

**Thesis of a doctor of philosophy (PhD) dissertation**

**From teachers' enthusiasm to cheating**

Jánvári Miriam Ivett

Consultant: Molnárné dr. Kovács Judit



DEBRECENI EGYETEM

Humántudományok Doktori Iskola

*(University of Debrecen, Doctors School of Human Sciences)*

Debrecen, 2021

**Thesis of a university doctor (PhD) dissertation**

## **Contents**

<b>DISHONEST SCHOOL BEHAVIOUR.....</b>	<b>3</b>
<b>TEACHERS' ENTHUSIASM.....</b>	<b>4</b>
<b>MOTIVATION.....</b>	<b>5</b>
<b>BASIC PSYCHOLOGICAL NEEDS.....</b>	<b>6</b>
<b>OBJECTIVES, HYPOTHESES OF EMPIRICAL INSPECTIONS .....</b>	<b>8</b>
OBJECTIVE OF THE FIRST STUDY IS TO DISCOVER, WHETHER THE ENTHUSIASM OF TEACHERS IS CORRELATED WITH THE ACADEMIC DISHONESTY.....	8
THE OBJECTIVE OF THE SECOND INSPECTION IS TO DISCOVER A CONNECTION BETWEEN ACADEMIC MOTIVATIONS, ENTHUSIASM AND CHEAT. ....	8
THE OBJECTIVE OF THE THIRD STUDY IS TO DISCOVER A CONNECTION BETWEEN TEACHERS' ENTHUSIASM, ACADEMIC MOTIVATIONS, BASIC PSYCHOLOGICAL NEEDS AND UNIVERSITY CHEAT. ....	9
<b>NEW SCIENTIFIC RESULTS OF THE DISSERTATION.....</b>	<b>10</b>
FIRST EMPIRICAL INSPECTION.....	10
SECOND EMPIRICAL INSPECTION.....	10
THIRD EMPIRICAL INSPECTION.....	11
<b>REFERENCES .....</b>	<b>12</b>
<b>LIST OF PUBLICATIONS.....</b>	<b>16</b>

## **Dishonest school behaviour**

Dishonest school behaviour was already defined numerous ways; among these, the definition of Orosz (2009) is the most expanded: according to this, all actions are cheats, that are not allowed for students during tests / exams.

Forms of dishonest behaviour can be rated to three greater groups (Cizek, 2003). The first one includes such behaviours, during that a student gives informations to another, or receives such from someone else. The second category is, when a student uses forbidden tools during an examination. To the third group belong such forms of behaviour, with that students exploit the weaknesses of testing in order to get benefits. In line with the most common forms of cheating connected to examination situations, we know numerous other forms of dishonest behaviour, that include the use of intellectual products of others without labelling the resources, that is plagiarism, or to miss an exam, seminar or a lecture from a false reason, or to buy a thesis for money, that is considered even by students as the most serious (Sims, 1993).

The different forms of cheating can be grouped in more category systems (Heterington and Feldman, 1964). The first one: depending on the number of persons participating the cheat, we may talk about an individual and collective cheat. The second: we can separate active and passive forms of cheating, according to the involvement of the cheater. The third: from the aspect of plannedness we differentiate pre-planned and spontaneous forms of cheat. Beside these exam-cheatings, that may be considered as conventional, plagiarism appears in Hungarian secondary schools and in higher education as well, that is also known in more versions (Orosz, 2009).

The most common form of plagiarism is, when a student presents a text part without labelling the resource, but, here belongs the re-presentation of a thesis / essay, that was previously already presented and rated as well, and the presentation of a fake scientific evaluation. Beside the theoretical form of dishonest behaviour, the professional literature of cheating greatly emphasizes to discover from the side of students, what kind of forms of behaviour they identify as a cheat. According to McCabe, Trevino and Butterfield (2001), „perpetrators” are more indulgent, since students do not consider all theoretical forms of cheating as dishonest (they consider plagiarism, copying or helping each other during an exam as a cheat, but they do not consider as dishonest to get the earlier exam questions from classmates, who already passed the exam, respectively, to prepare a cheat sheet, that they do not use eventually (Orosz, Jánvári, Salamon, 2012)).

