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Accused Youth and High School Pupils on the Phenomenon of School Cheating Research Report

Cheating is a deceit and form of theft of good grades, for which honest fellows of the cheater worked hard. The result of such conduct is the decrease of the value of school certificates and diplomas of all students. Cheating corrupts adolescents, depreciates Polish schools and brings shame to Poland abroad.

Zygmunt Zamoyski (2004)

Abstract: The article presents the opinion of minors on the phenomenon of school cheating. The study included 30 charges residing in a shelter for minors, and 30 high school pupils. On the basis of the study results, the scale and scope of cheating that respondents commit was determined. The method of a diagnostic survey was used, applying an author questionnaire, consisting of thirteen closed questions and one open question. The analysis of the results of empirical studies conducted shows that the widespread public attitude to cheating was confirmed among the surveyed young people of both groups. Studies showed that both the charges of the shelter for minors, as well as surveyed high school pupils, often used from unauthorized forms of assistance at school and reprehensibly justify the reasons for such conduct. It was also found that the respondents constantly multiply the reasons for frequently using unauthorized assistance. The respondents are of the opinion that one cannot comply to the general belief that cheating cannot be counteracted. The phenomenon of cheating is widespread, despite authoritarian attempts to limit it by teachers and educators.

Key words: school cheating, the phenomenon of cheating, shelter for minors.

Introduction

The turn of the 20th and 21st century became a time of huge challenges on the way to satisfying needs. Progress causes the need for continuous development in the process of constant education. Education achieved as a result of learning is becoming a value in itself. For today's youth, success and popularity are the most important. The easiest way to achieve good grades is often cheating. On the basis of literature on the subject, this phenomenon is defined as cheating performed during a test, quiz or exam by using prohibited assistance during it or information coming from external sources. The concept of cheating includes both the development process and use information from impermissible aids and the act of using information from external sources (see. Kobierski 2006, p. 49–54).

Here we can extract the three most commonly occurring methods of cheating, preferred by pupils as a form of violating school rules. The first is to have so-called impermissible learning aid during a test. The second is copying from another person or persons, replacing tests or using special codes, distracting the teacher. The third type is associated with enabling another person to cheat by using aids or one's own knowledge (Gromkowska-Melosik 2007, p. 26–33).

Cheating is an element that is blended in with the learning process. The pupil is guided by a balance of gains and losses, he strives to achieve very good grades in learning, while avoiding extra effort. A conflict between values being the basis of learning and the desire to achieve benefits may also be at the core of cheating. When temptation is very strong, the mechanism of rationalization appears as a method of dealing with internal conflicts in order to protect one's personality, reduce anxiety, frustration and the sense of guilt due to one's bad conduct (Strelau 2000, p. 616–617).

Among the most common motives of cheating, B.E. Whitley lists the young person's internal focus on success and excessive pressure of parents and teachers. Other motives are so-called external circumstances, related to the universality of the phenomenon, overload of learning material to prepare and not enough time designated to absorb the knowledge. The third group of motives relates to objective circumstances, associated with long-term illness, and the fourth group includes individual motives, i.e. cleverness, opportunity, or just laziness. The fifth group includes motives arising from group cooperation and communication, while in the sixth group we can find such motives which are connected with the lack of or no punishment for being caught red-handed on cheating or even this practice being tolerated by teachers (see Gromkowska-Melosik 2007, p. 13).

In Poland, there is widespread social acceptance of practices associated with cheating. According to CBOS, in 1997, 58% of Poles accepted the phenomenon of cheating. This is confirmed by studies carried out in Łódź in the years 2004–2005

in middle and upper secondary schools by K. Kobierski on a sample of 705 students. According to this data, almost all pupils admit to cheating (98.2%), and more than half of the teachers allows them to and do not take any actions to eliminate this phenomenon. Only 16% of pupils consider cheating to be wrong, while 60% of pupils do not have an opinion on the matter or they are indifferent to it. According to the same author, the first reason for the epidemic of cheating in Polish schools is the outdated curriculum. It requires pupils to master vast encyclopaedic knowledge that is neither interesting for them nor useful. The second reason is the grading system in schools. However, school grades do not have any meaning for the respondents, aside from the fact that it is good to get an A, and bad to get an F (Kobierski 2006, p. 105–235).

