$) were the significant predictors of the cognitive aspect of cheating behavior. Mastery goal orientation is negatively correlated with the cognitive aspect of cheating behavior meaning the students with higher mastery goal orientation, the less likely they would think of cheating.

b. Mastery goal orientation ($\beta=-.099$, $p<.01$) and performance goal orientation ($\beta=-.098$, $p<.01$) were the significant predictors of the affective aspect of cheating behavior. Separately, mastery goal orientation and performance goal orientation is insignificantly correlated with the affective aspect of cheating behavior.

c. Mastery goal orientation ($\beta=-.229$, $p<.01$) and performance goal orientation ($\beta=.267$, $p<.01$) were the significant predictors of the psychomotor aspect of cheating behavior. While correlation results showed that performance goal orientation is positively correlated with psychomotor aspect of cheating behavior.

3. Integrating all the self-report reasons for cheating, 294 or 70.33% out of the total responses constitute to personal factors that includes lack of preparation, poor memory, grade consciousness, popularity, poor understanding, absenteeism, depression, stress, unsatisfied answers, hobby, passing the exam, lack of interest and incomplete lecture while 53 or 12.86% constitute/s to teacher factor/s involving insufficient discussion, unexpected and too difficult exam. Moreover, 36 or 8.61% constitutes peer factors including peer pressure, avoidance of humiliation, competition, giving answers to friends while 27 or 6.46% constitutes environmental factors which involve conformity, inattentiveness, time pressure and heavy workload. Lastly, 8 or 1.91% constitutes family factor particularly parental pressure.

Conclusions:

Based on the findings, the researchers concluded that the following data seems to prove that:

1. Among the participants, performance goal orientation got a high mean next to mastery goal orientation which got a higher mean score. Also, the result shows that the mean scores of affective, cognitive and psychomotor aspects of cheating behavior are high.

2. a. Goal orientation (mastery and performance) are predictors of cheating behavior specifically in the cognitive aspect.

b. Goal orientation (mastery and performance) are predictors of cheating behavior specifically in the affective aspect.

Separately, mastery goal orientation and performance goal orientation are insignificantly correlated with the affective aspect of cheating behavior.

c. Goal orientation (mastery and performance) are predictors of cheating

behavior specifically in the psychomotor aspect.

3. Integrating all the self-report reasons for cheating, it showed that personal factors contribute the most as to why top students cheat along with teacher, peer, environmental and family factors.

Recommendations:

The researchers recommend the following:

Future Researchers. Since there has been significant results among the participants who are the top students, results between public and private schools may be significant as well. In addition, the scope of this study regarding the forms of cheating is limited only; it may become more substantial if the forms of cheating will be broadened like plagiarism, non-verbal forms of cheating to share answers (e.g. gestures, sign languages), etc. Factors that contribute to academic cheating like personal, teacher, peer, environmental and parental factors can also be studied further to determine if they are significant predictors of cheating since

this study only made content analysis to the qualitative data. Research method used can be modified like interviews, focused group discussion and projective tests that will draw more information from the participants.

Department of Education. Since results revealed that teacher factors also constitute academic teaching, teaching strategies among schools specifically the public high schools, it should have more focus on the learning and mastery of the lessons rather than in the academic standings of the students. It should create an environment that is more conducive to learning than just creating grade-conscious students.

Teachers/Administrators. They should set clear rules and regulations with regard to cheating and its corresponding punishment. Students should always be reminded of what the consequences of cheating will be. Cheating should not be considered as one behavior which produces positive results like having high grades for their benefit but

rather, teachers and administrators should instill in the minds of the students that once they cheat, they will be punished and worst, be disqualified from the honor roll.

Parents. Since parental pressure has been found to be a factor (1.91%) why most students engage in cheating, parents should motivate their children to achieve excellence without the pressure that may result to cheating.