As we see, dishonest school behaviour includes numerous forms of behaviour, but, nevertheless many researches have paid attention to cheating on schools, we do not know much about the reason, why cheat appears in more and more increasing numbers, since variates are very diversified, respectively, their effect – based on the research results – is doubtful.

Anderman and Murdock (2007) simplify the background of dishonest behaviour; according to their theory, students cheat from two reasons: (1) they are not able or (2) they do not want to apply an effective learning method. But, it is about a more complex phenomenon, because also the cheat itself includes complex forms of behaviour. Orosz (2021) presumes, that factors influencing the cheat can be classed in three groups. The first of these is the rank of those variates, that can be connected to a person (e.g.: sex, socio-economic status, level of education, ability of learning, activities over studies, moral value system, place of control, exam frustration, remorse, self-assessment, desire for compliance, machiavellism, motivation, attitude, impulsivity, basic psychological needs). The second group of influential factors includes variates, that may be connected to the situation (code of ethics, rate of prospective punishment, feasibility of miscarriage, importance of reward, importance of the exam, acceptability of cheat inside the group, online ambience, contention, teachers' enthusiasm). The third group of factors influencing the cheat in turn are cultural differences (differences of social systems, differences of education systems).

In the following, I present the professional literature background of those four variates (one situative variate and three individual factors), that play an emphasized role during the preparation of the dissertation.

## **Teachers' enthusiasm**

According to Sanders and Gosenpud (1986), teachers' enthusiasm means a motivating and energizing education, that prevails by means of gestures, vocal voice signals and mimic / physiognomy. Teachers' enthusiasm can be divided to two parts; we may separate the enthusiasm of a teacher towards the subject, respectively, enthusiasm towards teaching. Based on numerous inspections (*Sanders and Gosenpud, 1986; Rheinberg, Vollmeyer and Burns, 2000; Schiefele and Schreyer, 1994*), an enthusiastic teacher is active, motivates his / her students, is vivid, enjoys teaching, his / her speech is diverse, expressive; is characterized by a colourful nonverbal communication, pays attention to the reactions of the audience, and is absorbed in curricula.

Relevance of teachers' enthusiasm is unquestionable, since the intensity of the teachers' enthusiasm influences the scholastic records of the students (Rosenshine, 1970, Wyckoff, 1973, Marlin, 1991, *Alrakaf, Sainsbury, Grenville and Smith*, 2014), the adjudication of the education level (*Kunter Tsai, Klausmann, Brunner, Krauss and Baumert*, 2008), the memory (Stewart, 1989), emotions during the lesson, (*Frenzel, Goetz, Lüdtke, Pekrun and Sutton*, 2009), respectively their motivation (*Bettencourt Gillett, Gall and Hull*, 1983, *Patrick, Hisley, Kempler and College*, 2000). Relationship between the teachers' enthusiasm and school life of students can be explained three ways. According to the first explanation, an enthusiastic teacher arouses the students' interest, so it becomes easier to acquire the curricula (*Bettencourt et al.*, 1983). The second explanation is, that enthusiastic teachers become ideals / role models of students, thus, they commit themselves to the teacher, so, to his / her subject as well (*Frenzel et al.*, 2009). According to the third explanation, teachers' behaviour contributes to the students' commitment towards teaching and learning (*Hatfield and Capcioppio and Rapson*, 1994). So overall, enthusiasm of teachers perceived by students' have an affect to their performance and behaviour.

Nevertheless numerous researches have dealt with the fact, that a teacher's person is a significant factor in point of students' motivation, respectively with the fact, that academic motivation greatly influences dishonest behaviour appearing in schools (*Weiss, Gilbert, Giordano and Davis*, 1993; *Anderman, Griesinger and Westerfield*, 1998; *Pulvers and Diekhoff*, 1999; *Wyrobeck and Whitley*, 1999; *Jordan*, 2001), we know only a little about the context between students' exfoliated opinion about teachers and cheating.

One of the main objectives of my dissertation is to discover this context.

