

TEACHER CANDIDATES ATTITUDES TOWARDS THE CHEATING AND THE REASONS FOR CHEATING

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Abstract

The purpose of the present study is to reveal the education faculty students' attitudes who are also teacher candidates towards cheating in the exams and their reasons for cheating. The research is in survey model and the population is formed with the teacher candidates. The study group is formed with teacher candidates who were studying in the faculties of education at a state university in Istanbul during 2015-2016 academic year. And 450 teacher candidates were in the study group who were eager to participate from different parts of the faculty and they were determined through cluster sampling method. The validity and reliability studies of attitude scale which is developed by Semerci and originally has 67 items were done again because of the differences in the sample group. The total variance ratio for single factor for the teacher candidates' attitudes towards cheating is found as 41.65% and the Cronbach alpha reliability coefficient is found as 0.97. The second scale used in the present study is "reasons for cheating" scale which is prepared by Kūlahçı as a rated type of scale and has 16 questions. Some of the results of the research can be summarized as follows: 57% of teacher candidates showed negative attitudes towards cheating while 43% of them were showing positive attitudes. Among the reasons for cheating "giving more importance to scores than the individual's realizing of himself" is found as the most common one while "both visas and finals" were found as the most popular ones that teacher candidates cheat. Besides, "multiple choice tests" were the ones that teacher candidates were cheating most and "looking at someone else's paper" is found as the most preferred way while cheating.

Key Words: Teacher candidates, cheating, attitudes towards cheating, reasons of cheating.