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COGNITIVE DISSONANCE IN THE CLASSROOM:
THE EFFECTS OF HYPOCRISY ON ACADEMIC DISHONESTY

by

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B.A., University of Central Florida, 2012

A thesis submitted in partial fulfillment of the requirements
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ABSTRACT

Academic dishonesty and academic entitlement plague many college campuses. This research applies the theory of cognitive dissonance to the classroom in an attempt to curb academic dishonesty. Hypocrisy, a branch of the theory of cognitive dissonance, has been induced with regards to health and pro-social causes, but has not been applied to the field of higher education. In order to apply the concept of hypocrisy to academic dishonesty, a two-part experiment was conducted. The first portion of the experiment was an in-class manipulation and the second portion was an online survey conducted one month after the manipulation. Two hundred two students participated in both portions of the experiment. The participants were randomly assigned to one of four conditions (e.g., hypocrisy, commitment only, mindfulness only, control) and participated in two activities. One month after the manipulation took place, students were sent a link to the online survey with a cover story indicating that the survey was part of a research study. After the survey was closed, participants were debriefed and the data was cleaned. Upon analyzing the data, no significant results were detected. The lack of statistical significance was likely due to the month time lapse and the single dose of the manipulation treatment. Overall, this study pioneers the application of hypocrisy in the field of education and provides guidance for future hypocrisy induction studies.

To my mom and sister who are a continual source of love and support.

Thank you for always being there for me. I love you both!

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CHAPTER ONE: INTRODUCTION

Cheating is a common occurrence in many American universities. Research on Academic dishonesty indicates that 80% of college students admit to cheating at least once while attending college (Yardley, Rodriguez, & Bates, 2009), with some fields of study reporting that 91% of students in a particular major engaged in academic dishonesty (McCabe, 1997). Despite the relatively constant total number of students who cheat, (Diekhoff, LaBeff, Clark, Williams, Francis, & Haines, 1996; McCabe, 1997), the frequency of serious academic dishonesty behaviors has risen over the past half-century (Educational Testing Service, 1999).

In response to these developments a range of advice is now available for instructors who want to minimize cheating in their classrooms. Professors are advised they should clearly inform students that honesty is highly valued in the class (Chiesl, 2007), and to set clear policies about cheating and enforce them (Passow, Mayhew, Finelli, Harding, & Carpenter, 2006). Additionally, teachers are urged to create an environment that values student participation and encourages them to accept responsibility for their academic behaviors (Cohen, 1985). Empirical tests of this and other, advice, however, have failed to yield strong effects (Moberg, Sojka, & Gupta, 2008; Spear & Miller, 2012; Whitley, 1998).

One approach that holds promise for instructors who wish to address cheating in the classroom is hypocrisy induction, based on the principle of cognitive dissonance. According to Festinger's (1957) theory, individuals who experience a lack of consistency, which he defines as dissonance, experience a drive to restore consistency. This drive toward consistency can be harnessed for behavior change by purposefully inducing hypocrisy, or the act of making a person

mindful that he or she is not practicing what he or she preaches (Aronson, 1999). This form of dissonance is comprised of two factors: commitment (i.e., publically advocating a position that one supports) and mindfulness (i.e., the act of bringing to mind instances when one behaved contrary to what one previously advocated; Fointait, Somat, & Grosbras, 2011). When an individual advocates a position that he or she supports, then is prompted to recall times when he or she personally violated the advocated behavior, the individual should experience dissonance (Fointait, 2004; Fried & Aronson, 1995; Stone & Focella, 2011). The discomforting feelings of dissonance, in turn, motivate the individual to change his or her behavior (Sénémeaud, Mange, Fointiat, & Somat, 2014).

Studies have shown the effects of cognitive dissonance and hypocrisy with respect to health and environmentally related issues such as condom use to prevent AIDS (Aronson, Fried, & Stone, 1991) and water conservation in a women's locker room (Dickerson, Thibodeau, Aronson, & Miller, 1992). These studies attempt to persuade individuals to practice what they preach through arousing in them the psychological discomfort of hypocrisy. No studies I have been able to locate, however, have applied hypocrisy induction to decreasing academic dishonesty in college classrooms. In this study, therefore, I investigated how manipulating the conditions of commitment and mindfulness affected students' sense of academic entitlement and their likelihood of engaging in academic dishonesty.

CHAPTER TWO: LITERATURE REVIEW

Academic Dishonesty

After reviewing 107 academic dishonesty studies, Whitley (1998) found that 9 to 95% of students cheated during college, with an average cheating rate of 70.4%. Likewise, when surveyed, 92% of students from one study reported that either they or someone they knew had cheated (Jones, 2011). Alumni responded similarly with the majority (65.8%) of participants admitting that they had known at least one person who cheated in undergraduate school (Yardley et al., 2009). Vandehey, Dickhoff and LaBeff (2007) assessed changes in patterns of academic dishonesty by collecting three sets of data every 10 years over the course of 20 years. Although the cheating rates declined from 1984-1994, they rose back from 1994-2004. Differences in cheating rates may be due in part to unclear rules of what is considered cheating and what is not (Vandehey et al., 2007), nevertheless evidence suggests that cheating in college classrooms remains at least as serious, if not worse, than it has ever been.

Literature reveals that four types of cheating are prevalent: plagiarism, cheating on homework or assignments, cheating on exams, and cheating in general (Whitley, 1998). Plagiarism, specifically the act of copying and pasting sentences from an online source without proper citation, is a major violation of academic integrity (Olafson, Schraw, Nadelson, Nadelson, & Kehrwald, 2013). Although acts of plagiarism contribute greatly to academic dishonesty, there are also a multitude of other cheating behaviors that plague academia. Some of the more common forms of cheating are behaviors such as copying homework assignments, sharing test questions with students who have not taken the test yet, and giving away old copies of tests from

previous semesters (Moberg, et al., 2008). “Receiving external assistance” from another student is another popular type of violation (Olafson et al., 2013). This behavior is most commonly exhibited during quizzes and exams. Students do not perceive all cheating to be equal and deem some offenses to be more severe than others (Shipley, 2009; Gilbert, Spencer, & Pincus, 2008). Offenses such as working on individual assignments in a group or receiving outside help on an assignment when it was prohibited are generally categorized as trivial offenses in the eyes of students (Shipley, 2009). Students are more likely to admit to cheating behaviors that are deemed less serious than to cheating behaviors that are more overt. (Moberg et al., 2008).

Factors Related to Cheating

A number of factors have been found to influence whether students cheat, including neutralizing attitudes, perceived norms, pressures to succeed, likeliness of punishment, and moral beliefs.

Neutralizing Attitudes

Students who self-reported cheating behaviors have been found to believe cheating was acceptable because they did not perceive themselves to be harming anyone by their actions (Olafson et al., 2013). This mindset of shifting responsibility is essential for cheaters to justify their behavior and is commonly referred to as neutralization. The idea of neutralizing attitudes is similar to that of cognitive dissonance in that individuals try to justify their cheating behavior by making an account claim (O’Rourke, Barnes, Deaton, Fulks, Ryan, & Rettinger, 2010).

Neutralizing attitudes are constructed after the cheating occurs to rationalize dishonest behavior (O’Rourke et al., 2010). Rather than make clear distinctions between what is right and

wrong, students who neutralize consider motives, which are often accompanied by justifications and excuses, when evaluating the acceptability of the cheating behavior (Jensen & Arnett, 2002). Logically, when students have a neutralized attitude towards cheating, they tend to report engaging in more cheating behaviors (O'Rourke et. al., 2010). This makes sense because if students can justify why they are cheating, they will not feel the impact of the associated guilt.

According to Olafson and colleagues (2013), students have been found to neutralize cheating in several different ways. Students may trivialize the situation by claiming they only cheated on one small part of a test or assignment and that their behavior did not hurt anyone. Conversely, they may rationalize cheating by citing outside factors. When alumni were asked why they cheated, the most common responses were a perceived time constraint and to aid a friend (Yardley et al., 2009). The act of minimalizing the severity of a person's actions by comparing these actions to another person's bad behavior is another justification that students used.

Some students may also blame the professor and thus attribute their cheating behavior to not having the course meet their expectations (Shipley, 2009). Lack of teacher professionalism has been identified as a type of justification for cheating (Olafson et al., 2013), as has the claim that teachers expect cheating to occur due to the environment. In order for an individual to take personal responsibility for cheating, therefore, neutralization tactics must be addressed (Wowra, 2007). When students perceived that they were personally responsible for preventing cheating, they tended to be less likely to cheat on tests (Passow et al., 2006).

Norms

Students have also been found to base their decision to cheat on their perception of whether or not the average student cheats (Engler, Landau, & Epstein, 2008). Cheaters tend to believe that their peers plagiarize and cheat in general more than they themselves do (Engler et al., 2008; O'Rourke et al., 2010; Vandehey et al., 2007). When students think that a social norm that allows cheating exists, they tend to cheat more than those who do not perceive this norm (Whitley, 1998).

