

**Friends with Benefits: Causes and Effects of Learners' Cheating
Practices During Examination**

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Abstract

Cheating during examinations is triggered by peer influence. It makes every learner know and do what should not be done. Cheating during examinations defeats the purpose of understanding, applying and creating ideas as stipulated in the revised Bloom's taxonomy by Anderson. The study reported here was designed to delve into the reasons and aspirations of the respondents in their cheating engagement. Sixteen (16) key informants, selected using random sampling procedure among Junior and Senior High School learners of Roxas National Comprehensive High School in Palawan during the months of June to October 2016, completed open-ended questionnaires and took part in the interview. Nvivo software was used in the analysis of the themes that emerged from the data. This study discovered that friendship is manipulated, for it makes doing right things unacceptable and things to be avoided like cheating seem right and acceptable. The behavior about cheating during examination is deeply rooted in the culture of pakikisama (social acceptance/liking) and utang ng loob (debt of gratitude). If a learner does not share his or her answers, he or she will be labeled as walang pakisama (no concern). This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Condemning academic dishonesty must not merely rest in the enrollment forms, but by constant moral reminder and intervention of teachers who have a responsibility to hone learners' decorum on honesty and maturity.

Keywords: academic cheating; examination; academic performance; friends, cheating practices; social connection.

Introduction

I cheat with, from and for my friends. This is a prevalent mindset of learners whenever they are facing difficulties during examinations. Cheating on examinations in academic institutions is a worldwide issue (Berhan & Desalegn, 2014). Adolescents are at a time in their lives where peer influence and peer pressure are high (Rettinger & Kramer, 2009). Student habits and views on cheating are developed in high school (McCabe, Butterfield, & Trevino, 2012). In the advent of the twenty first century generation, one of the most disturbing and alarming problems in education is underpinned by students' ways of cheating. Cheating occurs when a student obtains or attempts to obtain some advantage or extra marks by any dishonest or deceptive means. This can include lying; copying from another's test or examination; interacting with other students during assessments and taking any unauthorised material into an examination venue (Jordan, 2001, McCabe et al., 2001, Northumbria University, 2013). Thus, cheating is considered as one of the forms of academic misconduct that has become one of the biggest concerns of educational institutions (Wilkinson, 2009). Problems concerning cheating became evident not only among undergraduate university students, but also among secondary learners in recent times. "Cheating or academic misdemeanor is not a new phenomenon" (Taradi et al., 2012, p. 14), but a long-familiar problem not only in many European countries but in the Philippines in particular. This is a kind of misconduct in such a way that it undermines students' capability to master lessons and achieve excellence in their performance and learning competencies as embedded in the curriculum guide provided by the Department of Education. Academic dishonesty can be defined as the students' use of illegal activities, techniques and forms of fraud during their examination or evaluation processes, usually for the purpose of achieving better grades (Manar & Shameem, 2014).

In the Philippine educational system, its participants, learners in particular, are required to faithfully follow the mandate of excellence, mastery and integrity of learning knowledge and skills, which are intended for the proliferation of their infinite potentials which lie dormant if untouched with the graces of academic instructions. In this sense, this purpose is nowadays almost and always frustrated by misconducts or undisciplined performances among the learners of this 21st century era. Technological advancements have made cheating easier and more prolific (McGregor & Stuebs, 2012). "The process of how students cheat has been the topic of extensive research" (Baker, et al., 2008, p. 28). This paper supplements the established findings on academic dishonesty by delineating the innovative techniques that students use to respond to perceived difficulty and frustrations encountered within the context of Junior and Senior High School learners in Roxas National Comprehensive High School, Roxas, Palawan, Philippines.