## **Motivation**

The context of academic motivation and dishonest school behaviour was inspected already by numerous earlier researches (Smith, Ryan and Diggins, 1972, Johnson, 1981, *Newstead, Franklyn-Stokes and Armstead*, 1996, Whitley, 1998, Anderman et al., 1998, Anderman and Midgley, 2004, Angell, 2006, Anderman and Murdock, 2007). These inspections have based on performance motivation; the objective of this present dissertation is to focus on one of the theories used most often in the contemporary motivation literature. Basing on Self-Determination Theory (henceforth: SDT), motivation can be divided to three dimensions (Deci and Ryan, 1985).

The first dimension is intrinsic motivation (the internal powers connected to the activity are motivating), the second one is extrinsic motivation (external regulating tools influence the behaviour), respectively, the third dimension is amotivation (the person does not see any context between performance and endeavours). These three dimensions can be divided to further subdimensions (*Vallerand Pelletier, Blais, Briere, Cenecal and Vallieres, 1992*). The three elements of intrinsic motivation: (1) the delight about acquiring knowledge and delight about discovering something new, the desire for knowledge itself, (2) intrinsic motivation relative to reaching goals, (3) endeavour to feel ourselves competent and perform well, but not towards rewards following the performance, but because knowledge brings pleasant feelings out of people. In turn, the three subdimensions of extrinsic motivation: (1) identification, that we talk about, when someone has convinced himself / herself, that the behaviour – that he / she performs for external rewards – was chosen by himself / herself, that is, the person still does not enjoy the performed activity, but from the reason of his / her goals, he / she considers as important to perform it, (2) introjected or internally projected regulation (the person has partially internized the behaviour, and fulfills it from the reason of any internal factor (e.g. frustration), the (3) external regulation (e.g. there is an external regulator of the behaviour, like commendation, cash reward). And by amotivation we mean, that students do not consider themselves as competent, and they surmise, that they are not able to control even their own status. Inspections discovering connections between academic motivations and dishonest school behaviour figured out, that while internal motivations are negatively related to the frequency of cheats based on school self-declaration, external motivations show a positive context with it (*Weiss et al., 1993; Anderman et al., 1998; Pulvers and Diekhoff, 1999; Wyrobeck and Whitley, 1999; Jordan, 2001*).

### **Basic psychological needs**

Following SDT theory, also in case of basic psychological needs, three dimensions can be classified as well. The first one is the need for autonomy, that suggests, that the person is substantive and independent from the aspect of his / her will and decisions. The second one is the need for competence, that is the rate of, how much the person feel himself / herself effective and whether is able to defeat challenges.

And the third one is the need for connection, that is the rate of correlation between the person and those, whom he / she may consider as important, and the rate of acceptance by others (*Ryan and Deci, 2017*). SDT differentiates the status of the satisfaction and frustration of the basic

psychological needs, since the frustration of needs can not be explained with the lack of satisfaction (when the person feels, that he / she is not acting from free will, is not able to battle with the emerging challenges, respectively, feels himself / herself lonely. In the school milieu, the behaviour of teachers greatly determines, whether the needs of students are satisfied or they are frustrated. If the teachers' behaviour supports the satisfaction of needs, they contribute to the adaptive function of students, respectively, the motivation of students progresses towards autonomous academic motivations (*Vallerand, 1997, Faye and Sharpe, 2008; Yu, Chen, Levesque-Bristol and Vansteenkiste, 2016, Olafsen, Deci, and Halvari, 2018*). With this, they contribute to the optimum psychological function of students, and the subjective living of well-being (*Vansteenkiste and Ryan, 2013*). In case the behaviours of teachers' lead to frustration of needs, the behaviour of students becomes maladaptive, they may feel themselves 'bad ', they may face difficulties of conformity, this may distract the attention of students from their education tasks and generates a feeling of discomfort in them (*Vansteenkiste and Ryan, 2013*). Connection between basic psychological needs and dishonest school behaviour was analyzed by only a few, nevertheless the satisfaction and frustration of needs predestinates the relation of students to cheat (*Cheon, Reeve és Ntourmais, 2018*), in turn, earlier results point out, that the acceptability of cheat shows a positive context with the frequency of dishonest behaviour (*Orosz et al., 2012*). The objective of my dissertation is to inspect the role of basic psychological needs in the academic motivation of students, furthermore, to discover the direct of indirect contexts of it with cheating.