The study conducted by M. Lipska in 2003 revealed that 80% of pupils cheat in large numbers, if they have the opportunity, and 23.3% always cheat. In contrast, only 14% of the respondents said that despite opportunities, they remain honest. These findings have been confirmed in the studies of M. Tyszko and Z. Hryniewicz on a sample of 8083 pupils. Over 80% of respondents said that the main reason for cheating is the desire to acquire better grades. For 80% of them, the overly broad material covered contributes to cheating. Cheating is accepted by 60% of the surveyed pupils, and more than 2/3 claim that it is a common practice at their school. Over half of the pupils taking a test believed that parents were aware that their children cheat during tests. Only 16% of pupils claimed that teachers accept cheating and “turn a blind eye” to such behaviour (www.oke.poznan.pl). Similar indicators occurred in the studies conducted by Bogusław Śliwerski (1996, p. 39–40). Among the surveyed pupils, as many as 89% of girls and 88.7% of boys admitted to cheating.

In the US, the attitude towards cheating is much more restrictive. Cheating is referred to as a type of deceit, however, it is still a widespread problem there. According to studies conducted in 2005 among American students by the Center for Academic Integrity, 70% of respondents admitted to some form of cheating. Also, 60% of pupils of state schools and schools run by parishes commit all sorts of plagiarism. Some of the teachers and school administration staff are also involved in organizing all kinds of “help” during tests, in order to improve the results of their pupils (Center for Academic Integrity, <http://www.academicintegrity.org/>).

Methodology of own studies

The main aim of the studies presented in the article was an attempt to determine the attitude of accused adolescents, placed in a shelter for minors, to the phenomenon of school cheating. In own studies a quantitative model with the procedure of a diagnostic survey was used.

The main research problem lies in the question: *What are the opinions of accused adolescents on the subject of school cheating during oral and written class work and exams?*

The following detailed problems arise from the main research problem:

1. What are the forms, frequency and motives of school cheating in the group of respondents?
2. What is the attitude of teachers to the phenomenon of school cheating in the opinion of respondents?
3. What are the opinions of respondents on the prophylactic and preventive measures to eliminate cheating from school practice?
4. Are there differences concerning opinions on the subject of school cheating between surveyed charges of the shelter for minors and high school pupils? If so, what are they?

An author questionnaire was used in the studies, consisting of thirteen closed questions and one open question. In the closed questions, respondents could select the answers a) – “never”, b) – “once”, c) – “2 to 4 times”, d) – “more than 4 times”. The questions in the questionnaire concerned preparing cheat sheets, copying off friends during tests, using notebooks or textbooks, preparing “ready-made papers”, using cheat sheets prepared by friends, using hints, stealing or copying future tests, adding or changing grades in the journal, avoiding tests, causes of cheating, consequences of respondents being caught cheating or undertaking measures that should be implemented to eliminate the phenomenon of cheating or limit its scope.

Study group and area of research

The study involved 30 charges residing in a Shelter for Minors, who comprised the primary group, and 30 high school pupils, qualified to the control group. In both groups, persons aged 16–17 years old dominated (80%). Half of the respondents from the primary group were raised in an incomplete family, while in the control group there were much fewer such people (16.7%). Almost half of the respondents from both groups come from families with many children, 33.3% of the respondents from the primary group and 33.3% from the control group have one sibling. 20% of the respondents from the primary group and 16.7% from the control group are only children.

The respondents from the primary group were charges from the Shelter for Minors in Dominow in Lublin Voivodeship. It is a special complete care facility, realizing diagnostic, social rehabilitation and preventive functions (securing the proper course of judicial proceedings). The shelter houses minors who are suspected of committing a criminal offense, and the circumstances and nature of the offense, the degree of demoralization and ineffectiveness of previous

educational measures support placement in a correctional facility in the future. The surveyed adolescents from the control group are pupils from a sports and defence high school from the Complex of Agricultural Schools in Kijany.

Analyses of the study results were conducted on the basis of information obtained from the respondents, with regard to minors placed in the shelter (primary group) and high school pupils (control group). To check the differences between the two groups' results, the nonparametric χ^2 test was used.

Forms and frequency of school cheating in the group of surveyed minors

90% of surveyed charges from the shelter for minors and 80% of high school pupils admitted to cheating during class tests in the last month.

