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A Mixed Research on Cheating and Absenteeism Behaviors of Teacher Certificate Program Students *

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Abstract: The primary goal of this research is to explore absenteeism tendency, and the attitudes towards absenteeism and cheating of students who attended the teacher certificate program. In addition, this research aims to identify the views of students and lecturers on cheating and absenteeism. A sequential explanatory mixed-method research design was employed in this research. The sample of the quantitative data was 321 teacher certificate program students studying at Mugla Sitki Kocman University, Turkey. Absenteeism tendency, cheating attitude and absenteeism attitude scales were used to collect the data. Descriptive statistics, correlation, independent t-test, one-way analysis of variance (ANOVA) and Tukey HSD tests were used to analyze the data. Qualitative data was collected through semi-structured interview forms. 14 students and 14 lecturers were interviewed, recorded, and transcribed. Qualitative data was analyzed through quantitative content analyses and descriptive analyses. Research findings show that verbal field students have significantly more positive cheating attitudes than quantitative field students. While cheating attitudes show no significant difference between genders, students in physical education departments have higher scores in the dimensions of environmental conditions and opportunity and ability than verbal and quantitative field students. Both students and lecturers describe cheating as “unfair behavior and plagiarism,” and absenteeism as a “right” in unavoidable situations. It is emphasized that the active participation of students in classes mostly depends on the lecturer.

Keywords: *Teacher certificate program, absenteeism, cheating.*

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Introduction

One of the primary conditions for educating high-quality teachers is to ensure teaching candidates' regular attendance in classes. Teacher certificate programs, in that sense, can only reach their goals when students attend classes regularly. However, rates of absenteeism for teaching candidates have been rising in both primary and secondary schools. Absenteeism means missing classes on a regular basis for no good reason. Absenteeism not only causes an uninteresting learning environment but also creates an unpleasant situation for both the students and the lecturer who are present (Wadesango & Machingambi, 2011). Absenteeism causes a decline in classroom standards. Absenteeism also means a waste of educational resources, workforce, and lecturers' time (Calek, 1995). Scarpa (as cited in Simsek, Usta, Koc & Ugurlu, 2014) found a negative significant relationship between absenteeism and academic success. Chronic absences (McCluskey, Bynum, & Patchin, 2004) from classes have been a problem in both K-12 classes and higher education, and now in teacher certificate programs. As with compulsory and higher education, absenteeism is seen as a serious problem for both students and lecturers in teacher certificate programs. In this regard, studies on the reasons for absenteeism and how to reduce rates of absenteeism are crucial.

Most of the research on absenteeism has been carried out in primary schools. However, absenteeism in higher education has also been researched (Cleary-Holdforth, 2007). Related literature suggests that there is no single reason for students becoming truants. Thus, reasons for absenteeism are classified into various categories by different researchers. According to Kearney (2008), the reasons for absenteeism are: alcohol and cigarette addiction, health problems, psychological problems, school violence, environmental problems, homelessness, poverty, teenage pregnancy, school climate, divorced parents, and unreliable neighborhood relationships. Altinkurt (2008) categorized the reasons for absenteeism as related to: administration, teachers, family, community, academic anxiety, and personal

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issues. Ozbas (2010) states that the different reasons behind school absenteeism can be grouped into those related to family, students, schools, classes, natural conditions, and friends.

Additionally, levels of education and cultural differences may affect absenteeism and absenteeism reasons. Hunter and Tetley (1999) researched reasons for absenteeism and class attendance amongst 168 students, which had a considerable impact on understanding of both class attendance and absenteeism. Their findings provide information about why students attend their classes, what their expectations are, and what motivates them to attend a class. Thus, the results show that there is almost no absenteeism when classes are interesting, difficult to comprehend, crucial for their future jobs, full of varied material, and the lecturer is good (Cleary-Holdforth, 2007). Based on the findings of interviews with students in higher education, Ugurlu, Usta, and Simsek (2015) suggested that the quality of education should be improved, schedules should be carefully arranged, and the course content and teaching should be interesting in order to avoid absenteeism.

