Students' Perception of Academic Cheating in Online Learning: A Phenomenological Study

Joshua Canonigo
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0007-3100-2809

Shaira Mae Mangas
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0005-6112-5784

Rene An Mapula
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0001-4792-6367

Junabel Nacario
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0000-1337-8908

Neña Angelica Noynay
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0004-0014-4984

Eugine Louise Sullera
Researcher, Mandaue City College, Mandaue City, Cebu, Philippines
https://orcid.org/0009-0002-1588-098X

Abstract:

Academic cheating is a pervasive problem that poses significant challenges to educational institutions worldwide. Particularly now, it has become more rampant as we transition to a new normal setting due to the COVID-19 pandemic wherein we transition to a new normal delivery course and the rise of online learning platforms has revolutionized education, offering flexibility and accessibility to students worldwide. This study critically analyzed the problem of academic cheating, examining its causes, consequences, and implications for the learning of students. By exploring the underlying aspects contributing to cheating behavior and its impact on students, educators, and the integrity of the educational system, this study aimed to raise awareness and propose potential solutions to address this pressing concern. It explores the different perspectives of the students on academic cheating in online learning at Mandaue City College with the use of a qualitative approach based on Husserlian Descriptive Phenomenology to explore subjective experiences and gain insights into students' actions and motivations in engaging in this behavior. This study was conducted through the 10 informants that are identified by a chosen instructor as gatekeeper basing their academic performances during online learning. The findings indicate that the perception of students towards academic cheating is categorized into ethical and unethical behavior, a complex issue influenced by individual and contextual aspects, and the interplay between academic cheating and academic achievement. Recognizing this aspect and their interplay guides the researchers to comprehensively enhance programs to address cheating behavior, ultimately fostering a culture of academic integrity within educational institutions. It is recommended that teachers have another way of administering tests, exams, and activities with the use of technology (eg. Proctoring Software), and build up study routines for students to lessen academic cheating.

Keywords: Perceptions, Academic Cheating, Online Learning, Student, Cheating

Introduction:

Academic cheating is a significant issue in both traditional and online learning environments, encompassing various dishonest actions like using cheat sheets, buying essays, or copying others' work. These days, the rise of online learning has made cheating more prevalent, with students resorting to unethical practices to gain an unfair academic advantage. Additionally cheating tends to become a habit, affecting not only academic progress but also personal values.

Research has shown that a significant number of students engage in cheating, with technology making it easier. Classroom social interaction in virtual classes may also contribute to cheating, as students working together on assignments may feel less ethical concern. On top of that, about 2/3 of undergraduate students and 43 percent of graduate students have claimed to have cheated at a certain point during their academic careers by taking notes, copying answers from another student's paper, and/or helping someone else with test answers (McCabe, 2016).

The transition to online education has raised concerns about the integrity of academic assessments. Thus, the distinction between online and in-person courses has also been tainted by the constantly growing use of internet-enabled digital devices and web-based assessment methods in the classroom. Countless 3 articles have been written regarding the problems with and prevalence of student cheating, but more recently, the focus has been on the online learning setting and how it can alter how students view cheating. This finding of the study was also supported by (Lang 2013), who suggested that the reasons for cheating may have less to do with students' lack of morality and more to do with the incentive schemes we design into the educational setting, such as highly competitive coursework with a single multiple-choice exam or other arbitrarily defined grading standards.

IMJRISE

Hence, this study seeks to understand students' perspectives on academic dishonesty, especially in the context of transitioning to online education. The goal is to address these challenges and promote integrity in the educational experience, ultimately discouraging cheating in academic settings.

Research Method:

This study used a qualitative approach based on Husserlian Descriptive Phenomenology to explore students' perceptions of academic cheating in online learning. Descriptive phenomenology stands as a reliable and accurate approach for comprehending subjective encounters and uncovering the reasons behind individuals' actions. By intentionally putting aside biases and preconceptions, researchers can zero in on the immediate experiences of the participants. As Delve. Ho, & Limpaecher (2022) eloquently stated researchers use phenomenological research designs to understand a phenomenon's universal nature by exploring the views of those who have experienced it.

A group of 10 participants who were currently enrolled in Mandaue City College were identified by a chosen instructor as gatekeeper in regards with their behavior towards academic performances along with their official students' records. These were the chosen participants to be included in the study to necessitate and saturate the objective of the study.