## **Objectives, hypotheses of empirical inspections**

**Objective of the first study is to discover, whether the enthusiasm of teachers is correlated with the academic dishonesty.**

H1 – Students cheat less during the exams of those teachers, who are more enthusiastic (*Orosz and Karsai, 2012*).

H2 – By those teachers, who are typified by less enthusiastic ways of teaching, students cheat in a greater ratio (*Orosz and Karsai, 2012*).

**The objective of the second inspection is to discover a connection between academic motivations, enthusiasm and cheat.**

H1 – If a student has many teachers, who teach an enthusiastic way, this impinges a direct negative effect on school dishonesty (Bettencourt et al., 1983, Frenzel et al., 2009).

H2 – Teachers' enthusiasm (great proportion of enthusiastic teachers) impinge the cheating behaviour of students an indirect way (through school motivations) (*Orosz et al., 2013*).

H2a – Intrinsic motivation lessens the frequency of cheating, whilst, amotivation gears it up (*Orosz et al., 2013, Weiss et al., 1993; Anderman et al., 1998; Murdock et al., 2001*).

H2b - Extrinsic motivation is not correlated with the frequency of cheats (*Orosz et al., 2013*).

H2c – Enthusiasm of a teacher influences the intrinsic motivation of students a positive way (*Orosz et al., 2013, Hatfield et al., 1994*).

H2d – Teachers' enthusiasm is connected with students' amotivation in a negative way (*Harding et al., 2004; Angell, 2006; Orosz et al.2013; Park et al., 2013*).

**The objective of the third study is to discover a connection between teachers' enthusiasm, academic motivations, Basic psychological needs and university cheat.**

H1 – The lack of teachers' enthusiasm perceived by students has a direct positive effect on the frequency of occurrence of cheat (Orosz et al., 2015).

H2 – Teachers' enthusiasm perceived by students has no direct effect on the frequency of occurrence of cheat (Orosz et al., 2015).

H3 – The satisfaction and frustration of basic psychological needs show a direct, positive context with the frequency of occurrence of dishonest school behaviour (Cheon et al., 2018).

H4 – The satisfaction and frustration of basic psychological needs have an indirect effect to the frequency of cheating through different motivations (Cheon et al., 2018).

## **New scientific results of the dissertation**

### **First empirical inspection**

Based on our results can be stated, that teachers' enthusiasm is an important factor from the aspect of academic cheat. According to our results, seven times more students cheat during the exams of those teachers, who sit or stand in one place, than by those, who smile, and play with their mimicry, gestures during teaching. Furthermore, four times more students cheat during the exams of those teachers, who read the curricula from their notes or slides, than by those, who use excellent, describing metaphors during the lessons.

### **Second empirical inspection**

The objective of our inspection was to analyse the connection between teachers' enthusiasm, academic motivations and cheating in schools. The lack of teachers' enthusiasm perceived by students has a direct effect on self-reported school fraud, internal motivation and amotivation as well.

None of the motivation types played an intermediary role between teachers' enthusiasm and students' cheat, thus, motivations have no direct effect on academic cheat. Besides, in accordance with the earlier results, external motivation is related nor to cheating, neither to teachers' enthusiasm.

According to these can be stated, that the more teachers the university students consider as enthusiastic, the less frequency of cheats will be reported, furthermore, enthusiastic teachers affect students' intrinsic motivation a positive way, respectively, they influence the students' amotivation a negative way.

Thus, like Anderman and Murdock (2007) wrote as well, the motivations of students do not exist in a „vacuum”, but in a school-, classroom-ambience, that can be greatly influenced by the enthusiasm of teachers, since we saw according to our results, the more enthusiastic teachers a student has, the less he / she used to cheat, furthermore, if the students consider their teachers as more enthusiastic, this raises their intrinsic motivations and they will not be amotivated.