A widely accepted fact in educational sciences is that not every student learns in the same way. As each and every student has strengths and weaknesses, they also have varied needs and capabilities (Curzon, 2013). Therefore, differentiated techniques and methods are used in classes. However, especially in higher education, the main means of learning is through courses, and learning only occurs through regular attendance to the classes. Nevertheless, it is observed that teacher certificate program students occasionally have problems with absenteeism. Identifying the reasons behind absenteeism may raise awareness around this problem and help to find solutions to it. Research into absenteeism and the reasons behind it can help towards designing more suitable educational environments. Academics in higher education and teachers in primary and secondary education support students' personal development and gradually provide necessary knowledge and skills for their future jobs. Students' learning is tested through exams, and inadequate learning is identified. Test results are expected to reflect the real outcomes and performances of students. However, incorrect results achieved through cheating produce erroneous performance statistics. This would not be an objective evaluation (Topcu & Topcu, 2011).

Students in teacher certificate programs are expected to achieve certain standards of skills and learning. In these programs, one of the ways to evaluate academic and professional development is examinations. Cheating in exams produces inaccurate measurement and evaluation of learning. Although cheating is not a new concept, it has recently been accepted as a serious problem in education (Bjorklund & Wenestam, 1999).

Cheating is also a serious problem within higher education institutions (McCabe, 2005). Principally, higher education institutions provide students with professional knowledge and skills, which prepare them for a job. Bachelor degree programs and teacher certificate programs in education faculties are critically important for the future of national education systems. Cheating at these stages may affect the quality of the entire education system. Cheating not only affects the outcomes of the education system, but is also an ethical problem that is hard to identify and measure. Additionally, it is known that both academic and administration staff often ignore cheating behavior and do not take action with regard to students who cheat. Cheating in higher education is a relatively familiar concept; however, current research into the reasons behind or ways to prevent cheating is limited.

Research into cheating behavior mostly focuses on primary and secondary education. One of the exceptional studies by Bjorklund and Wenestam (1999) found that there is no significant difference between genders when it comes to cheating frequency, technique or reasons. They also explored the causes of cheating in higher education. The results of this study show that time pressure, helping friends, and laziness are prominent reasons behind cheating behavior in higher education.

As with absenteeism, there are varied reasons for cheating in higher education (Lin & Wen, 2007; McCabe, Trevino, & Butterfield, 2001). However, there is very limited research (Higgins, 2010) in which data has been collected from both students and academics around the reasons for and ways of preventing cheating. Identifying the attitudes of student teachers towards cheating, and the prevention of such unethical behavior in teacher education, are highly important steps.

Methodology

Research goal and model

The primary goal of this research is to explore absenteeism tendency and attitudes towards absenteeism and cheating of students who attended the teacher certificate program, as well as identifying the views of students and lecturers on cheating and absenteeism.

This is mixed methods research, an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation or sustained program of inquiry. Research problems can be better explored through mixed methods research (Fraenkel & Wallen, 2006). Mixed methods research can be designed in three forms: triangulation, explanatory, or exploratory. This research utilized a triangulation design, in which qualitative and quantitative data are collected at the same time. Later, data is compared and interpreted

(Buyukozturk, Kilic Cakmak, Akgun, Karadeniz & Demirel, 2009). While quantitative data was collected and structured through a survey model, qualitative data was collected and structured through a case study.

Sample and data collection

Quantitative data was collected from 321 students who were enrolled in a teacher certificate program in the Faculty of Education at Mugla Sitki Kocman University. Below is detailed information on the research participants.

Table 1. Participant demographics (quantitative data)

Field	n	Department	Female	Male	Total
Quantitative Field	100	Mathematic	33	26	59
		Chemistry	12	1	13
		Biology	19	9	28
		History	9	18	27
Verbal Field	150	Hospitality/Travel Management	9	18	27
		Turkish Lang. and Lit. / Contemporary	63	33	96
		Turkish Lang. and Lit.			
Physical Education Field	71	Physical Education	31	40	71

Qualitative data was collected from both students and lecturers. Tables 2 and 3 provide detailed information on the participant group.