Chiesl (2007) argues that many individuals have experienced cheating since an early age. By observing the small cheating behaviors their parents engage in, such as fibbing about age or making up an excuse to get out of going to an event, children form their perception and tend to accept cheating as part of the cultural norm. Furthermore, when parents are caught cheating, they tend to respond with a rationalization, which teaches their children that everyone lies. This lack of clarity regarding what is right and wrong has further implications for these children as they mature into adults. For example, student opinions regarding a major cheating incident at a large southeastern university revealed that half of the student population thought the incident was cheating while the other half did not (Jones, 2011). Therefore, the perception of cheating differs among individuals and may be due in part to an individual's upbringing.

Pressure, Grades & Competitiveness

Some of the primary reasons that students cheat include a desire for higher grades, a perception of inability, and a pressure to succeed (Finn & Frone, 2004; Jones 2011; Olafson et al., 2013; Whitley, 1998;). Whitley (1998) points out that there are two types of orientations towards earning grades: learning orientation (i.e., desire to learn new information that will

enhance one's life agenda) and grade orientation (i.e., desire to achieve a good grade regardless of how much information is actually learned). Therefore, students who are grade oriented are more likely to cheat than those who are learning oriented. Another major reason that students cheat is to "alleviate a stressful situation," such as avoiding losing financial aid, disappointing their family, or failing a class (Passow et al., 2006; p. 670; Shipley, 2009). If a class is perceived to be too competitive, cheating tends to increase (Chiesl, 2007). One motivator for cheating is a fear of failing a particular task within a course or doing poorly in the class itself (Whitley, 1998). Additionally, procrastination has been found to be a contributing factor to cheating behaviors (Jones, 2011; Whitley, 1998).

Likelihood of Punishment

Students who cheat also evaluate the risk of being detected. If a student believes that he or she can get away with the cheating behavior or is proficient at cheating, then he or she is more likely to partake in academically dishonest behaviors (Whitley, 1998). These students have been found to engage in cheating behaviors more often because they see other students not being punished for cheating (O'Rourke et al., 2010). In an academic setting where there is a stronger perception of consequences for academic dishonesty, rates of cheating have been found to be lower (McCabe, Trevino, & Butterfield, 2001). Therefore, it is likely for students to cheat when they see a clear advantage that they will gain from engaging in the dishonest behavior (Whitley, 1998).

Moral Beliefs

Moral identity depends on the extent to which an individual perceives personal responsibility for his or her actions (Wowra, 2007). Although a high level of peer pressure was found to influence individuals to engage in academic dishonesty, if participants have strong moral beliefs, these beliefs tended to outweigh the social pressure (O'Rourke et al., 2010). Moral obligation was found to be a strong deterrent with regards to cheating (Passow et al., 2006; Vandehey et al., 2007). Students who believe they have a moral obligation to not engage in academic dishonesty have a lower rate of reported cheating (Passow et al., 2006; Whitley, 1998). This can be explained by the idea that a strong internal moral conviction tends to leave the individual with shame and guilty feelings if he or she decides to engage in academic dishonesty (Wowra, 2007). These moral commitments must be internal; university honor codes in and of themselves, however, have not been shown to possess enough power to deter students from cheating (Whitley, 1998).

Demographic Factors

One basic factor that has been tied to cheating in college is the age and maturity of the individual; younger students tend to cheat more than older students (Haines, Diekhoff, Labeff, & Clark, 1986; Finn & Frone, 2004; Vandehey et al., 2007; Whitley, 1998). In addition to age, gender has been found to play a role in some academic dishonesty studies. Cheating trends were found by some researchers to be more prevalent among male students than their female counterparts (Finn & Frone, 2004; Iyer & Eastman, 2006; Jensen & Arnett, 2002). Yet, other studies found that while men and women cheat in different ways, there is not a significant difference in the level of cheating between the sexes (Moberg et al., 2008). It is also possible that

men simply admit to cheating more than women do (Whitley, 1998). The marital status of an individual contributes to the likelihood of he or she being a cheater. Research has found that cheaters are more likely to be unmarried (Vandehey et al., 2007; Whitley, 1998).

Ability

A student's ability or knowledge and skill set also plays a role in academic dishonesty. Students who were efficient with a certain task were less likely to cheat when compared to their less skilled classmates (Whitley, 1998). In a study conducted by Finn and Frone (2004), students with high levels of self-efficacy and low academic performance were found to have the greatest amount of cheating. Ironically, students who expect to succeed have been found to be more likely to cheat than those who have lower expectations about their own success (Whitley, 1998). This may be due to students' expecting a certain grade, but not putting in the work to earn that grade. This may be why cheating has been found to have a positive correlation with low achieving students (Finn & Frone, 2004). This is evident from the studies that found cheaters to have lower GPAs than noncheaters (Haines et al., 1986; Vandehey et al., 2007).

There are exceptions to this inclination. Some students who are high self-monitors are concerned with managing their impression and have been found to be less likely to engage in academic dishonesty no matter how high the expected rewards (Whitley, 1998). Overall, the way individuals think about cheating factors into their behavior.

External Factors

Another factor tied into cheating is a lack of personal investment; students who do not have to pay for their schooling tend to cheat more (Haines et al., 1986). Similarly, students who

are on scholarships have been found to cheat more on exams than those students who paid out of pocket (Passow et al., 2006). This finding may be due in part to the pressure to maintain a certain GPA in order to keep one's scholarships.

Additionally, type of degree and social life have been found to categorize cheaters. For example, undergraduate students tend to have higher levels of academic dishonesty than graduate students (Iyer & Eastman, 2006). With respect to extracurricular activities, students involved with Greek life tend to have significantly higher levels of academic dishonesty than those who are not involved (Iyer & Eastman, 2006; Vandehey et al., 2007). This may be explained in part by the finding that students who are highly involved in extracurricular activities may not dedicate enough time to studying and thus feel the need to cheat (Haines et al., 1986). Quality of study conditions has been found to influence cheating behaviors. Those students who had poor study conditions were more likely to engage in academic dishonesty behaviors (Whitley, 1998).

Academic Entitlement

At a broader level, student academic dishonesty may be attributable to a culture of academic entitlement (AE) among university students. Higher education is a unique investment due to the fact that students are paying for the opportunity to learn rather than paying for a tangible product (Singleton-Jackson, Jackson & Reinhardt, 2010), yet many students view their education as no more than a ticket to a higher paying job (Lippmann, Bulanda & Wagenaar, 2009). In a study conducted about entitlement, only 9.8% of students said that they were going to college to obtain an education to better themselves (Singleton-Jackson et al., 2010). Due to expense of college, students seem to feel entitled to a certain level of success and therefore hold a customer orientation about their role as students and their classroom etiquette (Singleton-

Jackson et al., 2010). Students may tend to see their professor as a food vendor: they, the consumer, tell the professor exactly what they want and the professor is supposed to prepare the food and deliver it accordingly (Kopp, Zinn, Finney & Jurich, 2011).

Academic entitlement is essentially a self-centered approach to education with the expectancy that good grades can be attained with minimal to no effort or investment in a course (Lippman et al., 2009; Boswell, 2012; Chowning & Campbell, 2009). After reviewing research from previous AE scales, Kopp et al. (2011) identified five characteristics of AE. Students with AE believe that knowledge is a right that they, as students, should be able to attain with minimal effort (Dubovsky, 1986; Chowning & Campbell, 2009; Kopp et al., 2011). They also believe that the instructor will lecture on all of the information needed to pass a course and they should not have to take the initiative to supplement the information. (Dubovsky, 1986; Chowning & Campbell, 2009; Kopp et al., 2011). Additionally, to the academically entitled, any lack of success is not due to their shortcomings, but rather is the fault of the teacher, course or system (Dubovsky, 1986; Chowning & Campbell, 2009; Kopp et al., 2011). Students with AE also believe that they should have the power to adjust the instructor's policies when needed (Achacoso, 2002; Kopp et al., 2011). Finally, students believe they deserve certain outcomes because they are consumers who pay tuition (Kopp et al., 2011; Lippmann et al., 2009). Overall, AE disregards the significance of learning and therefore destroys the integrity of the academic process (Singleton-Jackson et al., 2010) by stripping the responsibility for good performance from academic outcomes (Kopp et al., 2011).

Over the past decade, student sense of entitlement has increased substantially (Baer, 2011). The traditional view of the student/teacher relationship was that of the teacher ruling with

authority and the students submitting to the instructor's rule (Kearney, Plax, Richmond, & McCroskey, 1983). This view has changed as AE has begun to infiltrate the educational system. Greenberger, Lessard, Chen, and Farruggia (2008) have argued that one of the contributors to this shift towards AE is anonymous student evaluation of instructors. These surveys empower students to complain to the department about a teacher who may not be giving them the grade that they want. Since the teachers want to keep their jobs, grades may tend to be slightly higher than deserved. This grade inflation epidemic has caused students to want to shop for easy courses and instructors (Greenberger et al., 2008), thus reinforcing the general sense of entitlement among some students.