The Aim of the Study

Why do students from all age groups and levels of achievement participate in cheating? One line of speculation is that dishonesty in school is just a reflection of a much broader erosion of ethical behavior that has become commonplace in a society that tends to support self-centeredness over concern for others (Sommers & Satel, 2005). To delineate the essence of the issue, I focus my attention on the following topics:

1. The reasons why students copy other learner's answer during examinations
2. The ways by which students copy other learners' answers
3. The effects of copying other learner's answers in personal and social identity

4. The interventions that need to be maintained, formulated and implemented to respond on this issue.

Theoretical Framework

“Social learning theory focuses on the learning that occurs within a social context. It considers that people learn from one another, including such concepts such as observational learning, imitation and modelling” (Corpuz & Lucas, 2011, p. 82). Inherent with this theory are the principles such as observing the behavior of others and outcome of those behaviors, learning occurs without a change in behavior, and cognition plays a role in learning. In the midst of this compelling issue copying other learners’ answers, the Department of Education through its teachers, is making better alternatives and remediation for students failing marks. Then, copying-in-the making issue somehow reverberates in the halls of students’ unconscious behaviors with and without teacher in front of them. “Cheating is rampant in professional schools, a major shift has occurred in cheating related attitudes including peer behavior and ethical environments, and a deeply embedded honors code can play a key role in creating an ethical environment” (McCabe et al., 2012, p. 67).

Literature Review

The reasons for cheating are influenced by peer pressure.

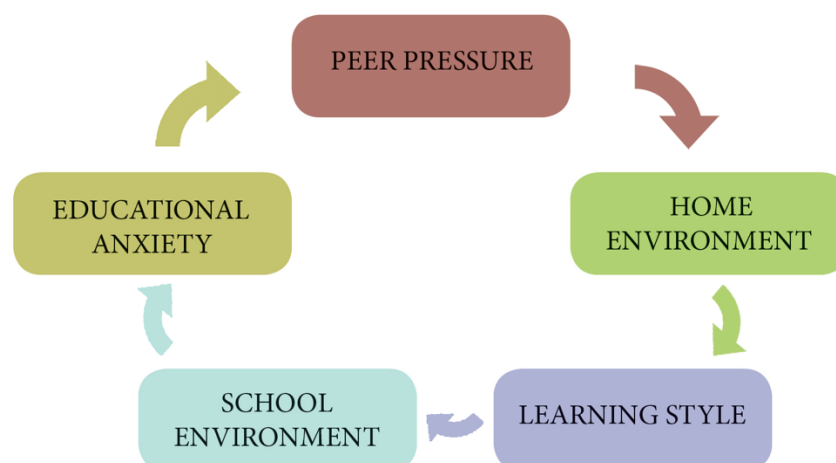


Figure 1: Factors that enhance academic cheating (Sarita, 2015).

As can be seen in the Figure 1, **peer pressure** is the prime mover of cheating. If peers in their peer group are choosing academic dishonesty, then they are more likely to do the same (McCabe, 1999 as cited by Sarita, 2015). Adolescents are influenced by what their peers do and they form their peer groups around similar interests. Peer influence is at its highest at this point in their lives. Secondly, **home environment**, which refers to the conditions where people live, is another factor in cheating. The old saying “The most important work you do takes place within the walls of your home”. It is noticeable that children learn many things at home not only in academics but also in values like honesty in particular. Academic dishonesty is more likely to occur with parental pressure to get good grades (Taylor, et al. 2002). The third factor is learners’ **learning styles**. Some students are naturalistic while others are visual and auditory. Learning styles like cognitive, affective and physiological behaviour serve as relatively stable

indicators of how learners perceive, interact with and respond to the learning environment. Fourth, there is a **school environment** where academic cheating takes place. There are many reasons why an adolescent may choose academic cheating over academic integrity. Adolescents compete against each other for class rank (Sarita, 2015).