Table 1. Frequency of preparing cheat sheets by the respondents and using them

Answer	Minors		Students		Differences %	P
	N	%	N	%		
– never	0	0	4	13.3	-13.3	0.147
– once	8	26.7	8	26.7	0	
– 2–4 times	10	33.3	11	36.7	-3.4	
– more than 4 times	12	40.0	7	23.3	16.7	

Respondents answered the question: *How often did you prepare cheat sheets which you used during tests?* All minors from the primary group admitted to preparing cheat sheets, which they used during tests. Most of them (40%) declared that they prepared cheat sheets more than 4 times. The majority of the surveyed pupils from the control group revealed that they prepared cheat sheets, only 13.3% replied that they had never done so. The majority (36.7%) declared that they prepared “aids” 2–4 times.

In analyzing the differences between the two groups' results, we can see that minors from the primary group, when compared to pupils from the control group, prepare prohibited forms of aid during tests and exams slightly more often. However, the difference between the results was not statistically significant ($p > 0.05$),

The vast majority of minors from the primary group, in answering the question *How often did you copy off friends, or ask them for the answers?*, declared that they mostly used the assistance of friends 2–4 times (46.7%) or “more than 4 times” (40 %). Respondents from the control group mostly replied that they had copied only once (43.3%) or never (26.7%).

Table 2. Frequency of copying off friends and asking them for the answers

Answer	Minors		Students		Differences %	p
	N	%	N	%		
– never	2	6.7	8	26.7	-20.0	0.000
– once	2	6.7	13	43.3	-36.6	
– 2–4 times	14	46.7	7	23.3	23.4	
– more than 4 times	12	40.0	2	6.7	33.3	

The analysis of statistical differences shows that the charges of the shelter use the help of their friends when cheating more often than the surveyed high school pupils. The differences are statistically significant ($p < 0.001$).

Table 3. Frequency of using notebooks or textbooks during tests

Answer	Minors		Students		Differences %	p
	N	%	N	%		
– never	0	0	2	6.7	-6.7	0.120
– once	2	6.7	7	23.3	-16.6	
– 2–4 times	11	36.7	9	30.0	6.7	
– more than 4 times	17	56.7	12	40.0	16.7	

Next, the respondents answered the question: *How often have you used notebooks or textbooks during tests?* The majority of the surveyed minors from the primary group (56.7%) replied that they used notebooks or textbooks during tests more than 4 times. None of the respondents replied that he had “never” used this form of cheating. Also, the majority of respondents from the control group (40%) revealed that they used notebooks or textbooks more than 4 times during tests. In this group, 6.7% of respondents had never used this form of assistance.

It should be noted that juvenile charges of the shelter, when compared to their peers, high school pupils, used prohibited forms of aid only slightly more often. The differences are not statistically significant ($p > 0.05$).

The majority of surveyed minors (46.7%), in answering the question: *How often have you prepared so-called “ready-made papers”, i.e. answers to questions provided by the teach or person from another class?*, declared that they prepared “ready-made papers” as aid during a quiz or test more than 4 times. In contrast, 6.7% of respondents from this group had never used this form of cheating.

36.6% of high school pupils from the control group revealed that they prepared cheat sheets in the form of “ready-made papers” from 2 to 4 times, and 20% of them had never prepared such cheat sheets.

Table 4. Frequency of preparing ready answers by respondents

Answer	Minors		Students		Differences %	<i>p</i>
	N	%	N	%		
– never	2	6.7	6	20.0	-13.3	0.023
– once	4	13.3	9	30.0	-16.7	
– 2–4 times	10	33.3	11	36.7	-3.4	
– more than 4 times	14	46.7	4	13.3	33.4	

The analysis and comparison of study results demonstrate that juvenile charges of the shelter prepare prohibited forms of aid more often than respondents from the control group. The differences are statistically significant ($p < 0.05$).

Table 5. Frequency of using cheat sheets prepared by a friend

Answer	Minors		Students		Differences %	<i>p</i>
	N	%	N	%		
– never	3	10.0	4	13.3	-3.3	0.520
– once	6	20.0	9	30.0	-10.0	
– 2–4 times	10	33.3	11	36.7	-3.4	
– more than 4 times	11	36.7	6	20.0	16.7	

Then the minors answered the question: *How often have you used cheat sheets prepared by a friend?* 36.7% of the respondents from the primary group used cheat sheets during tests prepared by friends more than 4 times, and 33.3% from 2 to 4 times. Only three minors (10%) of this group do not admit to using this method of cheating. In the group of high school pupils, the majority of respondents (36.7%) admitted to using cheat sheets prepared by friends 2 to 4 times, and 30% more than 4 times.

The analysis of the differences shows that juvenile charges of the shelter prepare such prohibited forms of aid only slightly more often than respondents from the control group. The differences are not statistically significant ($p > 0.05$).