Table 2. Participant demographics (qualitative data: students)

Teacher Certificate Students	Field of Participants	Gender of Participants
TCS-1	Biology	Male
TCS-2	Fisheries Technology	Female
TCS-3	Physical Education	Male
TCS-4	Physical Education	Male
TCS-5	Physical Education	Male
TCS-6	Turkish Lang. and Lit.	Female
TCS-7	Turkish Lang. and Lit.	Female
TCS-8	Biology	Female
TCS-9	Nursery	Female
TCS-10	Mathematic	Female
TCS-11	Physical Education	Female
TCS-12	Physical Education	Female
TCS-13	Contemporary Turkish Lang. and Lit.	Male
TCS-14	Physical Education	Male

TCS (Teacher Certificate Students) represents coding name of the student participants.

Table 3. Participant demographics (qualitative data: lecturers)

Lecturers	Field of Participants	Title of Participants	Gender of Participants
IN-1	Social Sciences Teaching	Res. Asst. PhD.	Male
IN-2	Turkish Education	Res. Asst.	Male
IN-3	Science Education	Res. Asst.	Male
IN-4	English Language and Teaching	Res. Asst.	Male
IN-5	Curriculum and Instruction	Res. Asst. PhD.	Male
IN-6	Counseling and Guidance	Asst. Prof. Dr.	Male
IN-7	Counseling and Guidance	Asst. Prof. Dr.	Male
IN-8	Science Education	Assoc. Prof. Dr.	Female
IN-9	Educational Administration	Assoc. Prof. Dr.	Female
IN-10	Primary Education	Assoc. Prof. Dr.	Male
IN-11	Educational Administration	Asst. Prof. Dr.	Male
IN-12	Educational Administration	Res. Asst.	Female
IN-13	Educational Administration	Asst. Prof. Dr.	Female
IN-14	Curriculum and Instruction	Assoc. Prof. Dr.	Male

Data collection tools

This study covers two types of data collection tools: surveys and interviews. Surveys were carried out using scales, and interviews were achieved using semi-structured interview forms. The features of these forms are described below.

Personal information form

A personal information form was developed by the researchers. Participants are supposed to state their demographic information (gender, age, and field).

Absenteeism tendency scale

An absenteeism tendency scale was developed by Simsek, Ugurlu and Usta (2016). The scale consists of 28 items related to seven dimensions. According to the results of EFA (exploratory factor analysis), explained variance of the scale is 68.45%. On the other hand, according to the results of second-order CFA, goodness of fit index of the model was found to be high (RMSEA: 0,057; SRMR: 0,056; GFI: 0,89; NFI: 0,97; CFI: 0,98). In terms of dimensions, internal consistency coefficients took shape as .88 for lecturer, .78 for content, .81 for social activities, .78 for contingency, .85 for ignoring absenteeism, .86 for transportation problems, and .74 for success. Total Cronbach's alpha was calculated as .91 and Guttman Split Half was calculated as .90. The reliability of the scale was recalculated for this study and according to that recalculation, Cronbach's alpha reliability coefficient was found to be .91. Low results in total score and dimension scores indicate a negative tendency for absenteeism, and high scores indicate a positive tendency for absenteeism. While the minimum score was 28, the maximum score was 140 on the scale.

Absenteeism attitude scale

The absenteeism attitude scale was developed by Usta, Ugurlu and Simsek (2016). The scale consists of 19 items related to three dimensions: necessity (6 items), obligation (7 items), and responsibility (6 items). Likert-type items were graded between 1 (totally agree) and 5 (totally disagree). Low scores in total score and dimension scores mean negative attitudes towards class attendance and high scores mean positive attitude to class attendance. While the minimum score possible was 19, the maximum score was 95 on the scale. According to the results of EFA explained variance of the scale was 53.97%. On the other hand, according to the results of second-order CFA, the goodness of fit index of the model was found to be high (RMSEA: 0.06; SRMR: 0.046; AGFI: 0.91; NFI: 0.90; CFI: 0.98). In terms of dimensions, internal consistency coefficients took shape as .81 for necessity, .84 for obligation, and .81 for responsibility. Total Cronbach's alpha is calculated as .91. The reliability of the scale was recalculated for this study and according to that recalculation, Cronbach's alpha reliability coefficient was found to be .90.