AE scores have been correlated positively to external locus of control and negatively with mastery-approach goal orientation (Kopp et al., 2011). Essentially what this means is that students with AE are not motivated to learn or master the material presented to them in the classroom, they would rather blame outside sources if they do not get the grade they want. The type of reward, intrinsic or extrinsic, that students are driven to achieve affects the level of AE (Greenberger et al., 2008). Students with higher levels of AE have been found to have lower levels of self-esteem (Singleton-Jackson et al., 2010). Other associations with AE have been discovered. It was found that AE is strongly related to narcissism and an overall sense of entitlement (Menon & Sharland, 2011; Greenberger et al., 2008). As with cheating, college aged men tend to report significantly higher AE than their female counterparts (Ciani, Summers & Easter, 2008; Chowning & Campbell, 2009; Boswell, 2012). Studies have yet to indicate that AE changes with age (Greenberger et al., 2008).

Repercussions of Academic Entitlement

In order to understand this mindset better, one should be aware of the external responsibility component of AE that measures how much students believe they are personally responsible for the learning process (Chowning & Campbell, 2009, Kopp et al., 2011). Those students with a consumer mentality, who expect everything to be served to them, are more likely to complain and believe they are entitled to positive academic outcomes (Finney & Finney, 2010). This sense of entitlement may have been cultivated by new technologies that have brought about a social norm of immediacy (Lippman et al., 2009). Yet, regardless of the source of the entitlement, if students perceived their teachers to grade them unfairly, they tended to have a higher level of academic entitlement (Baer, 2011). These students are also not hesitant to be aggressive when negotiating the grade they earned (Lippmann et al., 2009). In addition to a high sense of external responsibility, negative relationships between AE and work orientation have been found (Greenberger et al., 2008; Kopp et al., 2011). Along with high levels of work avoidance, it has been found that individuals with AE have a negative correlation to test-taking effort (Kopp et al., 2011). Therefore, it is not surprising that academic entitlement has been found to be positively correlated to academic dishonesty (Greenberger et al., 2008). This is a logical correlation since students with high AE tend to not put effort into learning the material taught in a class and neutralize their perception of responsibility for their education.

Solving the Problem of Academic Dishonesty

Although cheating has not substantially increased over the past 50 years, it is far from clear that attempts by colleges to combat academic dishonesty have been effective (Moberg et al., 2008). A range of prescriptions has been provided for addressing academic dishonesty in

higher education. In general, it is believed that for students to be successful in college, ability and motivation are necessary traits to possess (Alarcon & Edwards, 2013). Research on student motivation indicates that an effective way to motivate students to complete a goal is by increasing the students' perceived responsibility for the consequential actions (Cheng & Hsu, 2012). When students are reminded of their personal responsibility, the pressures and interdependence with the other class members can cause the students to change their behavior (Richmond & McCroskey, 1984). Additionally, teachers are urged to create an environment that values student participation and encourages students to accept responsibility for their academic behaviors (Cohen, 1985). Cheng and Hsu's research shows that if a student feels personally responsible for his or her performance, he or she is likely to change his or her prior attitudes in a positive way (Cheng & Hsu, 2012). Ultimately, the drive for academic success is related to how one views one's own academic competence and need for achievement (Harmann, Widner & Carrick, 2013). Chiesl (2007) argued that to curb the occurrence of cheating in the college classroom, professors should clearly inform students that honesty is highly valued in the class. Yet, this clarification on its own is not enough. It has been found that students tend to cheat when policies are unclear and unenforced (Passow et al., 2006). Therefore, instructors need to be explicit with what is considered to be cheating (O'Rourke et al., 2010).

In the midst of this plethora of advice, few studies have empirically investigated the effectiveness of anti-cheating interventions. Among the few that have done so, Whitley (1998) asked students to sign a homework honesty pledge mid semester and then measured the cheating rate of those who signed the pledge and those who did not (i.e., the control group). No difference in cheating rates between the two groups was found. Spear and Miller (2012) compared the

effectiveness of fear and moral appeals to a control condition and found self-reported cheating was marginally lower in the fear appeal group than the control group. Both of these studies based their intervention at least in part on the theory of cognitive dissonance. I argue that neither went far enough, because they failed to adequately induce the two components of dissonance essential to hypocrisy induction: commitment and mindfulness.

Cognitive Dissonance

According to Festinger's (1957) theory of cognitive dissonance, if a person holds two psychologically inconsistent cognitions, he or she will experience dissonance (Aronson, 1999), that is, inconsistencies between internal beliefs and behavior cause discomfort that drives an individual to reduce the arousal (Stone, Wiegand, Cooper & Aronson, 1997). Festinger goes on further to say that due to the discomfort, the individual will make a conscious effort to avoid situations that are likely to increase his or her dissonance and also seek ways to reduce it. Ultimately, the individual seeks to reach a state of consistency, balance between actions and beliefs, which Festinger refers to as consonance. He argues that the magnitude of the dissonance determines an individual's motivation to reduce it and restore consonance. The magnitude is determined by both the importance of the dissonance cognitions and the number or proportion of consonant or dissonant cognitions an individual experiences.

Dissonance Reduction

Because dissonance is an uncomfortable drive state, a person will do his or her best to reduce the arousal (Aronson, 1999). Festinger (1957) discussed three ways one could reduce dissonance: modify dissonant elements, add consistent elements, and minimize the importance of

dissonant elements. Years later, Stone and colleagues (1997) suggested dissonance can be reduced in one of two ways: directly (i.e., changing one's cognitions to be inline with what he or she publically advocated) or indirectly (i.e., misattributing the discomfort and not altering one's mindset).

Many researchers conducted studies to discover the strategies individuals use to reduce their level of dissonance. It was found that individuals would generally use the first available means of reducing dissonance (Joule & Martinie, 2008). An individual's choice for reducing dissonance tends to be dependent on the order that the measures are taken. For example, Joule and Martinie (2008) explained that if an attitude (i.e., opinions a person holds about a certain topic) measure is presented prior to a trivialization (i.e. the act of minimizing the importance of one's behavior or private attitude) measure, the individual tends to change his or her attitude or reduce the dissonance directly. On the other hand, Joule and Martinie found that an individual will tend to trivialize the behavior or reduce dissonance indirectly if the trivialization measure is presented prior to the measure of attitude. All in all, research has shown that individuals can use strategies that have absolutely nothing to do with the cause of the discrepancy to reduce the dissonance feeling (Stone et al., 1997).

One of the more surprising findings related to dissonance reduction is the effect of counterattitudinal advocacy. Counterattitudinal advocacy refers to a situation in which an individual is induced to persuade others to believe the correctness of a position that is not in line with his or her private beliefs (Aronson, 1999). Individuals who are induced to say or do something contrary to the private opinion they hold will have a tendency to change their private opinion to bring it into accord with what they have said or done (Festinger & Carlsmith,

1959). Once the dissonance has been reduced through attitude change, the attitude tends to remain even when the behavioral consequence is removed (Goethals & Cooper, 1975). This inclination is exacerbated if an individual is only given a minimal reward for convincing people to believe a position that is contrary to his or her personal beliefs. In such situations participants have been shown to seek justification for the new position and to drift away from their original beliefs (Aronson, 1999). Within the realm of academic dishonesty, it has been suggested that if students engage in academic dishonesty, even though they think cheating is wrong, they will find the behavior to be more acceptable (O'Rourke et al., 2010). For instance, in a study, students who received moral anti-cheating appeals tended to display more neutralizing attitudes afterward than students who did not receive those appeals, presumably in order to rationalize their cheating behavior (Spear & Miller, 2012).

Additionally, the less payment received for performing an act inconsistent with their beliefs, the greater people's resistance to ensuing counter communications (Kiesler & Sakumura, 1966). In contrast, researchers discovered that the greater the compensation or pressure to engage in the overt behavior, the smaller the dissonance effect (Festinger & Carlsmith, 1959). This is due to the idea that receiving a large compensation for promoting something contrary to one's inner beliefs allows for external justification and therefore does not cause dissonance to be aroused (Aronson, 1999).

Personal Responsibility

Thus it can be seen that in order for cognitive dissonance to be experienced, personal responsibility is a necessary condition (Cooper, 1971; Scher & Cooper, 1989). An individual typically accepts responsibility if he or she has a free choice to perform the behavior and if he or

she is able to foresee the undesired consequences (Goethals, Cooper, & Naficy, 1979). Foreseen consequences can be defined as explicit or anticipated consequences that are presented when an individual is making a decision (Goethals et al., 1979). Unforeseen consequences are not anticipated by the subject, and are considered to be unpredictable by any reasonable person. If individuals cannot foresee the repercussions of their decision or if they feel like they are not free to make a decision, they will not experience cognitive dissonance (Cooper, 1971).

Scher and Cooper (1989) go so far as to argue that dissonance arises out of being responsible for negative events rather than being driven by a singular motive to restore consistency. This idea of feeling responsible for negative events has been found to regulate the level of dissonance an individual experiences. Inconsistency between a person's attitudes and beliefs is unlikely to cause dissonance if the inconsistency is superficial (Thibodeau & Aronson, 1992). If, however, a person is conditioned to feel personally responsible for his or her behavior that has important consequences, then the dissonance should be successful in producing change (Hoyt et al., 1972).