The researcher- based interviews conducted for this study utilized open-ended questions to provide flexibility and encourage interviewees to discuss their experiences in greater detail. Researchers used a guide question that serves as a guide to ensure that all respondents provide information on the question being concerned. The guide questions were validated by three experts that are not related or connected with the researcher. Moreover, to ensure the welfare of the participants in taking a part in the research project, ethical considerations will be taken into account. Lastly, the collected data were analyzed to formulate the best conclusion and recommendations for the study.

Findings and Discussion:

Theme 1: THE PERCEPTIONS (CHEAT)

As the researchers explore the lived experiences of the students in academic cheating in online learning, this section shows various students' perceptions, presenting it in mnemonic form.

Sub-Theme 1.1: Unethical Behavior

This research uncovers the unique traits and circumstances that influence a student's choice to participate in academic dishonesty that is deemed to be unethical. These components are distinct for each individual and differ among students;

Course of Action from Distractions

The informant mentioned that the education system changed during the pandemic from traditional to online learning where according to them a lot of students engaged in cheating because they did not understand the lesson in the online class. Others don't listen to the teacher's discussion because they are busy with other things. With that being said, it adheres to Nolasco (2022) where online classes become the new normal, both students and educators need to make adjustments.

Additionally, Silva (2020) stated that not feeling a sense of connection to their classmates or instructors can lower students' motivation and lead to loss of focus which causes an increase in cheating. These temptations can cause interruptions to remote learning since students are able to check their social media, play video games or become engaged in other online distractions.

Hinders the Assessment

The perception of Bank, as an IT major, may cheat in minor subjects that are not directly relevant to his major, subjects he believes will not be applicable to his future work, while Grace finds it challenging to refrain from cheating in online classes due to the prevalent laziness among students when it comes to studying.
This proved the study of Munoz & Mackay (2019) where assessment is no longer valid and useful in a way that cheating makes it useless since engaging in such behavior undermines the integrity of the assessment process, thereby diminishing its reliability as a means of evaluating knowledge and skills. When individuals engage in dishonest practices, the results of the assessment no longer reflect a true measure of the student's abilities.
Equity Behavior is in Question

When students cheat, they are not truly learning the material, and their grades do not accurately reflect their knowledge or abilities. This also gives students an unfair advantage over their peers who are following the rules and doing their work honestly. On top of that, it reveals that academic cheating in online learning is unethical because it violates academic integrity, devalues learning, gives an unfair advantage, produces inauthentic credentials, and can lead to legal and professional consequences.
Additionally, Chala (2021) stated that academic cheating in online learning is considered unethical behavior as it undermines the value of learning and the academic credentials earned through hard work and dedication.

THEME 1.2: Ethical Behavior

Although academic cheating is widely recognized as unethical, it continues to hold ethical significance by influencing the occurrence and motivations behind online learning. This pertains to the moral and socially accepted influences that shape students' behaviors, choices, and actions. These influences stem from external factors in their surroundings, which contribute to the reasons why students resort to academic cheating in the context of online learning.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH FOR INNOVATION, SUSTAINABILITY, AND EXCELLENCE (IMJRISE)
ISSN: 3028-032X (online) | ISSN: 3028-0370 (print)
Volume 1, Issue no. 5 (2024)

P a g e 22

A Horrifying Satisfaction

> *"Academic cheating, for me, is not helpful for the overall learning of the students. Yet sometimes, students do it to have good grades and make a good impression on the family. It is not helpful and breaks the idea of assessing student's learning." - Bank, Line 7*

When students cheat in academics, they may experience a sense of relaxation. According to a study by Simmons (2018), students who receive praise for being smart— 34 as opposed to praise for effort and progress—are more inclined to exaggerate their performance and to cheat. This could be due to the fact that cheating temporarily relieves the pressure to perform well or fulfill particular expectations. Some students are not satisfied with the results of their performance even when engaging in academic cheating, but some learners feel the satisfaction. This behavior might be unethical behavior, but some students see it as helpful due to the bare minimum the student needs, which is passing the minimum score or grade requirement in order to pass, hence, the student gains satisfaction in cheating academically.

Trend in Online Learning

> *"In activities, yes I intend to cheat because sometimes I am bombarded because of the pile activities and I don't have a choice but to browse on the net for that in order for it to be easy for me to make it. " -Vit, Line 12*

Smartphones and other devices have further facilitated academic cheating in online learning. According to the study of National Center for Education Statistics (2017) the widespread availability of these devices, students can easily access online resources during exams and other assessments, making it difficult for educators to monitor and prevent academic cheating.