The majority of surveyed minors residing in the shelter (43.3%) declare that they used hints or notes during oral tests with a frequency of 2–4 times, slightly fewer (36.7%) used this form of cheating more than 4 times. There were no people in this group who replied that they had “never” used this form of “aid”. In the group of high school pupils, the majority of respondents (36.7%) revealed that they were guilty of this deed only once. Two of the respondents (6.7%) from this group said they had never used the hints of other pupils or pre-prepared notes.

Table 6. Frequency of using other people's hints or notes from a notebook/textbook

Answer	Minors		Students		Differences %	<i>p</i>
	N	%	N	%		
– never	0	0	2	6.7	-6.7	0.198
– once	6	20.0	11	36.7	-16.7	
– 2–4 times	13	43.3	9	30.0	13.3	
– more than 4 times	11	36.7	8	26.7	10.0	

The results reveal that charges of the shelter for minors use the prohibited form of aid during oral tests only slightly more often than the surveyed high school pupils. The differences are not statistically significant ($p > 0.05$).

Table 7. Frequency of stealing or copying off future tests in the opinion of respondents

Answer	Minors		Students		Differences %	<i>p</i>
	N	%	N	%		
– never	0	0	3	10.0	-10.0	0.000
– once	2	6.7	12	40.0	-33.3	
– 2–4 times	10	33.3	11	36.7	-3.4	
– more than 4 times	18	60.0	4	13.3	46.7	

Then the respondents answered the question concerning the frequency of stealing or copying off future tests. The vast majority of minors from the primary group (60%) reported that they used this form of dishonesty more than 4 times. In the control group, the majority of respondents (40%) admit to stealing tests only once, and 10% of respondents had never used this type of cheating.

A statistical analysis of differences shows that minors residing in the shelter steal prepared tests much more often than high school pupils. The differences are statistically significant ($p < 0.001$).

Table 8. Frequency of respondents adding or changing grades in journals

Answer	Minors		Students		Differences %	<i>p</i>
	N	%	N	%		
– never	6	20.0	10	33.3	-13.3	0.577
– once	7	23.3	8	26.7	-3.4	
– 2–4 times	12	40.0	8	26.7	13.3	
– more than 4 times	5	16.7	4	13.3	3.4	

The next question concerned adding or changing grades in school journals. Most respondents (40%) from the group of charges of the shelter for minors replied that they added or changed grades in the journal 2–4 times. Every fifth respondent declared that he had never committed this type of fraud. On the other hand, among respondents from the group of high school pupils, the majority (26.7% each) revealed that they had added or changed grades in the journal only once and 2 to 4 times. Every third respondent in this group said that he had never done this.

Juvenile charges of the shelter add or change grades in the journal only slightly more often than the group of high school pupils. The differences between the results of both groups are not statistically significant ($p > 0.05$).

Table 9. Frequency of avoiding tests or oral tests

Answer	Minors		Students		Differences %	p
	N	%	N	%		
– never	0	0	8	26.7	-26.7	0.013
– once	6	20.0	12	40.0	-20.0	
– 2–4 times	13	43.3	7	23.3	20.0	
– more than 4 times	11	36.7	3	10.0	26.7	

The next question: *How often have you avoided tests, orals?* was usually answered by juvenile charges of the shelter (43.3%) that they avoided tests, quizzes or orals 2–4 times (e.g. by simulating illness). While for 36.7% of respondents, such practices are very common (more than 4 times).

The majority of respondents from the control group (40%) replied that they had avoided tests only once, and 26.7% had never done this.

The statistical analysis shows that minors placed in a shelter avoided writing tests or taking oral tests more often than their peers from the control group. The differences are statistically significant ($p < 0.05$).

To sum up, it should be concluded that the surveyed respondents from the group of charges of the shelter for minors and from the group of high school pupils, are characterized by high intensity of undertaken risky behaviours in the form of school cheating, i.e. copying off friends, using prohibited “aids”, stealing tests, adding or changing grades in journals and avoiding tests and oral tests.

The main reasons for school cheating as perceived by juvenile respondents

The next question respondents answered was: *Which of the following reasons in your case are the cause for your cheating?* Respondents could select more than one of the proposed answers.