Thus, if students have enthusiastic teachers, then they live pleasure and satisfaction through during studying, during discovering new things, during exceeding their own, earlier performances. Over this, teachers enthusiasm is able to reduce that feeling of the students, that

going to school is just wasting time, that the student is not interesting for that, what he / she studies, that he / she does not understand, what he / she has to do in the school. Namely, in accordance with the earlier results (Patrick et al., 2000), teachers' enthusiasm belongs to the most important variates in the school milieu, that influence the internal motivation of students: the number of enthusiastic teachers explains the relatively great coefficient / deviation of internal motivation and amotivation.

### **Third empirical inspection**

The objective of the inspection was the studying of the connection between teachers' enthusiasm, academic motivations, basic psychological needs and school cheats / fraud.

According to the results of this inspection of us, we can state, that the number of teachers considered as enthusiastic has a direct influence to the frequency of cheating, however, our results somewhat contradict to our last inspection, since the effect of teachers' enthusiasm to cheat / fraud prevails through the mediating effect of amotivation, at the same time, in case of intrinsic motivation towards learning, neither here was any significant effect, namely, the lack of teachers' enthusiasm – among the motivations – had an effect to cheating only through amotivation.

Additionally, the satisfaction of elementary psychological needs and their frustration both have a direct effect to the frequency of occurrence of cheat, just as its indirect effect prevailed through amotivation and through intrinsic motivation towards learning as well.

Thus, on the basis of all these, if we would like to achieve, that students in the Hungarian higher education cheat less during examinations, then, through the satisfaction of their basic psychological needs we may reduce the frequency of dishonest school behaviour, moreover, we can catalyze such intrapersonal processes (e. g. decrease of students' amotivation), that also contribute to the aim, that students cheat less during exams.

## References

- Alrakaf, S., Sainsbury, E., Grenville, R., & Smith, L. (2014). Investigating the Relationship Between Pharmacy Students' Achievement Goal Orientation and Preferred Teacher Qualities. *The American Journal of Pharmaceutical Education*, 78(7), 135.
- Anderman, E. M., és Midgley, C. (2004). Changes in self-reported academic cheating across the transition from middle school to high school. *Contemporary Educational Psychology*, 29, 499-517.
- Anderman, E. M., és Murdock, T. (2007). *Psychology of Academic Cheating*. San Diego, CA: Elsevier.
- Anderman, E. M., Griesinger, T., & Westerfield, G. (1998). Motivation and cheating during early adolescence. *Journal of Educational Psychology*, 90, 84–93.
- Bettencourt, E. M., Gillett, M. H., Gall, M. D., & Hull, R. E. (1983). Effects of teacher enthusiasm training on student on-task behavior and achievement. *American educational research journal*, 20(3), 435-450.
- Cheon, S. H., Reeve, J. & Ntoumais, N. (2018). A needs-supportive intervention to help PE teachers enhance students' prosocial behaviour and diminish antisocial behaviour. *Psychology of Sports & Exercise*, 35, 74-88.
- Cizek, G. J., (2003). *Detecting and preventing classroom cheating: Promoting integrity in assessment*. Corwin Press.
- Deci, E. L. & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum Press.
- Faye, C., & Sharpe, D. (2008). Academic motivation in university: The role of basic psychological needs and identity formation. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 40(4), 189.
- Frenzel, A. C., Goetz, T., Lüdtke, O., Pekrun, R., & Sutton, R. E. (2009). Emotional transmission in the classroom: exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology*. 101(3), 705–716.
- Harding, T. S., Carpenter, D. D., Finelli, C. J., & Passow, H. J. (2004). Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study. *Science and Engineering Ethics*, 10, 311–324.
- Hatfield, E., Cacioppo, J. T., and Rapson, R. L. (1994). *Emotional Contagion*. New York, NY: Cambridge University Press.