The impact of academic cheating in online learning is far-reaching. It undermines the educational system's integrity, and reduces the value of academic achievements. Students who do not cheat are at a disadvantage when competing with those who cheat, and this can lead to a lack of confidence in the educational system. Therefore, it is crucial to develop strategies to prevent academic cheating in online learning and maintain the integrity of the educational system.

Theme 2: THE ASPECTS

There are two aspects that influence students to engage in such behavior which are individual aspects and contextual aspects. This part of the study explores the influences that contribute to student engagement in academic cheating.

Sub Theme 2.1: Individual Aspects

This study reveals individual circumstances, which are the personal traits and circumstances that contribute to a student's decision to engage in dishonest academic practices. These aspects are specific to each student and vary from one student to another.

Pressure

According to Boaler (2022), conservative estimates suggest that at least a third of students experience extreme stress related to timed tests, and these are not students from any particular achievement group or economic background.

> *"Time bounded exams can create a sense of pressure for me, which can lead to cheating behavior. I feel that I need to cheat in order to perform well on the exam. Lisod jud nako mahuman ang exam within the allotted time frame, especially I struggle with time management and difficulty processing information quickly." - Pat, Line 16*

> *"The pressure they felt nga gipa feel sa ilang family or even teachers. Also, if dili mag tuon, then there is a big possibility nga mo resort ang student to cheat kay hadlok ma fail or makakuha ug low grade."
> - Tong, Line 17*

Participants in this study admitted that because of a sense of pressure or desperation, it leads them to believe that cheating is the only way to succeed academically. Pressure, in the means of; Time-Restraints or Family Pressure.

Fear of Failure

Based on the statements of the informants, it shows that the nature of online learning makes it easier for students to engage in cheating, leading to an assumption of assured success. Students overstate the assurance of passing when they associate academic dishonesty. Thus, the pursuit of genuine knowledge, personal growth, and a commitment to academic integrity is not acknowledged by students because they prefer cheating instead of striving to thrive in the fear of failing.

> *"Same thing, assurance of getting the passing score. Because I don't want to get a failing grade." - Lin, Line 21*

> *"If dili mag tuon, then there is a big possibility nga mo resort ang student to cheat kay hadlok ma fail or makakuha ug low grade." - Tong, Line 20*

IMJRISE

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH
FOR INNOVATION, SUSTAINABILITY, AND EXCELLENCE (IMJRISE)
ISSN: 3028-032X (online) | ISSN: 3028-0370 (print)
Volume 1, Issue no. 5 (2024)

P a g e 23

According to Chern and Curto (2020), though students often face pressures to maintain A's in their classes, some students use cheating as a way to pass a class. Students are provoked to cheat in exams, quizzes and activities due to the constant fear of failure in their subjects.

Lack of Creativity

Students admit that they often struggle to come up with unique ideas when assigned with tasks that require creativity and originality, leading them to resort to cheating. When students are tasked with projects or essays that demand out-of- 40 the-box thinking, they find it challenging to generate unique ideas. In such situations, students turn to the internet for inspiration and end up copying the material verbatim or paraphrasing it to make it their own.

Zhang et al. (2021) have established a link between creativity and dishonesty. Students are provoked to cheat in online learning due to lack of creativity when tasked with an activity wherein it requires uniqueness. Students' then search for answers, instead of the answer being an inspiration, for uniqueness, students plagiarize the work.

Laziness

Unlike in traditional face to face classes where students need to wake up early and get ready for school, online classes give students the ability to hold their own time, where they can just freely open their online class accounts and do other things not related to class. Students are tempted to waste their time on less important things since no one can see what they are really doing. Considering the fact that there are no teachers who can keep track of what the students are doing behind the screen, this makes students lazy and not pressured to be studious.

According to (D. P., Johnston, RI 2023) cheating is a manifestation of laziness as many students cheat not because they are not intelligent, but rather they cheat because they do not feel like doing the work. Hence, students are provoked to cheat because of such behavior.

Sub Theme 2.2: CONTEXTUAL

This refers to the external influences and environmental conditions that can impact the student's behavior, choices, and actions. These influences are external to the students' behavior that are shaped by the social and institutional aspects of their surroundings. This study reveals various contextual reasons why students engage in academic cheating in online learning.

Level of Difficulties

> *"No, mo cheat rako if ever wala ko kasabot sa discussion or sa leksyon , dili man gud tanang teacher is mo explain jud further lahi lahi biya jud ug utok ang estudyante maybe sa akung case is late bloomer ko mao sad sigurong dili kaayo ko kasabot ug dili dayun ko ka catch up sa lesson maong usahay mang cheat jud ko kay diman ko kasabot labi nag lisud kaayo ang pangutana sa exams. "* - Lynn, Line 34

According to Lynn, one of the informants, she commits to cheating whenever she cannot understand the lesson being discussed. Not all teachers are able to discuss the lessons thoroughly, leading to Lynn not being able to understand the lesson, resulting in her cheating in order for her to have an answer during the exams.

