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Cheating Behavior

Among De La Salle University Undergraduate Students
As Perceived by the Faculty and Reported by the Students

A Thesis

Presented to
the Behavioral Sciences Department
De La Salle University

In Partial Fulfillment
of the Requirements for the Course in
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ABSTRACT

This study aimed to investigate and provide a descriptive picture of the cheating problem in the De La Salle University undergraduate level. A total of 366 students and 215 teachers, from the four year levels, in each of the five colleges, were obtained through cluster sampling and simple random sampling, respectively. Both sets of respondents were then asked to give their observations about the common forms of cheating behavior and the possible preventive measures to help alleviate the cheating problem. Causes as to why students cheat were obtained only from students. Results were obtained and tabulated. Generally, student and faculty responses regarding the common forms of cheating behavior tend to be quite similar, while the measures suggested by each to help lessen the occurrence of cheating, tend to be different. Through percentage difference, where an absolute value of 20 or more would show distinct difference, student responses showed negligible differences, while faculty responses showed many differences when compared across year levels and colleges.



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