Class rank helps them edge their way into competitive institutions and colleges. Politics in a school may also play an important factor for who get caught and disciplined accordingly when they engage in academic dishonesty (Riera & Di Prisco, 2002 as cited by Sarita, 2015). Teachers have some influence on how to set up their classrooms, as well as goals set and attained throughout the academic school year. Teachers can have mastery goal structure or performance goal structure in their classroom. Mastery goals focus on learning and improvement, whereas performance goals are based on grades and what one can do to be at the top. Sarita (2015) claimed that **Educational anxiety** is the combination of anxiety and academic anxiety. Students have many anxieties related to education as pressure by parents and schools to achieve top scores has created stress levels among students. The students know cheating is wrong but they feel like the most important thing they do is get grades. In fact, much of the research on academic cheating has been centered on elucidating possible psychological reasons why students engage in cheating behavior. This research paper by Sarita (2015) contributed to researcher's understanding of the social milieu and development of this current study about cheating, for it manifested the prime factors why learners' cheat particularly peer group which influence the flow of academic dishonesty.

In the study of Kwong *et al.* (2010), he found that students participate in academic misconduct because of their workloads and time pressures, their desire to achieve good grades, and unclear instructions from teachers about what constitutes academic misconduct. Moreover, societal and technological factors that may contribute to increased tendency towards cheating include: lack of awareness, peer culture, lack of punishment, absence of risk and pressure to achieve (Ma, *et al.* 2006). Classrooms that stresses high grades and test scores may lead the learners to cheat. Situational factors also contribute to the students' tendency to cheat. For instance, some students find their work challenging or boring, fear failure, lack training and may be pressured by insufficient time to study and heavy workloads (Razera *et al.*, 2010).

In modern times, cheating involves the possession, communication or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. It was noted that the reason to cheat were: Not preparing for the exam, lack of time to study, carelessness and lack of punishment from instructors. The most common methods of cheating were found to be copying from other test studies and talking to neighbors during the exam, besides using certain gestures to get answers from others (Ahmadi, 2012). Many students cheat just to receive a passing grade and impress their parents and teacher. Academic cheating is caused by many reasons; parental pressure, teacher pressure and poor time management. Teacher pressure will generate the need for students to cheat academically. Academic cheating is a growing concern among adolescents in schools worldwide (Sarita, 2015).

One notable character and uniqueness of this study is that available literatures can be commonly found in research conducted on higher education but not extensive in secondary education. According to the Center for Academic Integrity (Fields, 2003), 75% of students in higher education admit to cheating behaviors. However, only over 20% of 1,369 undergraduates studied reported that they had committed an act of academic dishonesty while in college (Stearns, 2001).

Methodology and Methods

An open-ended questionnaires designed to evaluate Junior and Senior High School learners' awareness in Roxas National Comprehensive High School were administered to sixteen key informants during the months of June to October 2016. In the process of interview method, the respondents were asked to fill out the questionnaire and answer all the questions with audio-recorded files. The first part of the questionnaire is about the codename, age, section and year level intended for confidentiality of informations. In the second part of the questionnaire, respondents were asked to assess their knowledge and experiences through the qualitative interview guide.

The questions concentrated on knowledge and awareness about copying answers during examinations, causes and impacts of cheating phenomenon as well as respondents' responses. The questionnaires were randomly distributed to the all-secondary levels using convenience sampling. Furthermore, Nvivo software was used to analyze the themes, which are geared to provide solutions to the problem of cheating during examinations. This oeuvre sets its limit in the realm of secondary level particularly at Roxas National Comprehensive High School as its center of reference. Delineating the prime reasons and effects of academic dishonesty trigger the researcher to find out student's aspirations in meeting the standard of the academe among Junior and Senior High School learners in Roxas National Comprehensive High School.

Results

The first part of the questionnaire categorically focused on learners' experiences of cheating during examinations. The choices presented revolved on quizzes, mastery tests, periodical tests in Junior High School learners while chapter/unit test and quarterly Examinations for Senior High School learners. Data revealed that the majority of the informants disclosed their experiences in cheating during quizzes, mastery and periodical tests. Data also found that respondents' behavior on cheating is highly dependent on their aspiration for passing grades in order to be qualified for promotion.