It is transparent that students find it challenging to comprehend topics in online learning. As an online learning environment differs from traditional in-person classrooms in several ways, these differences can impact a student's understanding and engagement with the material which is the main reason why level of difficulties provokes them to cheat.

Influence of Classmates

> *Cheating has been demonstrated to be triggered among students who believe that many of their classmates cheat and get away with it (O'Rourke, et al. 2010).*

> *"Often times, influence really forced me to cheat in an instances where my classmates will send answers ma gani manko kay para nako sakto mansad gyud iyang answer so sundugon jud nako. Specially when exams are time bounded so I don't waste time na gamiton akong utok basahon nalang nako ilang gisend nya sakto mansad gyud. Though there are times man pud nga makatuon judko or even stock knowledge lang gani pero the fact nga ma tan aw kos ilang gipangsend and realized na sakto is I guess cheating jud sya"* - Pat, Line 35

Although students are able to learn and answer quizzes, tests, and activities, learners still engage in academic cheating due to the influence of classmates. The fact that students doubt themselves is a first sign that they will be influenced by their classmates when they are shown other answers. Self- doubt first arises then comes questioning their own answers, resulting in being influenced to copy their classmates' answers.

Accessibility of Learning Materials & Technology Tools

> *"I think the fact that we are holding devices and can search anything throughout the internet is enough of a trigger for the students to cheat. Students are provoked into cheating when the test or exam is hard."* - Bank, Line 39

Cheating in school is an age-old problem, but there is little doubt that technology – cell phones in particular - has made it almost too easy. Students can take notes on their devices to peek at during an exam, text their friends for answers, or take photos of exams and send them to their friends (Walker, 2017).

INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF RESEARCH
FOR INNOVATION, SUSTAINABILITY, AND EXCELLENCE (IMJRISE)
ISSN: 3028-032X (online) | ISSN: 3028-0370 (print)
Volume 1, Issue no. 5 (2024)

P a g e 24

The internet makes information more accessible, thus often undermining the value of ownership. Many students have become accustomed to using ideas or information found on the web as their own. Apart from fostering digital plagiarism, the internet and other technologies facilitate other ways of cheating as well.

Lack of Consequences

> *"Naanad naman lang pud ang mga students nga mancheat gud sa online kay wala ra juy consequences nahitabo. Kabalo jud ng mga maestra nga mancheat jud ang mga students ig exam uy pero bisan pag kabalo nah sila, wa silay mabuhat kay wa man silay makuha nga proof. In terms of activities, teachers will call out those with the same answers, and answers from Google that weren't even paraphrased but they don't have punishments or actions regarding this. "* - Ake, Line 41

Online classes, influenced by environmental and social factors, create an environment where students can easily cheat by accessing external resources and collaborating with peers without facing consequences from teachers who cannot effectively monitor their actions. This lack of accountability, combined with the inability to provide concrete evidence of cheating, has allowed some teachers to tolerate academic dishonesty, highlighting the need for institutions to address this issue to prevent its persistence.

The lack of consequences for cheating can contribute to an environment where students feel like they can cheat without facing any negative repercussions. Rettinger says, "Even delayed consequences are remote to them (Simmons, 2018). When cheating goes unpunished, students may feel that they are not being held accountable for their actions and that there is little risk involved in cheating.

Theme 3: The Interplay between Academic Cheating and Academic Achievement

Sub Theme 3.1: A Fleeting Sense of Satisfaction

> *"I get higher scores if I engage in cheating so there's a possibility that I can get high grades."* Ake, Line 42
> *"I get high scores when I study and now online sometimes, I get high scores but also, I can get low scores."* - Ake, Line 42

Ake's assertion carries uncertainty, as it suggests that academic dishonesty, like cheating on exams, assignments, and quizzes, may yield occasional higher grades. This view aligns with Ramberg J., Modin B. (2019), who proposed that cheating can serve as an adaptive tactic for academically challenged students. However, this approach can foster an inaccurate assessment of students' capabilities, potentially hindering them in real-world situations that demand genuine competence.