- Hetherington, E. M., & Feldman, S. E. (1964). College cheating as a function of subject and situational variables. *Journal of Educational Psychology*, 55(4), 212-218.
- Jánvári, M. I., Tóth-Király, I., Bóthe, B., & Orosz, G. (2019). A tanári lelkesedés, a tanulmányi motivációk, az alapvető szükségletek és az egyetemi csalás kapcsolatának vizsgálata. *ALKALMAZOTT PSZICHOLÓGIA*, 19(1), 27-50.
- Johnson, P. B. (1981). Achievement Motivation and Success: Does the End Justify the Means? *Journal of Personality and Social Psychology*, 40 (2), 374–375.
- Jordan, A. E. (2001). College student cheating: The role of motivation, perceived norms, attitude, and knowledge of institutional policy. *Ethics & Behavior*, 11, 233-247.
- Kunter, M., Tsai, Y. M., Klusmann, U., Brunner, M., Krauss, S., & Baumert, J. (2008). Students' and mathematics teachers' perceptions of teacher enthusiasm and instruction. *Learning and Instruction*, 18(5), 468-482.
- Marlin, J. W. Jr. (1991). State-mandated economic education, teacher attitudes, and student learning. *Journal of Economic Education*, 22(1), 5–14.
- McCabe, D. L., Trevino, L. K., és Butterfield, K. D. (2001). Dishonesty in academic environments: The influence of peer reporting requirements. *The Journal of Higher Education*, 72(1), 29-45.
- Newstead, S. E., Franklyn-Stokes, A., & Armstead, P. (1996). Individual differences in student cheating. *Journal of Educational Psychology*, 88, 229–241
- Olafsen, A. H., Deci, E. L., & Halvari, H. (2018). Basic psychological needs and work motivation: A longitudinal test of directionality. *Motivation and Emotion*, 42(2), 178-189.
- Orosz, G. (2009). Csalás a felsőoktatásban francia és magyar közgazdász hallgatók összehasonlító vizsgálata. *Magyar Pszichológiai Szemle*, 64(1), 253-284.
- Orosz, G. (2010). *Social representation of competition, fraud and academic cheating of French and Hungarian citizens* (Doctoral dissertation, Reims).
- Orosz, G., Farkas, D., & Roland-Levy, C. P. (2013). Are competition and extrinsic motivation reliable predictors of academic cheating?. *Frontiers in Psychology*, 4, 87.
- Orosz, G., Jánvári, M. I., és Salamon, J. (2012). Csalás és versengés a felsőoktatásban. *Pszichológia*, 32(2), 153-171.
- Orosz, G., Tóth-Király, I., Bóthe, B., Kusztor, A., Kovács, Z. Ü., & Jánvári, M. (2015). Teacher enthusiasm: a potential cure of academic cheating. *Frontiers in psychology*, 6, 318.
- Park, E., Park, S., & Jang, I. (2013). Academic cheating among nursing students. *Nurse Education Today*, 33(4), 346–352.

- Patrick, B. C., Hisley, J., & Kempler, T. (2000). "What's everybody so excited about?": the effects of teacher enthusiasm on student intrinsic motivation and vitality. *The Journal of Experimental Education*, 68(3), 217–236.
- Prabhu, V., Sutton, C., & Sauser, W. (2008). Creativity and certain personality traits: Understanding the mediating effect of intrinsic motivation. *Creativity Research Journal*, 20(1), 53-66.
- Pulvers, K., and Diekhoff, G. M. (1999). The relationship between academic dishonesty and college classroom environment. *Res. High. Educ.* 40, 487-498.
- Rheinberg, F., Vollmeyer, R., & Burns, B. D. (2000). Motivation and self-regulated learning. *ADVANCES IN PSYCHOLOGY-AMSTERDAM-*, 131, 81-108.
- Rosenshine, B. (1970). Enthusiastic teaching: A research review. *The School Review*, 78(4), 499-514.
- Ryan, R.M., & Deci, E.L. (2017). *Self-determination theory. Basic psychological needs in motivation, development, and wellness*. New York, NY: Guildford Press.
- Sanders, P., & Gosenpud, J. (1986). Perceived instructor enthusiasm and student achievement. *Developments in Business Simulation and Experiential Learning*. 13, 52–55.
- Schiefele, U., & Schreyer, I. (1994). Intrinsische Lernmotivation und Lernen. Ein Überblick zu Ergebnissen der Forschung. *Zeitschrift für Pädagogische Psychologie/German Journal of Educational Psychology*.
- Sims, R. L. (1993). The relationship between academic dishonesty and unethical business practices. *Journal of Education for Business*, 68(4), 207-211.
- Smith, C. P., Ryan, E. R., & Diggins, D. R. (1972). Moral decision making: Cheating on examinations. *Journal of Personality*, 40, 640–660.
- Vallerand, R. J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In *Advances in experimental social psychology* (Vol. 29, pp. 271-360). Academic Press.
- Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C., & Vallières, E. F. (1992). The academic motivation scale: a measure of intrinsic, extrinsic and amotivation in education. *Educational and Psychological Measurement*, 52(4), 1003–1017.
- Vansteenkiste, M., & Ryan, R. M. (2013). On psychological growth and vulnerability: Basic psychological need satisfaction and need frustration as a unifying principle. *Journal of Psychotherapy Integration*, 23(3), 263.
- Weiss, J., Gilbert, K., Giordano, P., & Davis, S. F. (1993). Academic dishonesty, type A behavior, and classroom orientation. *Bulletin of the Psychonomic Society*, 31(2), 101-102.

