

## TIME PERSPECTIVES BEHIND STUDENT CHEATING

**Edina Dombi \*, Gábor Orosz \*\***

*\*Doctoral School of Education, University of Szeged*

*\*\* MTA Research Centre for Natural Sciences, Institute of Cognitive Neuroscience and Psychology*

*Keywords:* time perspectives; student cheating

This article discusses theoretical and empirical concepts of self-reported academic cheating, motivations, impulsivity, and time perspective theory. Specifically, it draws on two particular questions: (1) How time perspective is related to academic cheating? (2) Can time perspective predict academic cheating independently from motivation and impulsivity? Nowadays, many students admit cheating during their school years and cheating rates have increased rapidly in the last few decades (*McCabe and Treviño, 1997; Cizek, 1999*). Although the causes behind this tendency are unknown, some studies suggest it is due to more pressure to keep up with other students (*McCabe, Treviño, and Butterfield, 1999*), while other studies examine personal characteristics, such as motivations or impulsivity (*Anderman and Murdock, 2006; Anderman, Cupp and Lane, 2010*). Furthermore, several studies have also confirmed the role of future time perspective in good academic performance (*Zimbardo and Boyd, 1999; Phan, 2009*). On the basis of these results, we supposed that time perspective – mainly present hedonism and future orientation – can predict academic cheating. 252 Hungarian high school students participated in our study. Different aspects of cheating, motivation, impulsivity and time perspective were measured. Our results highlight the role of time perspective in student cheating, as present hedonism and future orientation have made a relatively strong independent contribution to the variance in cheating scores. These factors seem to be stronger components behind cheating than motivations and impulsivity, therefore our results have important implications for understanding the reasons behind academic cheating.

F1