The Role of the Self

Along with a sense of perceived responsibility, the individual characteristics of a person regulate the level of dissonance aroused. People experience psychological discord in various ways (McConnell & Brown, 2010). In general, individuals strive for consistency and positivity when maintaining their sense of self because they want to see themselves as competent, moral, and in control of their behavior (Aronson, 1999). Yet, people deal with dissonance at different levels; what may discomfort one individual may not stir any feelings in another (Walton, 2011). Although most people have fairly flexible self-concepts in which they expect themselves to have

shortcomings from time to time (Thibodeau & Aronson, 1992), cognitive dissonance appears to be strongest when an individual's self-concept is threatened (i.e., he or she engages in a behavior that is inconsistent with his or her inner beliefs; Aronson, 1999). Ultimately, this threatening of self-concept regulates the motivation of an individual to justify his or her behavior.

Self-esteem also plays a role in how dissonance is induced. Individuals with low self-esteem who were primed after a counter-attitudinal behavior reported less attitude change and less dissonance in comparison with individuals with high self-esteem (Stone, 2003). Self-affirmations can reduce dissonance through the allowance of cognition reestablishment following a self-discrepant behavior (Thibodeau & Aronson, 1992).

Hypocrisy: An Application of Cognitive Dissonance

Given that dissonance may lead people to change their attitudes and behaviors, arousing dissonance in people's minds may constitute one step toward persuasion. Making a person mindful that he or she is not practicing what he or she preaches is called *hypocrisy induction* (Aronson, 1999). Hypocrisy as dissonance is comprised of two factors: commitment (i.e., publically advocating a position that one supports) and mindfulness (i.e., the act of bringing to mind instances when one behaved contrary to what one previously advocated; Fointiat, Somat, & Grosbras, 2011; Morrongiello & Mark, 2008). By first having an individual advocate a position that he or she supports, then prompting him or her to recall times when he or she personally violated the advocated behavior, a persuader can promote dissonance in the receiver (Fointiat, 2004; Fried & Aronson, 1995; Stone & Focella, 2011). The more transgressions recalled, the more dissonance the individual typically experienced (Sénémeaud et al., 2014). Ultimately, when

a person advocates for something he or she does not personally put into practice, feelings of dissonance are likely to arise (Morrongiello & Mark, 2008).

Factors Mitigating the Effectiveness of Hypocrisy Induction

Several factors have been found to influence the effectiveness of hypocrisy induction as a behavior change technique. First, the outcome of the mindfulness condition may rest on how the past behavior is framed (Stone et al., 1997). If an individual can attribute the previous transgressions to something external, he or she may not feel dissonant. In line with the general dissonance theory, an individual's perception of personal responsibility contributes to the level of hypocritical feelings that person experiences. If an individual can make a connection between his or her past behavior and the resulting negative consequences, then he or she feels responsible for the action and therefore experiences a stronger level of dissonance (Pallak, Sogin, & Van Zante, 1974). When participants in a study were given the opportunity to misattribute dissonance arousal to various factors, subjects greatly reduced the effects of the hypocrisy manipulation (Fried & Aronson, 1995). This is because the individuals were able to blame their feelings on something they felt they had no control over.

Stone and Cooper (2001) propose a model that states that dissonance is aroused by how people behave and how they interpret their behaviors. These behaviors are also measured by personal (idiographic) and normative (nomothetic) standards that similarly suggest that an individual will experience the most discomfort with a behavior that is perceived as foolish or immoral. If the past behavior can be framed as normative, the individual may not feel a sense of discrepancy (Stone et al., 1997). It is worthy to note that social pressure can also contribute to an

individual engaging in an advocacy or inferring personal responsibility for his or her behavior (Hoyt et al., 1972).

As with the general theory of dissonance, individuals' self-concepts also regulate the induction of hypocrisy (Sénémeaud et al., 2014; McConnell & Brown, 2010). Some individuals are disturbed profoundly by hypocrisy, while others are not even fazed by it (McConnell & Brown, 2010). Hypocrisy tends to have a greater effect on individuals with higher self-complexity (i.e., the number of meaningful roles and relationships one has and the uniqueness of those roles and relationships) who are able to affirm their values because they tend to work harder when responding to failure than those with low self-complexity (McConnell & Brown, 2010). This logically follows because an individual who has meaningful relationships in his or her life more likely feels that he or she has an image or reputation to uphold. Group membership can also play a role in the way that hypocrisy affects an individual. Individuals who share prominent membership in a group use dissonance reduction strategies that are accessible based off of group membership (McKimmie, Terry, Hogg, Manstead, Spears, & Doosie, 2003). Therefore, along with the idea of self-complexity, if a highly involved group member goes against the group norm of the practicing the advocated pro-social behavior, then he or she should feel a high level of dissonance. On the contrary, if an individual has low self-complexity, inducing hypocrisy may actually cause the individual to embrace the hypocritical behavior because he or she does not feel accountable for his or her actions (McConnell & Brown, 2010).

Applications of Hypocrisy Induction

Hypocrisy induction has been applied to a range of health and pro-social topics. Aronson and colleagues (1991) attempted use hypocrisy induction to increase condom use among college students. Subjects were told that they were going to be helping develop an AIDS prevention program. Before the students advocated for condom use, half of them were asked to recall a time where they failed to use a condom, whereas the other half were not required to recall their failures. Aronson and colleagues (1991) found that people who engaged in an advocating activity and were made aware of their past high-risk behaviors were able to overcome denial and adopt the advocated behavior. Furthermore, the researchers assessed participants' intentions and found that those who were in the hypocrisy group, in comparison to those in the advocacy-only, mindfulness-only, and control groups, yielded the most drastic index of improvement.

Another study conducted by Stone, Aronson, Crain and Winslow (1994) stimulated hypocrisy in order to address condom use. Unlike the study done by Aronson and colleagues (1991) that utilized hypocrisy to measure individuals' future intentions of condom use, this study investigated whether the same type of hypocrisy would lead individuals to purchase condoms (Stone et al., 1994). All participants were promised an additional \$4 because the study was "running behind schedule" and would take longer than the prescribed hour. At the end of the study, the experimenter brought the student subject into a room, thanked, paid, and asked him or her to fill out a receipt. Before the participant was able to start filling out the receipt, the researcher offered the student the opportunity to buy condoms for 10 cents each. Pamphlets

were available as well as a bowl with change and an envelope to put money in if the participant chose to purchase the condoms out of the clear plastic fishbowl.

After telling the participant about the opportunity, the researcher left the individual alone to avoid influencing him or her through observatory pressure. Stone and colleagues (1994) found that those who experienced the hypocrisy condition were more likely to buy condoms at the completion of the study. Ninety-four percent of those participants in the hypocrisy condition showed at least some concern about their risks for AIDS by purchasing condoms, taking information pamphlets, or acquiring both, while only 44% in the public commitment condition and 61% in the mindfulness condition showed concern.

In a water conservation study conducted by Dickerson and colleagues (1992), those who were in the hypocrisy condition, both mindful and committed, made the greatest effort to conserve water. Those in the mindfulness only and committed only conditions also practiced water conservation significantly more than the no-treatment condition. Therefore, the data suggested that individuals who are mindful of their habits and make a public commitment that endorses a positive behavior will feel the tug of hypocrisy to follow through with the behavior they have endorsed.

In their study on the use of sunscreen, Stone and Fernandez (2011) explored hypocrisy induction with respect to the number of past failures needed to create more dissonance in individuals and thus motivate them to change their behavior. Individuals were assigned to either recall two or eight instances where they personally failed to use sunscreen. Two variables were tested: the number of failures recalled and the elaboration manipulation, which varied the degree of responsibility for those who were completing the study. People with low elaboration, or those

who were told that thousands of people were doing the same study that they were doing, responded better to recalling more, rather than fewer, instances. Conversely, for those in the high elaboration condition, less recall was more effective for motivation to reduce dissonance.

Application to Academic Dishonesty

I have not located any study that applies hypocrisy induction to anti-cheating interventions. Whitley (1998) and Spear and Miller (2012) made some application of cognitive dissonance to anti-cheating appeals. However, they did not incorporate both elements of hypocrisy induction in their studies. Behaviors considered to be academic dishonesty by university administration and instructors may be considered perfectly acceptable by some students; thus, if they do not recognize that their behavior is problematic, they will not be aware of the need for an adjustment (Higbee, 2002). Because there is a discrepancy in what is deemed acceptable behavior or not, students need to be educated and made mindful of the times where they have acted out or not acted in an appropriate manner. Students should also make a public commitment to do better. In alignment with the theories above, I present the following hypotheses.

H1: Students who are made aware of their personal responsibility through the use of the hypocrisy elements of commitment and mindfulness, will engage in fewer academic dishonesty behaviors than those who do not experience both commitment and mindfulness.