- Whitley, B. E. (1998). Factors associated with cheating among college students: A review. *Research in Higher Education*, 39, 235–274.
- Wryobeck, J. M., & Whitley Jr, B. E. (1999). Educational value orientation and peer perceptions of cheaters. *Ethics & Behavior*, 9(3), 231-242.
- Wyckoff, W. L. (1973). The effect of stimulus variation on learning from lecture. *The Journal of Experimental Education*, 41(3), 85–90.
- Yu, S., Chen, B., Levesque-Bristol, C., & Vansteenkiste, M. (2016). Chinese education examined via the lens of self-determination. *Educational Psychology Review*, 1-38.

## List of publications



UNIVERSITY of  
DEBRECEN

UNIVERSITY AND NATIONAL LIBRARY

UNIVERSITY OF DEBRECEN

H-4002 Egyetem tér 1, Debrecen

Phone: +3652/410-443, email: publikaciok@lib.unideb.hu

Registry number:

DEENK/23/2020.PL

Subject:

PhD Publikációs Lista

Candidate: Miriam Ivett Jánvári

Neptun ID: BL0805

Doctoral School: Doctoral School of Human Sciences

MTMT ID: 10035735

### List of publications related to the dissertation

#### Hungarian book chapters (1)

1. Jánvári, M. I., Salamon, J., Orosz, G.: Csalás és versengés a felsőoktatásban.

In: Generációk és nézőpontok: a Pedagógusképző Kar 2010. évi Tudomány Napi Konferenciájának előadásai. Szerk.: Jenei Teréz, Margitics Ferenc, Élmény '94 Bt., Nyíregyháza, 23-45, 2011, (Tudásbázis és pedagógusképzés, ISSN 2060-2847) ISBN: 9786155077036

#### Hungarian scientific articles in Hungarian journals (2)

2. Jánvári, M. I., Tóth-Király, I., Bóthe, B., Orosz, G.: A tanári lelkesedés, a tanulmányi motivációk, az alapvető szükségletek és az egyetemi csalás kapcsolatának vizsgálata.

*Alk. Pszichol.* 19 (1), 27-50, 2019. ISSN: 1419-872X.

DOI: <http://dx.doi.org/10.17627/ALKPSZICH.2019.1.27>

3. Orosz, G., Jánvári, M. I., Salamon, J.: Csalás és versengés a felsőoktatásban.

*Pszichológia.* 32 (2), 153-171, 2012. ISSN: 0230-0508.

DOI: <http://dx.doi.org/10.1556/Pszicho.32.2012.2.5>

#### Foreign language scientific articles in international journals (1)

4. Orosz, G., Tóth-Király, I., Bóthe, B., Kusztor, A., Üllei Kovács, Z., Jánvári, M. I.: Teacher enthusiasm: a potential cure of academic cheating.

*Front. Psychol.* 6, 1-13, 2015. EISSN: 1664-1078.