Sub Theme 3.2: The Lingering Discontent

> *"It is significantly lower than I expected. In contrast to that, I can say that doing modular activities or self-learning can help since the student is searching for the answer by him. Especially if the question requires thorough understanding to answer, the student will engage in watching educational videos and reading summaries about the topic to answer one question. But for the most part no, because of being dependent."*- Bank, Line 21

> *"Not satisfied. Sometimes, my grades are low, sometimes they rise, and my conscience is not letting me be at peace. But since I I passed, I am just ignoring it."* - Bank, Line 22

This response highlights that students' dissatisfaction primarily stems from the absence of genuine learning. Their internal conflict between the desire for achievement and the betrayal of their own values weighs heavily on their conscience, intensifying their sense of discontentment. Thus, the interconnectedness of academic cheating and academic achievement, reveals a transient satisfaction and enduring discontent that characterize students' perceptions of this behavior.

Conclusion:

This research digs into various aspects related to academic cheating in online learning. It aims to understand students' views on cheating, what leads them to cheat during online exams and activities, their awareness of the consequences, and how study programs can be improved.

To achieve these goals, 10 students from Mandaue City College were chosen by an instructor based on their academic records. These participants helped gather information, revealing that students cheat due to challenging circumstances, which affect their perceptions and behavior.
The rise in online academic dishonesty, facilitated by technology like smartphones, presents challenges for educators in maintaining the integrity of education. Cheating devalues academic achievements, disadvantages honest students, and undermines trust in the system. It's considered unethical as it disrupts genuine learning, provides an unfair advantage, and violates academic integrity, hindering real learning and causing mistrust.

Furthermore, cheating can lead to legal and professional consequences and disrupt the assessment process, diminishing the value of education. While some students may find temporary relief from cheating, whether it brings satisfaction or dissatisfaction depends on their motivation, such as fear of failure or meeting minimum requirements.

References:

Abalos, Rivera, Locsin, and Schoenhofer (2016). Husserlian Phenomenology and
Colaizzi's Method of Data Analysis: Exemplar in Qualitative Nursing Inquiry Using Nursing As CaringTheory.https://www.semanticscholar.org/paper/Husserlian-Phenomenology-and-Colaizzi%27s-Method-of-Evalyn-E.-Abalos-Reynaldo-Y.-Rivera/9177620d2152b32e5869f137c57b38aa63ea39f3

Adzima, K. (2020). Examining Online Cheating in Higher Education Using Traditional
Classroom Cheating as a Guide. https://files.eric.ed.gov/fulltext/EJ1276300

Agazu, B. G.. Dejenu, A. K., & Debela, K. L. (2022). A comparative review of
Qualitative Research: A Guide to Design and Implementation. The Qualitative Report, 27(, 1499.1508. https://doi.org/10.46743/2160-3715/2022.5748

Anderman E., (2015). Students cheat for good grades. Why not make the classroom
about learning and not testing?. The Conversation. https://theconversation.com/amp/students-cheat-for-good-grades-why-not-make-the-cassroom-about-learning-and-not-testing-39556

Beaussart et al., 2013; Gino and Ariely, 2012; Walczyk et al., 2008; Wang and Si, 2014
in Zhang et al., 2021

Black, E., Greasers J., & Dawson, K. (2014). Academic honesty in traditional and
online classrooms: Does the "media equation" hold true? Journal of Asynchronous Learning Networks, 12(3-4), 23-30.

Black, E., Greasers J., Greaser J., & Dawson, K. (2019). Academic honesty in
traditional and online classrooms: Does the "media equation" holdtrue?https://www.researchgate.net/publication/330995296_ACADEMIC_DISHONESTY_IN_TRADITIONAL_AND_ONLINE_CLASSROOMS_DOES_THE_MEDIA_EQUATION_HOLD_TRUE

Boaler J., Brown, K., LaMar T., Leshin M., and Selbach-Allen M. (2022). Infusing
Mindset through Mathematical Problem Solving and Collaboration: Studying the Impact of a Short College Intervention. Educ. Sci. 12(10), 694.

Boaler J., Dieckmann J.A., LaMar T., Leshin M., Selbach-Allen M. and Pérez-Núñez G.
(2021). The Transformative Impact of a Mathematical Mindset Experience Taught at […]

Busetto, L., Wick, W. & Gumbinger, C. (2020). How to use and assess qualitative
researchmethods.https://neurolrespract.biomedcentral.com/articles/10.1186/s42466-020- 00059-z

Charlesworth, P., Charlesworth, D.D., & Vician, C. (2006). Students' perspectives of the
influence of web-enhanced coursework on incidence of cheating. Journal ofChemical Education. 83(9): 1368-1376.