H2: Students in the mindfulness only condition will engage in fewer academic dishonesty behaviors in comparison to the students in the control condition.

H3: Students in the commitment only condition will engage in fewer academic dishonesty behaviors in comparison to the students in the control condition.

H4: Across all conditions, levels of academic entitlement will be positively correlated with academic dishonesty.

CHAPTER THREE: METHODOLOGY

Overview

The model of hypocrisy requires the manipulation of two factors: commitment and mindfulness. In a 2x2 factorial design, I varied whether or not the subjects made a public commitment to practice academic integrity and whether or not they were made mindful of their past failures of partaking in academic dishonesty. The combination of these two factors creates four conditions as displayed in Table 1: (1) mindful and committed (hypocrisy), (2) committed only, (3) mindful only, and (4) unmindful and uncommitted (the control group). Conditions were randomly assigned in a large lecture face-to-face class.

Table 1: Condition Assignments

	Hypocrisy (Red)	Commitment Only (Green)	Mindfulness Only (Yellow)	Control (Blue)
Part 1 of Experiment Manipulation	Commitment Condition	Commitment Condition	Activity 1	Activity 1
Part 2 of Experiment Manipulation	Mindfulness Condition	Activity 2	Mindfulness Condition	Activity 2

Participants

Participants were recruited from a large lecture undergraduate communication course at a large southeastern university. Two hundred twenty-four participants took part in the in-class manipulation and 206 of those students completed the online survey a month later. Two of the

students were removed from their condition in the manipulation portion of the experiment because they did not complete both portions of the in-class manipulation and four surveys were discarded. The sample who completed both portions of the experiment was composed of 72 (35.6%) males, 127 (62.9%) females, and three (1.5%) unclassified individuals. The participants ranged in age from 18 to 28 years old ($M = 19.2$; $SD = 1.42$). Students in the study were primarily second semester freshmen (67.2%), followed by sophomores (22.1%), juniors (5.5%), seniors (4.0%), and other (.5%). In relation to academic demographics, the majority of students reported having a GPA that was 3.0 or higher (75.9%) while only (24.1%) reported having a GPA lower than a 3.0. Additionally, the majority of students reported that they had scholarships or were in programs that required them to maintain a certain GPA (76.4%) as compared to those who did not have this expectation (23.6%). Of these students, the average number of classes participants were taking was 4.7 ($SD = .839$). Participation was optional and extra credit points were given as compensation to each student who participated at the discretion of his or her instructor.

Procedure

The experiment was divided into two parts: the in-class manipulation and the behavior measurement survey. The survey was conducted one month after the in-class manipulation took place. Both portions of the experiment were approved by the IRB and students were provided with consent statements for both portions of the experiment. The students were reminded that participation was optional and they could remove themselves from the research at any time.

In-Class Manipulation

The in-class manipulation took place the first day of class after spring break. Upon arrival, two research assistants greeted the students and randomly assigned them to a condition by giving them a colored slip of paper, with a place to write their name for extra credit, attached to an IRB consent form. Once the students received the slip of paper, they were directed to the portion of the room in which members of their condition were seated. The large lecture hall was divided into four different sections as seen in Figure 1. Once students were in their assigned conditions, I read the general instructions to the participants, which are provided in Appendix B, and the research assistants distributed the appropriate materials for the condition. All materials contained specific instructions for the students to read for the condition that they were assigned. Each condition contained materials that were colored-coded (e.g., red = hypocrisy, yellow = mindfulness only, green = commitment only, blue = control) to minimize confusion. The students worked in groups for the first portion of the manipulation and worked individually during the second half. All materials were turned into the researchers after each portion of the manipulation. Following the completion of the conditions, students were thanked for their time and the first portion of the experiment was complete.

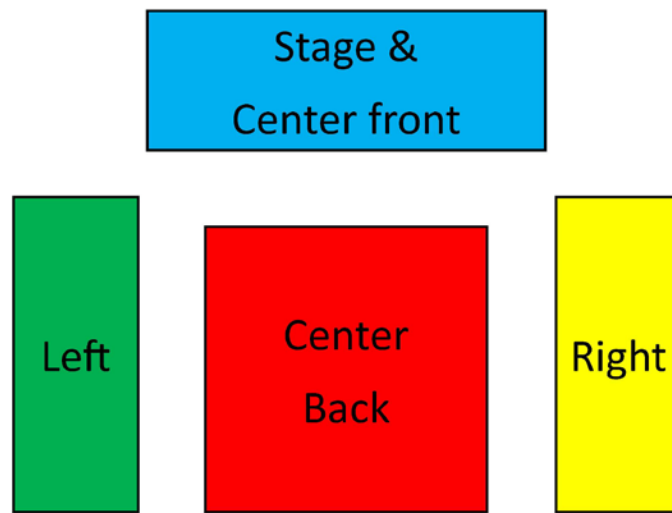


Figure 1: Classroom Diagram

Post-Manipulation Online Survey

To introduce the online survey, another research assistant from a different department, who was not present during the experiment, asked the students to participate in an online survey so that the students would not connect the in-class experiment to the survey. Five online surveys were created on *Qualtrics* with identical content and unique URLs. In order to keep the collected data sorted according to the original four conditions, separate links were emailed to students based on the condition that they were assigned in the manipulation portion of the experiment. The fifth survey was sent out to students who were not present for the in-class portion of the experiment, but the data was not included in analysis because this survey was only used as a decoy to mask the connection between the two portions of the experiment. The survey, as seen in Appendix G, contained a general demographic section, Kopp and colleagues' (2011) academic entitlement scale, an academic dishonesty index with distractors, and a condition check. The two

to eight minute online survey was pilot tested by 10 volunteers and corrections were made accordingly. Separate lists were created for each of the conditions with participants' emails grouped together. The instructor emailed each block of participants the condition specific survey link. The online survey was open for one week. After the survey was closed, the students were emailed the IRB debriefing letter that disclosed the true purpose of the study. No students reported harm from the manipulation or survey.

Experimental Conditions

Commitment Manipulation

To introduce public commitment toward upholding academic integrity, students assigned to this condition were asked to participate in an academic integrity campaign. After agreeing to participate, students were given the document in Appendix C that contains a list of behaviors that are considered to be academically dishonest along with a list of common accounts students use to deny responsibility for cheating behaviors. These students were given a printed poster with the logo "Do You Have Integrity? We Do..." printed in the middle and were asked to make a commitment to the campaign by writing one way that they would personally uphold academic integrity on the poster. Once they wrote a simple way that they would practice integrity in the classroom, they were asked to sign their name to the poster. Students were told that the posters would be displayed on campus for a pilot study. Participation in this activity gave students the opportunity to earn extra credit points at the discretion of their teacher.

Mindfulness Manipulation

Participants who were in the mindfulness condition were told that the research team was seeking to better understand the dishonest academic behaviors in which students engage. Participants were given the activity sheet found in Appendix E and were assured that their answers would be kept confidential and that their responses would not be identifiable to anyone other than the research team. The importance of honest answers was also stressed in the introduction of this section. The same academically dishonest behaviors that were presented in the commitment section were presented in the mindfulness condition. Students were asked to report the frequency in which they have engaged in the academic dishonesty behaviors as well as recall and write down three instances where they personally failed take responsibility for their actions and did not practice academic integrity.

Control Condition Activities

In order to disguise the experiment, two different activities were utilized: “Activity 1” and “Activity 2.” These activities mirrored the hypocrisy activities in nature. “Activity 1” was used at the beginning of the mindfulness only condition and “Activity 2” was used at the end of the commitment only condition. Students were told that that they were participating in these activities to help the research team better understand different issues that college students encounter.

Activity 1

Students in this condition worked together in small groups to create “Tips for Surviving College” posters for incoming freshmen. The posters had the phrase “Surviving College: How to

& What to Do” printed in the middle of them with blank space surrounding the logo. Similar to the commitment condition, they were given the paper found in Appendix D that contains a list with general topics to use as a guide to give advice. The students were instructed to have each member contribute a tip to the poster by writing it on the poster and then signing their name. This activity was conducted at the same time as the commitment condition so that students were engaging in activities with a similar nature.

Activity 2

Students in the second activity were given a sheet of paper, which can be found in Appendix F, and were asked to answer questions on a Likert-type scale regarding spending habits such as “How often do you go out to eat every week?” After the questions, students were asked to briefly write in three ways that they try to save money. This college survival activity was conducted at the same time as the mindfulness condition so that students were engaging in activities with a similar nature.

Post-Manipulation Online Survey

All participants were given the same version of the post-manipulation online survey, which was composed of the academic dishonesty questions asked in the experiment as well as questions measuring academic entitlement. The survey can be found in Appendix G.

Demographics

General demographic questions (e.g., age, sex, year in school) were added to the survey instrument to gain a better understanding of the make-up of the participants. In addition, characteristics of cheaters, based on the findings in the literature review, were implemented into

this section of the survey and include items such as estimated GPA, number of classes in which the student is currently enrolled, and scholarship status.