DOI: <http://dx.doi.org/10.3389/fpsyg.2015.00318>

IF: 2.463





### List of other publications

#### Hungarian book chapters (4)

5. **Jánvári, M. I.:** Az énhatékonyság.

In: Az iskolai erőszak személyiségtényezői. Szerk.: Figula Erika, Margitics Ferenc, Élmény'94 Bt., Nyíregyháza ; Hajdúhadház, 20-30, 2013, (Iskolai erőszak könyvek, ISSN 2062-1965)  
ISBN: 9786155077074

6. **Jánvári, M. I.:** Az agresszió.

In: Viselkedészavarok és iskolai erőszak. Szerk.: Margitics Ferenc, Figula Erika, Élmény'94 Bt., Nyíregyháza, [Hajdúhadház], 9-24, 2012, (Iskolai erőszak könyvek, ISSN 2062-1965 ; 4.)  
ISBN: 9786155077050

7. **Jánvári, M. I.:** Az iskolai erőszak és személyiség kapcsolata.

In: Erőszak az iskolában. Szerk.: Dráviczki Sándor, Jedlik-Okteszt Kiadó Bt., Nyíregyháza, 35-42, 2012.

8. **Jánvári, M. I., Gacsályi, V., Szatmári, Á.:** Az iskolai erőszak meghatározó tényezői.

In: Temperamentum, karakter és iskolai erőszak / Margitics Ferenc, Figula Erika, Pauwlik Zsuzsa, Gacsályi Viktória, Jánvári Miriam, Szatmári Ágnes, Élmény'94 Bt., Nyíregyháza, 7-22, 2010. ISBN: 978615507712

#### Foreign language Hungarian book chapters (1)

9. **Jánvári, M. I.:** Academic cheating.

In: Studies in pedagogy and culture. Szerk.: Dráviczki Sándor, Jedlik-Okteszt, Nyíregyháza, 17-23, 2011.

#### Hungarian scientific articles in Hungarian journals (2)

10. Urbán, G., Orosz, G., Kerepes, L., **Jánvári, M. I.:** A 3-2 teljesítés-cél kérdőív Magyar nyelvű adaptációja.

*Pszichológia.* 34 (1), 73-97, 2014. ISSN: 0230-0508.  
DOI: <http://dx.doi.org/10.1556/Pszicho.34.2014.1.4>

11. **Jánvári, M. I.:** Mikor hatékony a versengés?

*Pedagóg. Műh.* 37 (1), 59-63, 2012. ISSN: 0133-8951.

#### Foreign language scientific articles in international journals (1)

12. Tóth-Király, I., Bóthe, B., **Jánvári, M. I., Pigniczkiné Rigó, A., Orosz, G.:** Longitudinal Trajectories of Passion and Their Individual and Social Determinants: A Latent Growth Modeling Approach.

*J Happiness Stud.* 20 (8), 2431-2444, 2018. ISSN: 1389-4978.  
DOI: <http://dx.doi.org/10.1007/s10902-018-0059-z>  
IF: 2.511





Hungarian abstracts (2)

13. Jánvári, M. I., Salamon, J.: Versengés és csalás a felsőoktatásban.

In: XXX. Jubileumi Országos Tudományos Diákköri Konferencia : Pedagógiai, Pszichológiai, Andragógiai és Könyvtártudományi szekció : Rezümékötet. Szerk.: Hegedűs Gábor, Koltó Lilla, Tóth József, Kecskeméti Főiskola Tanítóképző Főiskolai Kar, Keszthely, 230, 2011.  
ISBN: 9759637294945

14. Jánvári, M. I., Salamon, J.: Versengés és csalás a felsőoktatásban = Competition and cheating in higher education.

In: 9. Vajdasági Magyar Tudományos Diákköri Konferencia : rezümékötet. Szerk.: Csányi Erzsébet, Vajdasági Magyar Felsőoktatási Kollégium, Újvidék, 182-183, 2010.

**Total IF of journals (all publications): 4,974**

**Total IF of journals (publications related to the dissertation): 2,463**

The Candidate's publication data submitted to the iDEa Tudóstér have been validated by DEENK on the basis of the Journal Citation Report (Impact Factor) database.

10 February, 2020