More than half of the informants confessed that they have no experience of being caught in the act while cheating. Their common response came from the second part of the questionnaire that asked the question: Have you had worst experiences of being caught in the act while cheating? But then, one of the respondents disclosed that she could not forget the experience of being reprimanded by her teacher and it was reported to her parents. She suffered emotional pains of being treated as someone who is not using her mind by her father.

Table 1: Systematic results of interviews with the informants.

Codename	Age	Current Year level	Grade level when cheating is learned	Causes of cheating during exam	Ways of cheating during exam	Effects of cheating in exam	Subject/s that need cheating
BOY	13	7	2	Difficulty of Subject	Cheating from friends	Low self-esteem	English
AXL	15	9	3	Peer Influence	Friendly to classmates	Low self-esteem	Mathematics

SKO	16	11	3	Difficulty of Subject	Looking at classmates' papers	Passing grades	Science
JED	14	8	5	Not ready for exam	Sign language	Make parents proud	Mathematics
LAD	15	9	4	Peer influence	Looking at classmates' papers	Avoid failing grades	Mathematics
HAB	14	8	5	Difficulty of Subject	By making friends of classmates	Avoid failing grades	Science
TIN	17	11	3	Not ready for exam	By making friends of classmates	Avoid failing grades	English
GEN	14	7	4	Difficulty of Subject	Sign language	Get good and passing grade	Mathematics
WEM	14	8	4	Difficulty of Subject	Being friendly to classmates	Passing grades	Mathematics
MEN	15	9	5	Not ready for exam	Looking at the paper of my classmate/s.	Passing grades	Mathematics
SER	16	11	6	Peer influence	Sign language	Passing grades	Science
REX	16	10	7	Not ready for exam	Go out and look for answers	Avoid failing grades	Science
KID	13	7	6	Peer influence	Sign language	Passing grades	English
LOY	14	8	5	Peer Influence	Making friends of classmates	Avoid failing grades	Mathematics
JET	15	10	3	Peer influence	Friendly to classmates	Wish to help a friend	English
JOY	14	9	4	Peer Influence	Being friendly to classmates	Passing grades	Mathematics

As can be seen in Table 1, sixteen (16) informants who participated in the interview have their respective codenames. The age bracket of the respondents is from thirteen (13) to seventeen (17) years old, the majority being fourteen years old. Their respective year levels are randomly selected from grade seven to grade eleven. Most of the respondents are from grade eight (8) and grade nine (9). As presented in the table, most of them learned and began to cheat during their elementary years, specifically grades three, four and five. Peer influence is the dominant cause of cheating during examination among the respondents. Aside from peer influence, the

difficulty of the exam and not being able to prepare for examination are the primary causes of cheating behavior. Making friends of their classmates is the most common attitude of the respondents. More than half of the respondents admitted that the primary effect of cheating for them is to get passing grades in order to make their parents proud. However, low self-esteem is one of the effects for a minority of the informants. “Participants who cheated had lower self-esteem in comparison with those who did not cheat. As regards attitude towards disloyalty, it was found that loyalty had a low value for the participants who cheated, while non-cheaters valued it highly” (Blachnio & Weremko, 2011). Mathematics is the most difficult subject for majority of the informants in this study. Aside from Mathematics, Science and English had been mentioned.

Discussions

When the informants were asked by the question as to what made them engage in cheating during examinations, more than half of them responded that aside from primary causes presented in table 1, they did not understand the topic or lesson discussed and they did not review their lessons beforehand. Moreover, the teacher does not give punishment when he and she caught them. In addition, they are too lazy to listen to discussion because their teacher is very strict. In these particular cases, a lack of the skill in understanding wide and various array of academic notions penetrated and dominated learners’ behavior towards the discussion. It must be noted that in the context of 21st century learners, they are very inclined towards collaborative activities rather than plain traditional discussion strategies given by their teachers. Attention and focus are the main skills that are interrupted if the teaching strategies are very traditional. Hence, learners are gradually losing their appetite in substantial absorption of concepts in the classroom. Data revealed that continuous decrease of attention and focus because of traditional teaching pedagogies served as prime factors and causes of learner’s dependency on cheating with their seatmates during examinations.