Among the reasons for school cheating, minors residing in the shelter mostly chose the statement: “I don’t like to learn”, “these things are normal at school” and “school knowledge will not be useful to me in the future”. Then they also declared: “school knowledge is boring”, “I don’t know why I do it”, “without such methods I won’t manage”, “the scope of material that must be mastered is too broad”. Presumably, juvenile respondents are aware that cheating is a reprehensible and bad act, but such conduct can be accepted when it is a means to achieving the desired goal.

High school pupils have a slightly different approach to school cheating. The most common reasons for cheating that respondents marked were the statements: “I have too little time to learn”, “it’s better if I do one of these things than get a bad grade”, “all my friends do it”, “these things are normal at school”, “without such methods I won’t manage, as I’m not able to learn certain things”. The results obtained may indicate that, according to the respondents from this group, their attitude to school cheating is affected by fear of a bad grade, learning overload and the generally prevailing opinion that using prohibited “aids” is a common phenomenon, as if part of the school reality.

Attitude of teachers to the phenomenon of school cheating in the opinion of juvenile respondents

In answering the question: *How did teachers usually react when you cheated?*, respondents had to choose one of seven proposed answers.

Table 10. Reactions of teachers to cheating in the opinion of respondents

Answer	Minors		Students		Differences %	p
	N	%	N	%		
They took away the cheat sheet and gave an F grade	7	23.3	1	3.3	20.0	0.037
They shouted and asked out of the classroom	6	20.0	2	6.7	13.3	
They constantly reprimanded that it’s not allowed	2	6.7	3	10.0	-3.3	
They gave a warning and moved to another desk	4	13.3	11	36.7	-23.3	
They lowered the grade if they caught you cheating	9	30.0	7	23.3	6.7	
They hinted the correct answers and said that if I don’t pass, I can always retake it	2	6.7	3	10.0	-3.3	
They did nothing, pretended not to see	0	0	3	10.0	-10.0	

Cheating is treated differently at school, not always as a violation of the rules, which should be punished. Some teachers look at a pupil using a cheat sheet with tolerance, others strictly oppose this practice. The effects vary: from asking out of the classroom, taking away the cheat sheet and lowering the grade, giving an F grade. Respondents from the group of charges from the shelter for minors most often responded that the teachers' reactions to cheating were: lowering the grade (30%), taking away the cheat sheet (23.3%) and reprimanding the student and asking him out of the classroom (20%).

In contrast, the surveyed high school pupils most often said that the teachers' reactions to cheating were: "giving a warning and moving to another desk" (36.7%) and lowering the grade (23.3%). The teachers' reactions also included hinting the correct answers and ensuring the possibility of being able to retake the test, as well as constant reprimanding (10%). Three people admitted that teachers usually did not react at all to the fact that pupils were cheating.

Statistical analysis showed that minors from the primary group experienced various penalties for cheating from teachers more often than respondents from the control group. The differences are statistically significant ($p < 0.05$).

Opinions of minors on prophylactic and preventive measures to eliminate cheating from school practice

Respondents were also asked to answer the question: *How do you feel in a situation when instead of working independently, you cheat?* Minors had to choose one of four answers.

Table 11. Feelings of respondents in a situation of cheating

Answer	Minors		Students		Differences %	P
	N	%	N	%		
Definitely good – after all, I'm not doing anything wrong	0	0	0	0	0	0.595
Rather good – I have some doubts about the justness of my conduct	4	13.3	2	6.7	6.6	
Rather bad – I realize that it is not really alright	14	46.7	13	43.3	3.4	
Definitely bad – I know that I should not be doing it	12	40.0	15	50.0	10.0	

Most respondents among juvenile charges of the shelter (46.7%) believe that their conduct is rather wrong and it is not alright, slightly fewer respondents (40%) believe their conduct is definitely wrong and they should not be doing it. Four charges had some doubts as to the justness of their actions.

While every second surveyed high school pupil believes his conduct is definitely reprehensible, and 43.3% said their conduct was quite wrong. Only two people (6.7%) assess their behaviour as rather good, but they have certain doubts about it.

Statistical analysis of the results found that the differences are not statistically significant ($p > 0.05$). This means that the opinions of respondents from both groups regarding their personal attitude to cheating are very similar.

Respondents also expressed their opinion on the need to take measures that lead to reducing and even eliminating school cheating.