Academic Entitlement

To measure academic entitlement, a scale developed by Kopp and colleagues (2011) was given to students in all the conditions. The eight statement instrument asks students to rate their agreement with statements such as “If I don’t do well on a test, the professor should make tests easier or curve grades.” Participants rated each statement on a 7-point Likert scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*) and the mean was taken. This assessment was incorporated into the end of the online survey. The scale was found to be reliable with $\alpha = .79$.

Academic Dishonesty

For the academic dishonesty questions, an abbreviated version of the list compiled by Spear and Miller (2012) was used. The list is composed of statements that were used in other studies about academic dishonesty from Lucas and Freidrich (2005), Rettinger and Kramer (2009), and Yardley et al. (2009). Participants were asked to simply state whether or not they have engaged in the dishonest behavior in the given time frame, from spring break to a month afterwards. Questions were summed to create a 10-point scale. Common classroom occurrences were added into the section with the academic dishonesty statements as distractors.

Condition Check

In order to see if the participants correctly remembered what condition they participated in, a condition check was used at the end of the survey. With this check, students were told to select the boxes of the activities in which they participated. Unfortunately, the condition check was unable to be used because I was later informed that the instructor of the class had assigned an exercise having to do with some of the issues in the manipulation. Thus, there was no way to tell how much that exercise was confounded in students' minds with the experiment itself.

CHAPTER FOUR: RESULTS

Results

Frequency tables were run on the academic dishonesty behaviors and distractors; results are displayed in Table 2 and Table 3. As the tables show, academic dishonesty behaviors were reported with less frequency than in previous studies, yet it is important to keep in mind that participants were asked to only report on their cheating behavior over the course of one month. Less than half of the participants admitted to participating in any type of cheating. Additionally, less than a quarter of the sample engaged in two or more academic dishonesty behaviors.

Table 2: Amount of Academic Dishonesty Behavior

Number of Academic Dishonesty Behaviors per Student	Frequency	Percent
0	110	55.3
1	41	20.6
2	17	8.5
3	12	6.0
4	5	2.5
5	6	3.0
6	4	2.0
7	3	1.5
8	1	.5

Table 3: Frequencies of Academic Dishonesty Behaviors

Specific Type Academic Dishonesty Behavior	Frequency	Percent
Allowed others to copy from your assignment	34	17.1
Copied from another's assignment (they knew)	31	15.6
Took an online test with a friend/classmate present when prohibited by instructor	30	15.1
Copied or paraphrased material from a book without citing the source	25	12.6
Signed for someone on the attendance sheet or had someone sign for you	19	9.5
Made up part of whole of a reference or a bibliography listing	19	9.5
Allowed others to copy from your exam	18	9.0
Received exam answers from a classmate	11	5.5
Illegitimately got advanced information about a test	10	5.0
Made up medical or other excuse to get extended time on homework or test	7	3.5

The data were cleaned by comparing the survey extra credit list for each condition with the original condition lists. This step was implemented to verify that the participants had taken the survey that had been emailed to them. After cross-referencing the groups of participants, four entries were removed because the initial condition was unidentifiable. The remaining data were combined and a one-way ANOVA was conducted to test the hypotheses. The first hypothesis, which predicted that students in the hypocrisy condition would engage in fewer academic dishonesty behaviors than those who do not experience both commitment and mindfulness conditions, was not supported ($F_{(1,202)} = 1.02, p > .05$). Descriptive statistics are presented in Table 4. Means are on a 10-point scale.

Table 4: Condition Descriptive Statistics

Condition	Mean	Std. Deviation	<i>n</i>
Hypocrisy	1.39	2.23	49
Mindfulness Only	1.33	1.99	52
Commitment Only	1.23	2.19	48
Control	.96	1.92	53
Total	1.22	2.08	202

Hypotheses two and three, which discussed the mindfulness only condition and the commitment only condition, were also not supported. No statistical significance was discovered amongst the conditions. It is important to note that the academic dishonesty index had 10 cheating behaviors listed, yet the mean for all of the conditions was 1.22 ($SD = 2.08$). Although the means were low, they were exactly the opposite of what the hypotheses predicted. With regard to the fourth hypothesis, which predicted that academic dishonesty and academic entitlement would be positively correlated, a Pearson correlation was conducted and yielded no significant results ($r = -.01, p > .05$).

CHAPTER FIVE: DISCUSSION

Although the findings did not show significant differences in academic dishonesty among the different conditions, there are several factors to take into consideration. First, previous hypocrisy induction studies have encountered similar difficulties regarding long-term effects. After the initial part of the first hypocrisy induction AIDS prevention study, Aronson and colleagues (1991) asked participants about their future intentions with regard to using prevention and discovered no significant findings. Furthermore, Aronson and colleagues tried to follow up with the participants three months after the hypocrisy induction, but they had a high attrition rate and did not have enough responses to conduct any statistical tests. Similarly, in the AIDS prevention study later conducted by Stone and colleagues (1994), the researchers did not find an effect or significant differences between the conditions from the interviews that were conducted 90 days after the experiment took place. Furthermore, some studies, such as Dickerson and colleagues' (1992) water conservation study, did not even attempt to follow up with participants to evaluate whether or not the hypocrisy induction had lasting effects.

Previous hypocrisy research focused on measuring the immediate effects of the hypocrisy induction, yet this was not a logical option for the current study. In order to test whether or not the hypocrisy induction affected behavior, participants needed an opportunity to engage in academically dishonest behaviors. The research team believed that one month at the end of the semester was an adequate amount of time for students to have the opportunity to cheat. In the original AIDS prevention study, Aronson and colleagues (1991) used a self-report measure

consisting of two parts: admitting past practices were inadequate and reporting future intentions to practice safely. This measurement was conducted directly after the hypocrisy induction took place. The results revealed that the induction only had significant effects on the invulnerability aspect of the report, but did not have a lasting effect.

When the AIDS prevention study was altered and repeated by Stone and colleagues (1994), the dependent measure was changed from the self-report to a behavior and an interview. They measured the effect of the hypocrisy induction by counting how many condoms participants purchased at the end of the study and then had the participants fill out a survey about recent sexual behavior. They reasoned that students who bought more condoms were committed to practicing safe sex. Although this might appear to be a logical assumption, it did not hold true in the follow up interview conducted three month after the manipulation as discussed in the previous paragraph. Similarly, Dickerson and colleagues (1992) measured the effects of the hypocrisy about water conservation by timing how long each lady showered directly after the induction. This direct measurement only provided partial support for the hypocrisy effect. It is important to recognize that all three of these experiments only yielded significant results with the measurement that occurred immediately after the treatment took place. None of these studies effectively measured the lasting effects of the hypocrisy induction after a period of time. In the present study it is also possible that dissonance may have been induced initially, but the induction may not have been strong enough to create a lasting effect.

It is not clear exactly why there was an immediate effect in past persuasion studies, yet this effect does not last. One possibility is that the initial persuasion deteriorated. Another factor

to consider is the possibility of a testing effect in the previous studies. Participants in the previous hypocrisy induction studies may have engaged in the good behavior simply because they were trying to save face in front of the experimenter. With regard to the previous hypocrisy studies, such as Aronson and colleague's (1991), both the participants as well as the researchers were aware of the participant's hypocritical nature. This mutual awareness may have contributed to the immediate significant results in the three hypocrisy studies mentioned in this discussion. Because the current study was anonymous and the connection between the manipulation and survey was hidden, such an effect would not be possible. In short, the results of this experiment are not contradictory to previous results.

Another explanation of the results of this study involves the strength of the manipulation. It may have been too much to expect that one 20 minute treatment would have impacted students for an entire month. Even though the treatment did require students to take action in terms of personal commitment and recollection of past failures may be that a lasting effect on behavior may not be obtainable with a single treatment. There are reasons to think that this may be a difficult behavior to change due to the belief that cheating is a common behavior. Because many individuals develop cheating behaviors when they are young (Chiesl, 2007), it may take more than one manipulation or treatment to fully induce hypocrisy in the classroom. Therefore, more doses of the treatment may have been more effective.

A lack of variance may be due in part to the restricted time frame and the low levels of cheating that were reported on the academic dishonesty index. As noted in Table 2 and Table 3, the frequency of academic dishonesty behaviors was low in comparison to previous studies. This

may be due in part to the specific time frame that students were asked to report about. As noted in the survey, participants were asked to report if they had engaged in any of these behaviors since spring break. The time frame was only one month long, so it is plausible that some students did not have a full range of opportunities to cheat over the course of that month. Age may have also played a factor in the lack of reported cheating; two-thirds of the participants classified themselves as freshmen. Overall, the restricted time frame along with the age of the participants may have contributed to yielding lower levels of reported cheating.

With respect to the last hypothesis, which predicted that academic entitlement would be correlated with academic dishonesty, no significant results were detected. Additionally, the level of academic entitlement was low as well averaging 2.87 on a 7-point Likert scale. Therefore, the lack of correlation may be due in part to the low levels of reported cheating and entitlement.