Charmaz, K. (2014). Constructing Grounded Theory (2nd ed.). Sage.

Charmaz, K. & Thornberg, R. (2020). The pursuit of quality in grounded theory.

https://www.tandfonline.com/doi/full/10.1080/14780887.2020.1780357

Chern H., Curto S., (2020). The Pressures of Cheating. Best of SNO.
https://www.mvnews.org/the-pressures-of-cheating/

Chow, H., Jurdi-hage, R. & Hage, H. S. (2021). Justifying academic dishonesty: A
survey of Canadian university students. International Journal of Academic Research in Education, 7 (1), 16-28. DOI: 10.17985/ijare.951714

Creswell, J. W. (2013). Qualitative Inquiry and Research Design: Choosing Among Five
Approaches (3rd ed.). Sage

Creswell, J.W. and Poth, C.N. (2018) Qualitative Inquiry and Research Design
Choosing among Five Approaches. 4th Edition, SAGE Publications, Inc., ThousandOaks.https://www.scirp.org/(S(lz5mqp453edsnp55rrgjct55))/reference/ReferencesPaprs.aspx?ReferenceID=2155979

Daumiller M., Janke S. (2019). The Impact of Performance Goals on Cheating Depends

on How Performance Is Evaluated. Sage Journals https://journals.sagepub.com/doi/10.1177/2332858419894276

Delve. Ho, L., & Limpaecher, A.(2022c, March 17). What is Phenomenological

Research Design? Essential Guide to Coding Qualitative Data.https://delvetool.com/blog/phenomenology

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). The Sage Handbook of Qualitative

Research (5th ed.). Sage.

Diego L.A. (2017). Friends with Benefits: Causes and Effects of Learners' Cheating

Practices During Examination. IAFOR Journal of Education.

https://files.eric.ed.gov/fulltext/EJ1156266.pdf

Diego, L. (2017). Friends with Benefits: Causes and Effects of

Learners' Cheating Practices During Examination. The International Conference on Education 2017, Dubai, UAE. February

26–28, 2017. Proceedings, pp.

63–78.ISSN:2189-1036.http://papers.iafor.org/papers/iicedubai2017/IICEDubai2017_34786.pdf

Fask, A., Englander, F., & Wang, Z. (2014). Do online exams facilitate cheating? An

experiment designed to separate possible cheating from the effect of the online test taking the environment. Journal of

Academic Ethics, 12(2), 101-112.

Finnis, J. (1980). Natural Law and Natural Rights. Oxford: Clarendon Press.

Goddard, W., & Melville, S. (2004). Research methodology: An introduction (2nd ed.).
Oxford: Blackwell Publishing.Tollefsen, C. (2020). The Good of Play in John
Finnis's   Natural   Law   and   Natural
Rights.https://www.scirp.org/(S(lz5mqp453edsnp55rrgjct55))/reference/referencespapers.aspx?referenceid=2116560

Johnston D. P. CHEATERS AREN'T DUMB, THEY'RE JUST LAZY. Teen Ink.

https://www.teenink.com/opinion/all/article/16874/Cheaters-Arent-Dumb-Theyre-JustLazy#comments

Kibin. (2023). Reasons why students cheat in

exams.http://www.kibin.com/essay-examples/reasons-why-students-cheat-in-exams-ftofzYhI

Lang, J.M. (2013), Cheating lessons: Learning from academic dishonesty. Cambridge,

MA:Harvard University Press. Learning & Education, 5(3), 294-305. Merriam, S. B.,& Tisdell, E. J. (2016). Qualitative

Research: A Guide to Design and Implementation (4th ed.). Jossey-Bass.

Malesky A. et. al. (2021). The Effects of Peer Influence, Honor Codes, and Personality

Traits   on   Cheating   Behavior   in   a   University   Setting.   Taylor   and   Francis
Online.https://www.tandfonline.com/doi/abs/10.1080/10508422.2020.1869006

McCabe, D. L., Treviño, L. K., & Butterfield, K. D. (2001). Cheating in academic

institutions:A decade of research. Ethics & Behavior, 11(3), 219-232.

McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2006). Academic dishonesty in

graduate business programs: Prevalence, causes, and proposed action. Academy of Management

McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2016). Cheating in Academic

Institutions: A Decade of Research.

https://www.tandfonline.com/doi/abs/10.1207/S15327019EB1103_2

McCabe, D. L., Butterfield, K. D., & Trevino, L. K. (2012). Cheating in college: Why

students do it and what educators can do about it.

https://www.researchgate.net/publication/287316652_Cheating_in_college_Why_stud

ents_do_it_and_what_educators_can_do_about_it

Morrow, R. et.al. (2015).

https://www.semanticscholar.org/paper/Colaizzi%E2%80%99s-descriptive-phenomenological-method-Morrow-Rodriguez/5d6a8697437687f3246c90fc971b9bf790d0b2c4

Patton, M. Q. (1990), Qualitative Evaluation and Research Methods (2nd ed.). Newbury

Park, CA:Sage.

Paul, J. & Jefferson, F. (2019). A Comparative Analysis of Student Performance in an

Online vs. Face-to-Face Environmental Science Course From 2009 to 2016. https://www.frontiersin.org/articles/10.3389/fcomp.2019.00007/full#:~:text=Traditionally%2C%20 clas

Ramberg J., Modin B. (2019). School effectiveness and student cheating: Do students'

grades and moral standards matter for this relationship? [Online]. Social Psychology of Education

Ravitch S., Riggan M. (2016). Reason & Rigor: How Conceptual Frameworks Guide Research.

https://books.google.com.ph/books/about/Reason_Rigor.html?id=lvBQCwAAQBAJ&redir_es=y

Scott, L. (2018). Proceedings of Arcom Doctoral Workshop Research Methodology

Scott, L. (2018). Proceedings of Arcom Doctoral Workshop Research Methodology.

Simmons, A. (2018). Why Students Cheat—and What to Do About It.

https://www.edutopia.org/article/why-students-cheat-and-what-do-about-it

Smith, G., Ferguson, D., and Caris, M. (2001). Teaching college courses online

vs.face-to-face. T.H.E. Journal, April. Retrieved December 10, 2006, from

http://thejournal.com/Articles/2001/04/01/Teaching-College-Courses-Online-vs-acetFace.aspx

Soffer T., Cohen A. (2019). Students' engagement characteristics predict success and

completion of online courses.

https://www.semanticscholar.org/paper/Students%27-engagement-characteristics-predit-and-of-Soffer-Cohen/1d6d41d4e33708684c3cae023526c761df450c61

Stephens, J. , Watson, P. , Alansari, M. & Lee, G. (2021). Can Online Academic Integrity

Instruction Affect University Students' Perceptions of and Engagement in Academic Dishonesty? Results From a Natural Experiment in New Zealand. https://www.researchgate.net/publication/349446534_Can_Online_Academic_Integrity_Instruction_Affect_University_Students'_Perceptions_of_and_Engagement_in_Academic_Dishonesty_Results_From_a_Natural_Experiment_in_New_Zealand

Suryani, Welch, Cox (2016). The Application of Colaiizi's Method in Conducting

Research Across Two Language.https://www.semanticscholar.org/paper/The-Application-of-Colaiizi%E2%80%99s-Method-in-Conducting-Suryani-Welch/8eaa0238c7e1e58850e89eb036a0d105969b0b33

Tabassum, Fox, and Hynes (2020). Dating with a diagnosis: The lived experience of

people with Multiple Sclerosis. https://aran.library.nuigalway.ie/bitstream/handle/10379/16416/ECTRIMS_ACTRIMS_Dating_with_a_diagnosis_poster_presention.pdf

Tanis, C. J. (2020). The seven principles of online learning: Feedback from faculty and

alumni on its importance for teaching and learning.

https://files.eric.ed.gov/fulltext/EJ1257615.pdf

Turunen, H., Perälä, M.L. and Meriläinen, P. (1994) Modification of Colaizzi's

Phenomenological Method: A Study Concerning Quality Care. Hoitotiede, 6,8-15.https://www.scirp.org/%28S%28vtj3fa45qm1ean45vvffcz55%29%29/reference/referencespapers.aspx?referenceid=1592219

Walker T. (2017). Technology Makes it Easier, But What Do We Really Know About

Why Students Cheat?. National Education Association.https://www.nea.org/advocating-for-change/new-from-nea/technology-

makes-it-easier-what-do-we-really-know-about-why-students-cheat#:~:text=%2C%22%20says%20Hmphrey.-

,One%2Dthird%20of%20high%20school%20students%20admit%20to%20usng%20cell,students%20that%20cheating%20is%

20unacceptable

Wirihana et al. (2018). Using Colaizzi's method of data analysis to explore the

experiences of nurse academics teaching on satellite campuses. https://pubmed.ncbi.nlm.nih.gov/29546965/

Yang et al., 2017, S.C. Yang, F.K. Chiang, C.L. Huang. A comparative study of

academic dishonesty among university students in mainland China and Taiwan Asia Pacific Education Review, 18 (2017), pp.

