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The Relationship between Teacher-Student Rapport and Students' Willingness to Cheat

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Abstract

Cheating has become one of the major problems on many high schools and college campuses. It is most prevalent at the college level. However, there have been reports of cheating incidents occurring at the high school level. This quantitative research was intended to explore the relationship between teacher- student rapport and students' willingness to cheat in English classes of Iranian 17-18 year old high school students in Bandar Abbas. First, they were given two questionnaires to answer, one questionnaire about rapport and another one about cheating. The data was subjected to correlation analysis to see whether there was any significant relationship between teacher students' rapport and students' willingness to cheat in exams. This study was down in a High school in Bandar Abbas. The result will be shown through correlation coefficient formula using SPSS software, graphs and diagrams.

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Keywords: academic dishonesty, cheating, rapport;

Introduction

Cheating which refers to an immoral way of achieving a goal has become a major concern in many high schools and colleges around the world. The frequency of cheating is reportedly on the rise. As noted by Johnson and Martin (2005), improvement of technology has made cheating easier for student to do and harder for faculty to identify. According to Murdock and Anderman (2006), there are different variables of psychology that form the core of the educational psychology such as learning, development and motivation. From the perspective of learning, cheating is a strategy that acts as a cognitive shortcut. Students use this cognitive strategy because they do not want to spend

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time studying. From a developmental perspective, depending on student's cognitive levels, cheating may occur in different quantities and qualities such as social and moral development. Thus, cheating occurs less in younger children than in adolescents. Anderman and Midgley (2004) showed that cheating occurs in middle and high school classrooms more than elementary school classrooms because student's cognitive abilities have developed in their adolescence. Also middle school and high school students are more focused on grades than elementary school students. Murdock and Anderman (2006) explained that, from a motivational perspective, learners report many different reasons for engaging in cheating. For example, some students cheat because they are concerned about some extrinsic factors such as grades, maintaining a certain image to themselves or to their friends, and lacking requisite self-efficacy to engage in complex tasks or because of the types of attributions they have developed. Graves (2008) suggested that students who cheat on test are more likely to engage in dishonest activities in the workplace than those who do not. Since students obtain high

Grades by cheating, a few researchers like Passow (2006) and Bouville (2010) lamented that acts of academic dishonesty like cheating undermine the validity of the measure of learning. Teachers will not know of what the students do not understand if there are elements of cheating among them. In this study, the researcher examined the relationship between teacher-student rapport and student's willingness to cheat to understand what factors motivate students to cheat and what factors deter students from cheating.

Review of literature

Cheating and its types

According to McCabe and Norton (2001), there are different forms of cheating such as sharing answers with nearby friend, text messaging of answers using cell phones, copying dictionary material that found on the Internet, bringing cheat sheets on gum wrappers into exams and preparation of essay answers on laptop computers. Although there are still traditional methods of cheating, technology facilitated methods and they are described more frequently in popular press and academic literature.

Cause of cheating

It is important to understand what motivates students to cheat and causes that good student change to dishonest student. As noted by David Callahan (2004), "The yawning gap between winners and losers is also having a lethal effect on personal integrity. In a society where winners win, bigger than ever before, losers are punished more harshly, more and more people will do anything to be a winner. Cheating is more tempting if the penalties for failure are higher, and the rewards for success are greater. When people perceive this kind of choice, they will often kiss their integrity goodbye."(p.69). Whitley and Keith-Spiegel (2002) said that students have many reasons to justify their cheating and they give the same excuses for their dishonesty: grade pressure, poor teaching, lack of time, and lack of interest.

Other applications of the cheating

According to Baird (1980) cheating is an unplanned opportunity. Students cheat to get a particular grade and to help a friend. As noted by Broussard and Golson (2000), dishonest students tend to share information from test and forging a signature.

Side effect of cheating

Jendurk (1992) explained that when honest students see other students cheat and instructors do not seem to care, they become frustrated and angry. So when honest students see that cheaters gain rewards for cheating as they do for attempt, they will be cynical about higher education. These negative emotions cause they leave effort as a success strategy and come to view cheating as the only way to keep up with everyone.

Feed back of cheating on education

As noted by Scheuneman and Oakland (1998), cheating hinders standardization by varying testing procedures. For example, a result may unfairly have advantage or disadvantage and prefer one student over another. Athanasou and Olasehinde (2002) suggested that cheating affect on assessment and validity.

The relationship between students–teacher rapport and student's willingness to cheat

As noted by Davis (2003), the quality of student's school relationships, particularly student's relationships with teachers that influence student's social emotional, motivation and academic success. Eble and Kibler (1988) explained that the best method for reducing large scale cheating is to create an atmosphere, which is not conducive to cheating when good rapport exists between students and professors, and among students themselves, cheating is drastically reduced.

Definition of rapport

Faranda and Clarke (2004) explained that rapport in language learning refers to ability to maintain harmonious relationships based on affinity for others. **Benefits of building rapport between students and teacher** Diero (1997) said that people like other people who have attention to them. And Students like teachers who think highly of them. Rapport is the interpersonal side of teaching. According to Ramsden (2003), Rapport involves knowing your students and their learning styles and using your relationship with them to teach at a more personal level.

Rapport-building strategies

According to Brown (2004) studies having teacher-student rapport effect on student learning. Rapport relates to meta-programs and match teacher and student language and behaviour in classroom. Researcher also explained that as well as rapport with students, it is necessary for teacher to have enough knowledge of subject, sense of humour, ability to teach to the student's level and willingness to answer questions.