Most of the informants admitted that they have highly creative ways of copying other learners’ answers during examinations. Data revealed that learners academically cheat by way of looking at and asking for their classmates answers, giving and receiving a crumpled paper containing answers on the exam, writing the answers on their hand and desk, sign language, going out while exam is ongoing and look for the answers on their pocket device. Moreover, they cheat by means of recording the answers to their cellular phones and listening on them via headset while taking examination, having picture of the answer in cellular phone during mastery test and look at these answers during periodical test. For them, most of the test questions in mastery test or unit test for senior high school are the same with periodical test of quarterly assessment questions.

Utilitarian Perspective of Friendship on Cooperative Cheating

A friend is defined as a person who helps or supports someone, a favored companion, one that is not hostile, and the one attached to another by affection or esteem (Merriam dictionary). Along in-class examination, friendship is at the momentum zone that is either to build strongly or break abruptly. The most common strategy that they are doing when copying is by making friends of their classmates who are intelligent in the subject in order to copy through looking and asking their classmates’ answers. Loy, one of the informants, highlighted this theme by saying: “I need to befriend my classmates for me to be able to copy their answers if I do not know the answer.” In line with the gender codes, respondents revealed that their peers are commonly the same gender. Male learners are building friendship not just socially but also for

academic benefits involving cheating during examinations. My data revealed that male learners are more susceptible to cheating than female. It is because most of the males are always at the back of the classroom where they have boys' talk while discussion is ongoing, thus, making them not copy or hear what the teacher is presenting or the activity being given to them.

Birds with the same feather flock together, as the saying would tell. As friends, individuals share the same interest, likings, hobbies and aspirations. Emerging themes from the data suggested three kinds of group of friends in relation to in-class examination, namely: the slow friends, the average friends and the elite friends.

1. Slow friends tend to go together in one place in the classroom. For them there is a feeling of belongingness, that is, they gain confidence through each other's way or means of help in times of uncertainty during examination. If this means does not work, they resort into tapping their friends on average levels. Their passion is not on reviewing but radically on depending on other's answers.
2. Average friends are those learners who oftentimes deal with accommodating and helping slow learners to cope with their answer if left unguarded. They make every way possible to copy answers from the elite learners.
3. Elite friends are the ones who are very competitive. Most of them, as revealed by the informants are not sharing answers. But, if they are triggered by the maintaining grade posed by their academic strand, they tend to give in to idea that one for all, all for one. They are also receiving free snacks from their friends if all of them passed. They shifted from a notion that we study because we compete with each other to the idea that we study because we need keep every classmate on track.

Causes and Effects of Cheating During Examination

Data revealed that peer pressure is one of the most triggering causes in this kind of academic dishonesty. Moreover, the findings revealed that unpreparedness causes stress and triggered with time pressure deeply affected learners to cheat during examinations. Rex shared his experience in this regard: "Peer pressure caused me to be stressed if I cannot answer the questions correctly. So, I just wait to find a way and copy if the proctor is not guarding us."

As to their aspirations, most of the informants conceded that they do not want to feel ashamed to their parents because of their failing grades. In their mindset, they copy during examination in order to get good grades, make their parents proud, avoid failing grades, and to be happy still despite knowing that they pass examination through unfair copying others' answers. When they were asked as to how certain are they that the answer which they copied is true or not, they commonly answered that they are confident that their seatmate's answer is true for she or he is their friend. For them, they have this saying that friends do not lie and leave each other. Data revealed that duration of time given is not a problem but the access to friends who know the answer. Kid stated: "Time is not a problem as long as you have a friend who knows the answer, the problem is if you both do not know the answer."