385-399, 10.1007/s12564-017-9497-2

Yang, S. C., Huang, C.-L., and Chen, A.-S. (2013). An investigation of college students'

perceptions of academic dishonesty, reasons for dishonesty, achievement goals, and willingness to report dishonest behavior.

Ethics Behav. 23, 501–522. Doi:10.1080/10508422.2013.802651

Zhao et al., 2021,. Using environmental nudges to reduce academic cheating in young

children Developmental Science (2021), Article e13108, 10.1111/desc.13108 1–8

APPENDIX A - RESEARCH INSTRUMENT

Interview Guide Question

Academic cheating is rampant every now and then and has become more advanced in the present time due to the fact that institutions transition to online modality because of the cases of COVID-19 pandemic. On account of this, the study serves as a tool to explore the learners' various perspectives on academic online cheating and helps lessen the said concern. This study will use a qualitative approach applying the principles of Husserlian Descriptive phenomenology to gain access to how the students of Mandaue City College give voice to their perceptions and experiences towards academic cheating.

In answering the following questions below, the researchers ensure that the participants will understand why this study is conducted as their identity will remain anonymous and all the information they supply will be respected. The researchers also then guarantee that the answers collected will be confidential.

Guide Questions:

1. What is the perception of the students towards academic cheating in online learning?

   ▪ What comes to your mind when we talk about academic cheating or what is your understanding of this behavior?

   ▪ Describe academic cheating in online learning, how is it done?

   ▪ How does technology influence students to cheat in online learning?

2. What provokes students to cheat in;
   i. Exams:
   ii. Quizzes:
   iii. Activities:

   ▪ What are the circumstances that provoke you to cheat? Check all that apply

   ☐ Level of difficulties

   ☐ Influence

   ☐ Laziness

   ☐ Accessibility

   ☐ Time-Bound

   ☐ Lack of Consequences

   ☐ Others:

   ▪ What are the reasons for such behavior? Please state your experience

3. What is the result of your academic performances when you engage in cheating in online learning?

   ▪ How satisfied you are with your scores when you commit cheating?

   ▪ Even after engaging in academic cheating, do you still acknowledge the academic being transmitted? Why? Please state your experience.

   ▪ Compare your scores when you cheat and not, what are the differences?

4. Based on the result of the study, what enhanced study program can be proposed?

   ▪ What are your suggestions and recommendations to lessen this behavior?

   ▪ If you think that there are other ways for teachers to administer their quizzes, activities, and exams to lessen academic cheating in online learning, what is it?

APPENDIX B - PLAGIARISM CHECK CERTIFICATION

CITY OF MANDAUE
MANDAUE CITY COLLEGE
Don Andres Soriano Ave., Centro, Mandaue City
Tel. No. 236-5520 | E-Mail Address: mc.college@hotmail.com

PLAGIARISM CHECK CERTIFICATION

This is to certify that the manuscript of

MANGAS, ET. AL.

For the thesis titled

STUDENTS' PERCEPTION OF ACADEMIC CHEATING IN ONLINE
LEARNING: A PHENOMENOLOGICAL STUDY

has undergone plagiarism checking via **Turnitin** Software and has come back with a
result of

5% Similarity Index

The Plagiarism Detection Report duly authenticated is enclosed herewith.

ADEELLE J. GALANIDA, LPT, MALIT

DATE: **JUNE 19, 2023**

P a g e 31

153

CITY OF MANDAUE
MANDAUE CITY COLLEGE
Don Andres Soriano Ave., Centro, Mandaue City
Tel. No. 236-5520 | E-Mail Address: mc.college@gmail.com

Research and Community Extension Office

CERTIFICATION FOR GRAMMAR CHECK

Name of Grammarian: Melojie Lauron

Highest Educational Attainment: Bachelor of Secondary Education major in English

School Office: Affiliation School of Education

This is to certify that the study entitled "**Students' Perception of Academic Cheating in Online Learning** "of Shaira Mae Mangas, Nela Angelica Noynay, Eugine Louise Sullera, Rese An Migula, Joshua Canonizer, and Jonabel Nacarios, Bachelor of Secondary Education students of Mandaue City College has been checked by Melojie Lauron as Grammarian.

This certification is issued upon request of the group as part of their oral defense requirements.
Given this 25th day of June 2023.

MELOJIE K. LAURON
Signature over the printed name

Grammarian