Implications and Limitations

There are several limitations to this field experiment to discuss. First, students were asked to report their cheating behavior through means of a self-report. Although it was stressed in the survey that their answers were not going to be seen by anyone except for the research team, participants in all conditions may have fallen victim to the social desirability bias. Students know that cheating can be severely punished; therefore, they may have been less apt to be honest. Additionally, students may not have had opportunities to cheat during the time period given or they might not remember if they cheated since spring break or not. Overall, the frequency tables show that students were hesitant to admit to cheating behaviors.

Another factor to consider is the participants' perception of the induction. Even though participants completed the activities, there was no measure of whether or not they took the induction seriously. It is possible that students completed the activities without thinking about how they really felt about academic dishonesty. Although it would have been difficult, participants could have been given the option to choose to participate in either the manipulation or in another activity. This set up would have required identifiers, but may have yielded stronger results since the participants would have been given more options.

Although the activities were distinct, students in the class where the experiment was conducted may have been influenced by other activities that occurred over the course of the semester. For instance, participants in the experiment also participated in a volunteer teaching program in which they traveled to elementary schools and taught a civics and financial based curriculum to students in grades k-3. Prior to teaching these elementary school students, the participants had an in-class training session similar to in-class portion of the experiment for this study. Therefore, the experience the participants had with the volunteer teaching program may have influenced their perception of the hypocrisy induction manipulations.

Future Research

This research served as a pioneer study with the application of the theory of cognitive dissonance in the classroom. Even though the results from this study were not statistically significant, more research should be conducted in this field to test the applicability of the theory in an educational setting. Therefore, this study should be replicated and more doses of the

treatment should be given. These doses may be as simple as an email, an assignment, or an in-class reminder. In addition, the study should be expanded into a longitudinal study and stretch at least the course of an entire semester rather than just one month. This would truly test the impact of the hypocrisy induction with regard to behavior change.

Seeing that there are various avenues that individuals can use to reduce their dissonance, it may be useful to conduct interviews or open ended surveys to gain insight into how the manipulations affected the participants. This would allow the researchers to understand whether or not the desired effect occurred. If students did indeed misattribute the dissonance caused by the manipulation, interviews or open ended surveys would allow researchers to see if there is an outside variable that is affecting students' processing that could possibly be controlled.

Conclusion

Overall, this research applied hypocrisy induction to the classroom in an innovative way. Although this study focused on academic dishonesty, the field of education could benefit from implementing the theory with regards to different facets of the classroom. The key to successful implementation would be discovering the correct strength of the public commitment and the mindfulness manipulations. If further explored, hypocrisy induction could impact several different issues that instructors face. For instance, hypocrisy induction could help students to read and abide by course policies listed in their syllabus. It could also be used as a means to reduce classroom incivility. In the end, this study opened the door to exploring a new way of solving growing issues in the realm of academia.

APPENDIX A: IRB APPROVAL LETTER



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Joanna M. Goldonowicz**

Date: **March 06, 2014**

Dear Researcher:

On 3/6/2014, the IRB approved the following human participant research until 3/5/2015 inclusive:

Type of Review: UCF Initial Review Submission Form
Project Title: Cognitive Dissonance in the Classroom: The Effects of
Hypocrisy on Academic Dishonesty
Investigator: Joanna M. Goldonowicz
IRB Number: SBE-14-10138
Funding Agency:
Grant Title:
Research ID: N/A

The scientific merit of the research was considered during the IRB review. The Continuing Review Application must be submitted 30 days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at <https://iris.research.ucf.edu>.

If continuing review approval is not granted before the expiration date of 3/5/2015, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

IRB Coordinator

APPENDIX B: EXPERIMENT SCRIPT

Introduction (10:35am)

- Welcome and thank you for participating in this research project about student behaviors. Different groups will focus on different student topics, so please be sure to carefully read the instructions for each activity before you begin.
- As you entered the room, you should have received a white piece of paper with a colored piece stapled to it. If you did not receive one, please go to one of the entrances and ask the assistants for one.
- You should all be in your groups according to the color of your extra credit slip. Red is in the center back with Mrs. Baker, Yellow is on the right portion of the room with Ms. Braeseke, Green is on the left portion of the room with Ms. Yrisarry, and Blue is on the stage and the front part of the room with Mr. Perrotte. Please go to the correct part of the room if you are not there already.
- Now that you are in your sections, we will start the first activity. For this activity, you will be working in groups of six people. Once you are in a group of six, you will receive a poster and instruction sheets. Please carefully read through the instructions before beginning the activity. You will each be coming up with one response and should share your response aloud with your group. As you are sharing, write your response down and sign your name on the poster. You will have 8 minutes to complete this activity and I will give you a two minute warning. So please turn to the people around you and break into groups of six.

Two minute Warning (10:42am):

- You have two minutes left to finish up this activity. Please be sure that you each wrote something on the poster and signed your name. When you are done, please give your poster and the instruction sheets back to your research assistant.

Wrapping up Part 1 (10:44 am - 10:46am):

- If you have not done so already, please have one of your group members turn in your poster to your research assistant.
- The next portion of the research project is an individual survey. You will receive a paper (RAs you can begin passing them out) with a survey on it and space for three write ins. You will be working on this independently. This is anonymous, and your answers will only be seen by me, the primary researcher and my research team. Please be honest and rest assured that your answers will not be tied to your name in any way. You will have five minutes to complete this activity and I will give you a two-minute warning. Once you are done, you can turn in your completed paper to your RA

Two minute Warning (10:49 am):

- You have two minutes left to finish up this activity. Please be sure that you completed the survey and wrote in answers in the three spaces. When you are done, please give the sheet to your research assistant. Thank you.

Wrapping up Part 2 (10:51-10:52):

- If you have not done so already, please turn in your completed paper to the research assistant.
- Now that we are done with the research, please detach and fill out the extra credit slip that you received when you entered. Please check the activities that you participated in on the right hand side of the paper. Once you have completed it, pass the slip of paper to your research assistant.
- Thank you all for your time and your participation! Have a wonderful rest of your class.

APPENDIX C: COMMITMENT MANIPULATION ACTIVITY

Welcome! This activity is part of a campaign to encourage UCF students to practice academic integrity. You will be creating a poster that will be displayed on campus. Here are the instructions for the activity:

1. Now that you are in your group, take a few minutes to look at the list of behaviors provided to you.
2. Once you have taken a couple of minutes to familiarize yourself with these common behaviors of academic dishonesty, discuss with your group how you will personally commit to upholding academic integrity
3. Share your ideas and work as a group to add to your poster. Each person should write down one way that he/she will personally commit to practicing academic integrity. Your group will have 5 minutes to write down your ideas.
4. Be specific. How will you personally take responsibility with practicing academic integrity?
5. Once each person has written down his or her strategy to resist participating in academically dishonest behaviors, all group members should sign the poster.

Common Academic Dishonesty Behaviors:

- Took an online test with a friend/classmate present
- Allowed others to copy from your assignment
- Copied from another's assignment (they knew)
- Copied or paraphrased material from a book without citing the source
- Made up part of whole of a reference or a bibliography listing
- Received exam answers from a classmate
- Allowed others to copy from your exam
- Made up medical or other excuse to get extended time on homework or test
- Illegitimately got advanced information about a test
- Signed for someone on the attendance sheet or had someone sign for you

The majority of students **know these behaviors are wrong no matter what** the circumstances may be, yet they often try to justify or excuse their cheating behavior. Below is a list of ways students try to trick themselves and others into believing that cheating is okay in certain situations, when in reality, **academic dishonesty is never acceptable.**

- "Everyone cheats, it's no big deal"
- "It's an online test, so I can take it with whomever I want. My teacher can't tell."
- "Copying a friend's assignment is no big deal because I would get the same answers anyway"
- "The teacher wasn't watching us during the exam, so he or she was pretty much allowing us to look at each other's papers"
- "It's not cheating to have my friend's old test, the teacher should re-write it each semester"
- "Getting the questions before a test isn't cheating because I didn't get the answers"
- "Signing in for my friend because he or she is sick isn't dishonest because I'm giving him/her the material from class anyway. So, it's practically like he or she was there."
- "Making up an excuse so that I can turn my paper in a little bit after the deadline isn't cheating. I mean there's no reason I should not receive credit when I did the work."

APPENDIX D: CONTROL ACTIVITY 1

Welcome! This activity is part of a campaign to encourage UCF freshman to adapt to college life by giving them tips for “Surviving College.” You will be creating a poster that will be displayed on campus. Here are the instructions for the activity:

1. Now that you are in your group, take a few minutes to look at the list of categories provided to you.
2. Once you have taken a couple of minutes to familiarize yourself with the types of issues new college students may face, discuss with your group what tips you would give incoming freshmen to help them succeed.
3. Work as a group to add to your poster. Each person should write down one tip that he/she would have been appreciative of as a freshman.
4. Your group will have 5 minutes to write down your ideas.
5. Once each person has written down his or her strategy for surviving college, all group members should sign the poster.