Learners' cheating habits during examination is notably rooted in their elementary years. Most of them revealed that their dishonest behavior occurred between grades two (2) and four (4). Peer influence is the common cause of this problem of copying. Because their friends are cheating, so are they. In this realm, curiosity and a need to be belong could also be noticed as

the cognitive tendencies that played a huge effect to learners developing the habit of copying other learners' answers during examinations.

Upon probing on the subjects which they found difficult and in which they are always copying, data revealed that Mathematics is the most challenging subject for senior high school learners. This finding is the opposite on the basis of Junior high school learners which revealed that Science, Math and English are the most difficult subjects. When asked what particular subjects are easy to cope with, data revealed subjects such as Filipino language and values.

Most of the informants have a conviction that this culture of copying other learners' answers during examination could be put to an end if and only if every learner avoids and controls himself to academically cheat. The majority of the respondents reported that academic cheating particularly copying during examination decreases self-confidence and understanding in their academic performance. For them the ideal was that they prefer to be failed than to cheat during exam, but in reality, they detach themselves from that ideal when they find themselves unprepared, time pressured, and that particular subject is for them difficult to bear academically.

Teachers' Practical Interventions on the Issue

Enforcing academic integrity by limiting the opportunity for academic fraud in the first place is a herculean task, but it is one that is controllable: data agree with the claim that teachers and “professors can do simple things such as making sure that desks are free of scribbled notes, that book bags are closed, that hats are removed. Further, they can look for gazes that repeatedly veer off into areas other than the test; multiple versions of exams can be administered in small classrooms rather than auditoriums; instructors can also employ additional proctors during exams, adopting wide and fixed space seating” (Jones, 2011, p. 45). In addition, many of the informants suggested monitoring techniques that are effective such as: Set A, Set B technique, random eat plans, supply type test strategies (e.g. essay, identification and modified true or false,) no gadgets, no talking and going out while exam is ongoing and alphabetical seating arrangement.

Career and Academic Implications

The study is formulated among Roxas National Comprehensive High School Junior and Senior High School learners. Thus, based on the questionnaire, awareness about copying other learners' during examination are noted in the author's conclusion about the following:

1. Informants admitted that they learned copying since their early days in elementary school. First, they act as observers and the need to be in the group triggered the manifested behavior of copying. Imitation is not wrong if put in its proper context. In business, for example, modelling is evident, for it makes an entrepreneur imitate all the strategies and skills in order for him to be effective and efficient. However, in the school, the implication is reversed. Learners should internalize the lessons discussed for them to be able to be critical thinkers upon landing in their chosen field in the future. If cheating is the culture that they imbibed, then they probably cannot pass in any board or bar exam where their need for job security is on the line. Learning in a solitary environment may motivate more learning and thus overcome the need for cheating, meaning that people may be able to learn and pass exams in other contexts.