Cheating attitude scale

The cheating attitude scale was developed by Ay and Cakmak (2015). The scale consists of 16 items related to three dimensions: moral attitude, environmental conditions, and opportunity and ability. Likert-type items were graded between 1 (totally agree) and 5 (totally disagree). While the minimum possible score was 16, the maximum score was 80 on the scale. Low scores in each dimension mean negative tendency for absenteeism, and high scores mean positive tendency for absenteeism. Results of the EFA showed that 16 items were separated into three factors: moral attitudes, environmental factors, opportunity and ability. Goodness of fit index values of the model were $\chi^2/df = 2.44$, RMSEA = 0.63, RMR = 0.077, SRMR = 0.046, GFI = 0.91, AGFI = 0.88, CFI = 0.98, and NNFI = 0.98. In terms of dimensions, internal consistency coefficients took shape as .85 for moral attitude, .73 for environmental conditions, and .85 for opportunity and ability. Total Cronbach's alpha is calculated as .91. The reliability of the scale was recalculated for this study and according to that recalculation, Cronbach's alpha reliability coefficient was found to be .87.

Semi-structured interview form

The semi-structured interview form was developed by the researchers to collect qualitative data. Related literature was drawn upon in the development of the interview form. The interview questions were developed with the help of three experts, two from the department of educational sciences and one from educational sociology. Interview questions were developed thoroughly and carefully so that the questions would not guide, judge or confuse the participants. The interview questions start with warm-up questions and continue with questions seeking answers about absenteeism and cheating behaviors.

Analysis of data

In the analysis of quantitative data, descriptive statistics, t-test and one-way analysis of variance (ANOVA), and correlation analysis were conducted to determine absenteeism tendency, absenteeism attitudes and cheating attitudes of students who attended the teacher certificate program. In these analyses, mean scores were used and for significant F values, a Tukey HSD post-hoc test was used to determine the source of significant difference.

Qualitative data was analyzed through quantitative content analyses and descriptive analyses. Two main themes emerged from the data: cheating and absenteeism. Sub-themes regarding cheating are: definitional association, reasons, right, moral, unavoidable cases, course-lecturer-cheating relation, teacher certificate program, tuition, exam-observer-cheating relation and presumptive situations. Sub-themes regarding absenteeism are: definitional association, reasons, right, unavoidable cases, course-lecturer-absenteeism relation, teacher certificate program-tuition-absenteeism relation, and presumptive situations. Thus, the research aimed to reveal views of both students and lecturers in the teacher certificate program.

Results

Results on absenteeism

Absenteeism attitudes of students in teacher certificate program: Comparison of genders

Table 4. T-test results for the gender scores comparison on absenteeism attitudes

Dimension	Gender	n	M	SD	t
Necessity	Female	176	23.56	4.11	.72*
	Male	145	23.19	5.18	
Responsibility	Female	176	24.94	5.28	.21*
	Male	145	24.80	6.72	
Obligation	Female	176	17.82	5.55	-.04*
	Male	145	17.85	5.96	
Absenteeism Attitude (Total)	Female	176	66.33	12.33	.33*
	Male	145	65.84	14.73	

*p>.05

T-test analysis results show that there is no statistically significant difference between genders with regard to absenteeism attitudes in both total scores and dimension scores (p>.05). Qualitative data also confirms the fact that absenteeism attitudes of male and female participants are similar.

Absenteeism tendency of students in teacher certificate program: Comparison of genders

Table 5. T-test results for the gender scores comparison on absenteeism tendency

Dimension	Gender	n	M	SD	t
Lecturer	Female	176	14.51	4.07	1.07*
	Male	145	14.03	3.94	
Course Content	Female	176	16.19	5.10	-2.25**
	Male	145	17.49	5.25	
Social Activities	Female	176	13.14	3.96	.44*
	Male	145	12.95	3.79	
Unexpected Situations	Female	176	13.64	3.22	.38*
	Male	145	13.50	3.36	
Absenteeism Ignoring	Female	176	9.20	3.66	-.78*
	Male	145	9.51	3.37	
Transportation Problems	Female	176	10.76	2.52	1.24*
	Male	145	10.39	2.81	
Achievement	Female	176	13.27	3.95	.78*
	Male	145	12.94	3.47	
Absenteeism Tendency (Total)	Female	176	90.73	19.12	.35*
	Male	145	90.84	17.71	

*p>.05, **p<.05

T-test results show that there is significant difference in the course content dimension of absenteeism tendency. Male students have a higher tendency towards absenteeism than female students (p<.05). This difference was backed up with qualitative data as well. Most of the male students (TCS-1, TCS-5, TCS-13, TCS-14) stated that they do not have an absenteeism problem as long as the content of the course is meaningful for them. No significant difference was found in other dimensions of absenteeism tendency and total score. Qualitative data reveals the fact that absenteeism tendency of male and female participants is similar.