Methodology

Participants

The participants in this study include a sample of 115 female senior students learning English language in a high school in Bandar Abbas, Iran. Their age ranges between 17 and 18 years.

Instrument

In this study, two questionnaires (rapport and cheating) provided by Dr Khamesan and Dr Shahdadi will be used to collect data.

Procedures

In this study one school was chosen, and the data was collected in 2 30-minute sessions. First, the researcher collected data from 60 students to estimate the reliability of the questionnaires.

Then, she collected data from including 115 students to see whether there is any significant relationship between students-teacher rapport and students' willingness to cheat.

Reliability Statistics

| Alpha | Items | N of Items |
|--------------|--------------|-------------------|
| .842 | .838 | 12 |

Design

This study had a correlation design since it was intended to explore relationship between two variables.

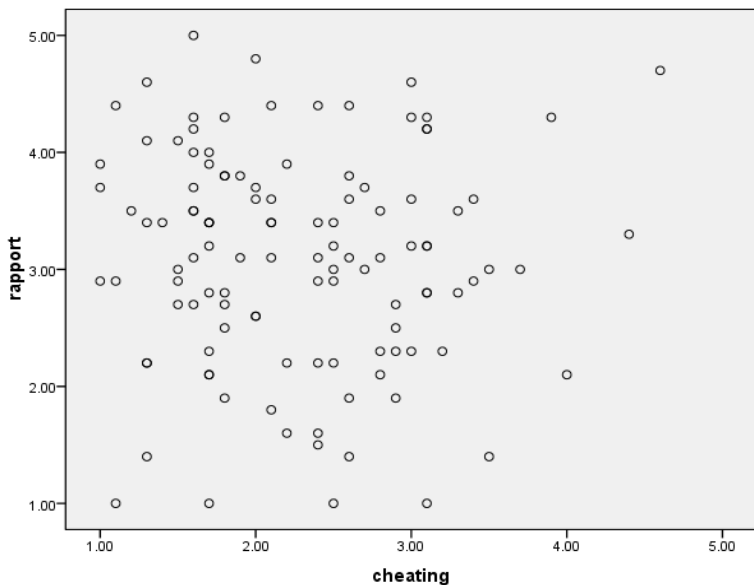
Results

Results are divided into two main sections. First, the findings revealed that sum of possible is more than %5 error level, so there is not any significant relationship between teacher-student rapport and students' willingness to cheat.

Table 1 Correlations

| | | cheating | rapport |
|----------------|----------|-------------------------|---------|
| Spearman's rho | cheating | Correlation Coefficient | 1.000 |
| | | Sig. (1-tailed) | . |
| | | N | 115 |
| rapport | | Correlation Coefficient | -.093 |
| | | Sig. (1-tailed) | .162 |
| | | N | 115 |

Figure , cheating



Second, sum of possible is more than %5 error level, so the hypothesis is meaningless. It means that with possible %95 cheating or not cheating students it is the same. And students' average in all of levels doesn't have any relationship with rapport between teacher and student.

Table 2 ANOVA

| Cheating | | | | | |
|----------------|----------------|-----|-------------|-------|------|
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 3.029 | 4 | .757 | 1.293 | .277 |
| Within Groups | 64.395 | 110 | .585 | | |
| Total | 67.423 | 114 | | | |

Discussion

In this study, researcher hypothesized that relationship between teacher and student reduces students cheating, but it is clear that students cheating relates to some variables such as culture, school environment, poor teaching, student's financial situations, age, gender and so on. Although in this research no significant relationship between teacher and

student rapport and students' willingness to cheat was observed, considering other variables can help reduce students' interest in cheating. As noted by Baird (1980), cheating is an unplanned occasion.

Conclusion

The one conclusion we can draw from this study is that there is no clear-cut profile of a student who cheats. The decision to cheat and the reasons leading up to the decision are complex and include a variety of personal and situational factors. Since school is a big society with different

Cultures, philosophies and values are so prevalence of cheating in school is more than its prevalence in society (Callahan, 2004). So it is necessary for teachers to know their students and be informed about traditional and technological methods of student cheating.

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Appendix

Dear, students Each of the
 following statements concerns your relationship with your teacher. Please indicate your response to each item by
 ticking in the blank which most closely describes your feeling as follows:

1- Strongly agree 2-agree 3- Neither agree nor disagree 4- disagree 5-Strongly disagree

- 1-Teacher teaches clearly
- 2-I have a good relationship with her.....
- 3-She listens to me patiently
- 4-I justify her scientifically
- 5-I can tell her my private words
- 6-I like her to be my teacher next years
- 7-Not only she is my teacher, she was my best friend.....
- 8-I love to invite her to my house and I go her home too.....
- 9- I try to gain her satisfaction with my behaviour and my grade
- 10-I love my English teacher more than other teachers.....

According to above questions, now say how much you will to cheat on exam

1-Never 2- rarely 3- sometimes 4- usually 5- always

- 1-coping from education books instead of you yourself answer the questions.....
- 2-coping whole or some part of your homework from your classmate homework
- 3-peeping your friends paper when you take exam
- 4-listening to your friends' voice and using them for writing answer.....
- 5-saying answer to your friend when you take exam
- 6-using some device such as cell phone, book and so on.....
- 7-helping your friends when teacher asks them question
- 8-helping your friend when you take exam.....
- 9-changing your paper with your friend when you take exam.....
- 10-trying to acquire the question answer illegally.....
- 11-using other works without cite their name.....
- 12- Present other works with your name.....