2. They are differentiated in terms of the subject, which they treated as difficult in which they feel the need to copy during examinations. There are informants who found it hard to deal with Mathematics yet comfortable in learning English. On the other hand, there were also informants who found that English is more difficult than Mathematics that is why they need to copy others' answers. The bottom line is learners' learning abilities are complex, for everybody is unique. Then, cheating cannot be a rational means on compensating different strengths and weakness upon taking hard subjects. Honesty is tested when a learner admits to himself and desire to change his weakness into strength by seeking help from his peers and teachers for interventions. In this way, a learner will have self-confidence in bearing difficulty on the examination.
3. Most informants happened to cheat during examination in order to deal with their aspirations like passing the particular subject and consequently make their parents proud. Promotion became the main factor in cheating engagement. But, some of the informants realized that even if they think and know that they pass already, their conscience haunt them at the end of the day. Their conscience that cheating is not a moral way to get promoted. Some of them are rationalizing that maybe those subjects are no value to the jobs that they will do someday, without even considering that honesty which they defeated is the prime factor that determines their altitude or downfall.
4. Most of the informants realized that copying other learners' answers triggers lack of self-confidence and lack of passion in learning. Low self-esteem and feeling of boredom makes a person suffer when he is at his field of work or employment. On this dimension, many informants disclosed that they have to adhere to not cheating for them to earn self-confidence.
5. To extinguish this habit of academic dishonesty especially during examination, informants suggested that they could resort to intensive concentration on reviewing their lesson beforehand in order that they will not be stressed and rattled as examination continues to go along with their ways. This attitude then makes every learner attained that highest level of revised Bloom's taxonomy, that is, creativity. In life, love and business, creativity that emanates from focus makes everything successful and excellent.
6. For some adolescents, parental pressure is high at this age in regard to academics (Strom & Strom, 2007). However, data revealed that informants resorted to cheat during examination because of the lack of parental presence who are supposed to guide them in their quest for knowledge internalization by giving advises and inspirational messages. This research found that the need for parental moral support in the home is needed. Another influential factor why students cheat is that there are some parents who are very judgemental when they knew that their son or daughter got a failing grade in school. The fear of being reprimanded and treated as someone who is undeserving of support from parents makes every student engage in cheating during examination. Thus, even those learners who are living in the boarding house must have an ample time of communication between them and their parents.
7. Friendship became very practical. Learners who depend on building friends in order to copy during examinations are very utilitarian in character. They are always harmonious relationship with those learners whom they know they can benefit from, but resent those who do not share their answers. It is as if friendship is manipulated for it makes right things to do unacceptable and things to be avoided as if they are the right things to do.

As Filipinos, this behavior is deeply rooted on the culture of *pakikisama* (need to belong) and *utang na loob* (debt of gratitude). If a learner does not share his or her answers, he or she will be labeled as *walang pakisama* (no concern). To get rid to this kind of social indifference, many learners resort to share their answers even if they know it is not the right thing to do.

8. Cheating during examination became students' way of building social connection. Even if the test is very easy, still they are relying on their friends' answers for confirmation. Social connection makes every learner confident and ready to face any academic challenges. Although building social connection among learners is a part of being human, they must not forget to value the essence of honesty. The virtue of honesty makes social connection firm and stand for a long period of time. There is a Filipino maxim which states: "*Ang pagsasabi ng tapat ay pagsasama ng maluwa*" (Honesty is a way to have a long term relationship). Honesty is the opposite of utilitarian thinking among students. Cheating as a way of building social connection paves an opportunity only for short term bonds among students. It is because if they are caught by their teacher, they would be punished. This culture of cheating among students will greatly affect their career in the future and relationship with their loved ones. Social connection is a form of collaboration. Another perceived cheating as a form of collaboration, a skill that is valuable in the business world (Aaron & Roche, 2013).

Conclusion

This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Indeed, teachers nowadays cannot assume that learners know and abide by the unwritten moral codes and rules imposed by school, family and society as a whole. Henceforth, to uphold honesty and matureness is to emphasize these rules and codes. The rules and codes must not merely rest in the enrollment forms or written school policies, but it must be in action, meaning to say in constant reminder given and intervened by teachers who have full authority and responsibility to hone learners in the light of honesty and maturity as enduring values in the arena of life.

I argue in this paper that learners' illegitimate means of responding to failure and frustration during examinations are not to be counted as excuse for them to be recognized as highly innovative. Through making friends of their intelligent peers, tolerating their dishonest behavior by giving answers because of friendship, gaining confidence through social approval, for everyone does it, feeling of being intelligent because of cheating practices and manipulating gadgets to copy clear-cut answers should not be tolerated. These innovative ways are not good or bad in themselves (amoral) but if they are put in the wrong context (academics), which upholds the virtues of honesty for self-discovery of skills and self-mastery of talents, these mentioned means of cheating becomes immoral, and thus destructive for every learner who engages in this practice.