Common Categories that Affect College Living:

- Managing money
- Making friends
- Living with roommates
- Eating on campus
- Good studying habits
- Writing at the college level
- Balancing school work and social life
- Staying active
- Keeping up with classes
- Managing your time
- Choosing your major
- Participating in school activities

APPENDIX E: MINDFULNESS MANIPULATION ACTIVITY

Do you want to be successful and earn a good grade this semester? Part of being successful is learning from past mistakes and practicing academic integrity. This part of the study aids researchers with understanding the ways in which students struggle with academic integrity. Your responses will remain anonymous and will only be seen by the research team.

1. Take a few moments to look over the list of behaviors and rate the frequency in which you engage in those behaviors.
2. Following the quick rating, recall and write down three brief, yet specific, instances where you have practiced academically dishonest behaviors and failed to take responsibility for your actions.
3. In order to protect your identity, please do not put your name on the sheet. *
4. Once you have completed these tasks, please turn your paper into the researcher.

Please circle the frequency in which you have engaged in these behaviors during your time at college:				
Took an online test with a friend/classmate present	Never	Sometimes	Often	Very Often
Allowed others to copy from your assignment	Never	Sometimes	Often	Very Often
Copied from another's assignment (they knew)	Never	Sometimes	Often	Very Often
Copied or paraphrased material from a book without citing the source	Never	Sometimes	Often	Very Often
Made up part of whole of a reference or a bibliography listing	Never	Sometimes	Often	Very Often
Received exam answers from a classmate	Never	Sometimes	Often	Very Often
Allowed others to copy from your exam	Never	Sometimes	Often	Very Often
Made up medical or other excuse to get extended time on homework or test	Never	Sometimes	Often	Very Often
Illegitimately got advanced information about a test	Never	Sometimes	Often	Very Often
Signed for someone on the attendance sheet or had someone sign for you	Never	Sometimes	Often	Very Often

In the space below, write in three brief, yet specific instances where you cheated, knew it was wrong, and failed to take personal responsibility for your dishonest behavior. *

1. _____

2. _____

3. _____

* Remember, this document will not be associated with your name in any way and will only be seen by the research team.

APPENDIX F: CONTROL ACTIVITY 2

Do you want to help incoming students at our university succeed? Part of surviving college is learning how to manage money. You have been selected to participate in a study that aids researchers with understanding the ways in which students manage their expenses. Your responses will remain anonymous and will only be seen by the research team.

1. Take a few moments to look over the list of spending behaviors and rate the frequency in which you engage in those behaviors.
2. Following the quick rating, write down three brief, yet specific, ways that you have been successful with managing your money while in college.
3. In order to protect your identity, please do not put your name on the sheet. *
4. Once you have completed these tasks, please turn your paper into the researcher.

Please circle the frequency in which you have engaged in these behaviors during your freshman year:				
Went out to eat for dinner with friends (off campus)	Never	Sometimes	Often	Very Often
Bought new clothing items	Never	Sometimes	Often	Very Often
Went grocery shopping and cooked your own meals	Never	Sometimes	Often	Very Often
Bought lunch on campus (no meal plan)	Never	Sometimes	Often	Very Often
Used coupons to buy essential personal care products	Never	Sometimes	Often	Very Often
Bought coffee on the go (e.g., Starbucks, Dunkin Donuts, etc.)	Never	Sometimes	Often	Very Often
Spent money to party/go out to a club	Never	Sometimes	Often	Very Often
Tried to find the lowest price for textbooks (e.g., online, used, etc)	Never	Sometimes	Often	Very Often
Bought sodas or snacks from a vending machine	Never	Sometimes	Often	Very Often
Paid for entertainment (e.g., movies, shows, theme parks, etc.)	Never	Sometimes	Often	Very Often

In the space below, write in three brief, yet specific instances where you have been successful with managing your money while in college.

1. _____

2. _____

3. _____

* Remember, this document will not be associated with your name in any way and will only be seen by the research team

APPENDIX G: ONLINE SURVEY

Introduction

This study is part of a research project that focuses on what behaviors students think are acceptable in the classroom. The survey is completely anonymous and voluntary. **Only** the research team will see your answers (Your instructor WILL NOT see your answers). You need not answer any question that makes you feel uncomfortable.

At the end of this survey, there will be a link for extra credit that transfers you to a separate page where you will put in your name. Your name will not be connected to your completed survey in any way. Thank you for your participation.

Demographics

Please answer the following questions.

What is Your Age?:

What is Your Gender?:

- ☐ Male
☐ Female

What is Your Year in School?:

- | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Freshman | Sophomore | Junior | Senior | Other |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To the Best of Your Knowledge, What is Your Current GPA?:

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Below 1.5 | 1.5 - 1.99 | 2.0 - 2.49 | 2.5 - 2.99 | 3.0 - 3.49 | 3.5 - 4.0 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How Many Classes Are You Taking This Semester?: (Count labs as individual classes)

- | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

<https://ucf.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=1nZgXg>

Do You Have Scholarships or Internships That Require You to Maintain a Certain GPA?:

- ☐ Yes
☐ No

Academic Entitlement

The following questions ask your opinion about professor behaviors and classroom expectations. Please answer as honestly as you can. For each statement click the radio button that indicates how much you agree or disagree.

Please mark your level of agreement or disagreement about the following questions

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
Professors should only lecture on material covered in the textbook and assigned readings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am struggling in a class, the professor should approach me and offer to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a product of my environment. Therefore, if I do poorly in a class, it is not my fault.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I should be given the opportunity to make up a test, regardless of the reason for absence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I don't do well on a test, the professor should make tests easier or curve grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is the professor's responsibility to make it easy for me to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I pay tuition, I deserve passing grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I cannot learn the material for a class from lecture alone, then it is the professor's fault when I fail a test.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Dishonesty Scale

The following questions ask whether or not you have **engaged in certain academic behaviors in ANY of your classes SINCE SPRING BREAK**. Important: we are not interested in your general pattern of behavior, only what you have done recently, **SINCE SPRING BREAK**.

Remember that **this survey is anonymous**. Your instructor will not see your responses and your responses are not tied to your name. Please answer honestly.

Think about all of the classes you are taking this semester. Please mark whether or not you have engaged in any of the following activities in ANY of your classes SINCE SPRING BREAK (2014).

YES, I have engaged in this behavior in at least **NO, I have not engaged in this behavior in any of**

<https://ucf.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=1nZgXg>

	one of my classes <u>SINCE SPRING BREAK.</u>	my classes <u>SINCE SPRING BREAK.</u>
Got to class after the professor had already started	<input type="radio"/>	<input type="radio"/>
Checked your phone during class	<input type="radio"/>	<input type="radio"/>
Copied or paraphrased material from a book without citing the source	<input type="radio"/>	<input type="radio"/>
Allowed others to copy from your assignment	<input type="radio"/>	<input type="radio"/>
Copied and pasted material from a source into your paper or assignment without properly citing it	<input type="radio"/>	<input type="radio"/>
Took an online test with a friend/classmate present when prohibited by instructor	<input type="radio"/>	<input type="radio"/>
Made up part or whole of a reference or a bibliography listing	<input type="radio"/>	<input type="radio"/>
Discussed a particular question that was on the test with a classmate after you had both taken the test	<input type="radio"/>	<input type="radio"/>
Copied from another's assignment (they knew)	<input type="radio"/>	<input type="radio"/>
Made up medical or other excuse to get extended time on homework or test	<input type="radio"/>	<input type="radio"/>
Received exam answers from a classmate	<input type="radio"/>	<input type="radio"/>
Texted during class	<input type="radio"/>	<input type="radio"/>
Allowed others to copy from your exam	<input type="radio"/>	<input type="radio"/>
Started packing up my materials before the instructor was done lecturing	<input type="radio"/>	<input type="radio"/>
Illegitimately got advanced information about a test	<input type="radio"/>	<input type="radio"/>
Signed for someone on the attendance sheet or had someone sign for you	<input type="radio"/>	<input type="radio"/>

Condition Check

After spring break you had the opportunity to participate in an extra credit research study in class. If you attended class that day, please check the boxes for the activities in which you participated (You should have completed two activities, so **please check two boxes**). If you were not in class that day, please select the *I did not participate in any of the in-class activities* option.

Please select the activities in which you participated.

- ☐ I helped to make a POSTER with ways my group and I will practice ACADEMIC INTEGRITY.
- ☐ I helped to make a POSTER with tips for SURVIVING COLLEGE.
- ☐ I filled out a paper SURVEY that talked about my SPENDING BEHAVIORS while in college
- ☐ I filled out a paper SURVEY that asked about ACADEMICALLY DISHONEST BEHAVIORS in which I have engaged.
- ☐ I did not participate in any of the in-class activities.
- ☐ I was there, but I do not recall the activities I completed that day.

Link to Extra Credit

Thank you for your participation in this survey. Please click the link below to be redirected to a separate site where you will be able to put your name in for extra credit.

Click [HERE](#) to put your name in for extra credit.

(The "Extra Credit" pop-up window should appear after you click the link)

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