Most respondents think (56.7% from the group of juveniles placed in the shelter, and 46.7% from the group of high school pupils) that this procedure cannot be put to an end, because it is a phenomenon somehow imprinted in school education and any attempts to eliminate cheating don't stand a chance of success. Some respondents indicate the need to toughen the conditions of writing tests or quizzes on the part of the teacher and director of the facility, by preparing a different test for every pupil. This was the opinion expressed by 13.3% of minors from the shelter and 20% of surveyed high school pupils. Individual persons had other ideas, such as: "teachers should explain better the material until everyone understands", "check under and on the desks for cheat sheets", "teachers should walk around the classroom and keep watch". Some respondents also propose changing the behaviour of teachers related to catching cheaters red-handed: "give other penalties for cheating, not an F, but e.g. cleaning the whole classroom". Still others propose to completely get rid of tests and replace them with oral questioning.

An important issue seems to be the aim of conducting tests. Many teachers allow the person taking the test to have self-prepared materials. Some even permit having books, because after all they use them often in their professional work. When we test the knowledge of a minor, we undertake the game of cops and robbers. Therefore, synthetic descriptive tasks should be given, and cheating will become irrelevant. Recent educational trends prefer learning skills, logical thinking and actions. It is known that due to the number of pupils and time-consuming process of testing knowledge through oral tests, it would be difficult to resign from written tests. Therefore, the best way seems to be carrying out tests in small groups of pupils, who can be spread out so that they do not sit next to each other, at the same time giving them their own pieces of paper and pens. However, this is an extreme and uneconomical solution. Therefore, it seems best to define the technical standards of the test or quiz, i.e. a distance that prevents cheating, empty rows, prohibited behaviour, questions, etc. Changing the standard of examination will probably discipline pupils, but also teachers, and prohibited teamwork will naturally disappear from the classroom.

The surveyed youth expects teachers to fight with the procedure of cheating. One of the elements of this process must be raising the importance of the pupil's

honesty. Steps in this direction should be started as soon as possible by instilling in young people socially accepted rules and values, before entering adulthood and beginning careers. Every type of dishonesty at school should be counteracted by different methods, both from the perspective of the educator, and minors, who despite consent and participation in this procedure, propose many changes. The most important thing is to try to enforce skills, explain or transfer curriculum contents in a more innovative manner. Juvenile respondents provide a number of ideas as a remedy for cheating: some of them are real, others unfortunately irrational.

Discussion of results and conclusions

The main objective of the studies presented in the article was an attempt to determine the attitude of accused youth to the phenomenon of school cheating. Statistical analysis of the results showed that only some opinions on school cheating expressed by accused youth and high school pupils differ. It can be assumed that the general public attitude to the practice of cheating is confirmed by respondents of both groups. It should be noted that these results should be treated with great caution, because the size of the groups was too small to be able to generalize the conclusions. Since the studies presented are pilot studies, it is necessary to enrich and repeat them with the participation of much larger research groups.

The universality of the problem of school cheating, however, should not mean its acceptance. Although respondents give different reasons for the frequent use of prohibited aids (aversion to particular subjects and learning in general, the desire to obtain a good grade, limited time to prepare, the vastness of the material, the universality of cheating), one cannot surrender to the general belief that it is impossible to fight with cheating. Contrary to this belief are both teachers, presenting an active, authoritarian attitude, according to reports of those caught cheating, as well as the pupils themselves.

In education, the importance of developing axiological awareness of young people must be doubly emphasized, as this generation will soon become, as a result of the process of education, the driving force of decision-making. It is their values and way of thinking that will determine what shape the layer of Polish elites will take in the future (Świda-Zieba 2000, p. 5).

To do this, informed, direct and consistent measures should be taken in order to teach distinguishing truth from lies instead of teaching new techniques of cheating, forcing to cheat by raising the level and scope of school responsibilities or quietly agreeing to this type of maladjustment.

This can be achieved by introducing ethics lessons to the institution, which will provide role models. Teachers should also change their behaviour. It is

necessary to take into account identity and worldview education, inculcating habitual and critical perception of oneself and the surrounding reality. Punishment should not be the only consequence of cheating. They should be preceded by explaining the essence and consequences of unfair behaviour, which will lead to social maladjustment of an individual, and in the near future to transferring risky behaviours from school to social life, breaking moral and legal standards. Furthermore, it seems necessary to carry out a series of campaigns, educating society in terms of values, which are, for example, diligence, independence and honesty.

It is also necessary to propose changes in the overloaded curricula. In the perception of juvenile respondents, cheating has become a necessity or even a sign of helplessness in life as a result of too broad curricula. The introduction of more innovative and practical programmes in conjunction with the consequent actions of teachers, and a uniform and fair grading system, can give tangible results in the form of an honest approach to school duties by adolescents.

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