Effective Communication between Parents and Their Children

Indeed, educators cannot provide all of the guidance that students require to adopt honesty as a lifestyle. Some parents tell daughters and sons that cheating is a fact of life in the world of work and this has forced them to cheat in order to succeed. When parents act in this way, condoning dishonesty and deception as standard, it becomes challenging for educators to counter the message that power of cheating makes it an acceptable practice. "Schools could

provide workshops for parents that focus on the range of cheating issues adolescents face and offer agenda questions for discussions at home about honesty, integrity, trust and maturity. In this way, mothers and fathers would be enlisted to sustain their efforts to nurture these valuable attributes in their children. Successful academic performance rooted in honesty enables students to take pride in work that is their own and to make known when tutoring is needed to improve learning (Teixeira & Rocha, 2010).

Recommendations

This paper similarly recommends ways of abating cheating in the long run. These are the following:

1. Educators should use positive reinforcement and encouraging the students to acquire a positive outlook in life that will prevent them from cheating (McCabe et al., 2002).
2. Teachers can reduce the tendency to cheat by involving students in interesting assignments that are more engaging and relevant to the students themselves (Renard, 2000; Ma et al., 2008).
3. Teachers, as facilitators of learning, should help their students to learn how to summarize and rephrase in their own words. Being fluent at writing is possibly the best way of inhibiting cheating (Dick, Sheard, & Hasen, 2008).
4. Teachers should aim for a “zero tolerance” approach with regard to cheating and plagiarism in their academic environment (Wilson & Ippolito, 2008). In order to be consistent and to reach the so-called zero tolerance towards cheating during examinations, teachers should make clear the acceptable and unacceptable behavior of the students at the very beginning of the year, stick to it as far as possible, and frequently remind the students of it.
5. Subject teachers should also make sure their students correctly understand the terms and conditions of the subject by discussing them in class if necessary. They should let the students know that teachers are available at any time to help them with their academic problems and doubts (Badia, Cladellas, & Clariana, 2013).
6. Teachers should make it clear to students that resisting temptation to cheat during examinations boosts and builds high self-esteem and self-respect. Students with higher levels of self-confidence were less likely to engage in academic misconduct (Hulsart & McCarthy, 2009).

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Appendix

Informed Consent Form

The open-ended questions to be asked are in line with the research topic: *Friends with Benefits: Causes and Effects of Cheating Practices During Examination*, which will be conducted by Leo Andrew Diego, Senior High School teacher for this action research. The main objective of this research is to find out the factors why students copy other learner's answers on their exams in order to adapt plausible solutions to be done after knowing the problem. Your answers, real name and identity are confidential, meaning to say, it will not be shared to others. Your full cooperation in this meaningful endeavor is highly appreciated.

Codename: _____

Year Level: _____

Age: _____

Qualitative Questionnaire

Objectives	Interview Questions
To identify reasons why students copy other learner's answer during examinations.	<ul style="list-style-type: none"> ➤ What made you engage in cheating activities during examinations? ➤ What are your aspirations in doing whatever it takes to pass the subject even if it means copying other learner's answers?
To determine the ways by which students copy other learner's answers	<ul style="list-style-type: none"> ➤ What are the ways in which you cheat during exam?
Analyze the effects of copying other learner's answers in personal and social identity	<ul style="list-style-type: none"> ➤ How affected are you when you cheat during exam? ➤ What do you think are the personal effects of cheating during exam? ➤ What are the ways in which you can stop copying other learner's answers during examinations?
Identify interventions that need to be maintained, formulated and implemented, to respond on this issue.	<ul style="list-style-type: none"> ➤ What are the cheating policies of teachers in the classroom during examination to avoid cheating activities? ➤ What do you think are the disciplinary measures given by teachers on this issue of cheating? ➤ What are the interventions being done by teachers for those learners who are slow in learning?