*Absenteeism attitudes of students in teacher certificate program: Comparison of fields**Table 6. One-way analysis of variance (ANOVA) results for absenteeism attitude of students in teacher certificate program on comparison of fields*

Dimension	Field	n	M	SD	Source of Variance	Sum of Square	df	Mean Square	F
Necessity	Quantitative Field	100	23.45	4.46	Between Groups	13.25	2	6.62	.31*
	Verbal Field	150	23.54	4.67	Within Groups	6823.45	318	21.46	
	Physical Education Field	71	23.02	4.79	Total	6836.69	320		
	Total	321	23.39	4.62					
Responsibility	Quantitative Field	100	24.02	5.85	Between Groups	117.22	2	58.61	1.65*
	Verbal Field	150	25.12	6.15	Within Groups	11277.02	318	35.46	
	Physical Education Field	71	25.57	5.66	Total	11394.24	320		
	Total	321	24.88	5.97					
Obligation	Quantitative Field	100	15.21	5.13	Between Groups	1008.19	2	504.10	16.87**
	Verbal Field	150	19.17	5.85	Within Groups	9502.83	318	29.88	
	Physical Education Field	71	18.70	5.08	Total	10511.02	320		
	Total	321	17.83	5.73					
Absenteeism Attitude (Total)	Quantitative Field	100	62.68	12.87	Between Groups	1720.52	2	860.26	4.87**
	Verbal Field	150	67.83	13.93	Within Groups	56166.31	318	176.62	
	Physical Education Field	71	67.30	12.46	Total	57886.84	320		
	Total	321	66.11	13.45					

*p>.05, **p<.05

One-way analysis of variance (ANOVA) results on absenteeism attitudes show that while there is no significant difference in necessity and responsibility dimensions ($p>.05$), there is significant difference in the obligation dimension and total score. Verbal field and physical education field students see attendance to courses as an obligation. Qualitative data also supports the fact that verbal field and physical education field students (TCS-3, TCS-4, TCS-5, TCS-11) are more likely to see attendance to classes as an obligation. On the other hand, total scores of verbal field students on absenteeism attitude are significantly different to quantitative field students ($p<.05$). Besides, qualitative data suggests that verbal field students have higher rates of absenteeism than those of quantitative field students.

*Absenteeism tendency of students in teacher certificate program: Comparison of fields**Table 7. One-way analysis of variance (ANOVA) results for absenteeism tendency of students in teacher certificate program on comparison of fields*

Dimension	Field	n	M	SD	Source of Variance	Sum of Square	df	Mean Square	F
Lecturer	Quantitative Field	100	15.05	3.86	Between Groups	135.67	2	67.83	4.30**
	Verbal Field	150	14.30	4.09	Within Groups	5014.71	318	15.77	
	Physical Education Field	71	13.24	3.86	Total	5150.37	320		
	Total	321	14.30	4.01					
Course Content	Quantitative Field	100	15.84	5.26	Between Groups	319.07	2	159.53	6.09**
	Verbal Field	150	16.56	5.19	Within Groups	8335.59	318	26.21	
	Physical Education Field	71	18.56	4.76	Total	8654.66	320		
	Total	321	16.78	5.20					
Social Activities	Quantitative Field	100	12.66	4.11	Between Groups	49.30	2	24.65	1.64*
	Verbal Field	150	13.00	3.90	Within Groups	4767.80	318	14.99	
	Physical Education Field	71	13.74	3.45	Total	4817.10	320		
	Total	321	13.06	3.88					
Unexpected Situations	Quantitative Field	100	13.73	3.32	Between Groups	3.59	2	1.79	0.17*
	Verbal Field	150	13.49	3.28	Within Groups	3435.66	318	10.80	
	Physical Education Field	71	13.57	3.26	Total	3439.25	320		
	Total	321	13.58	3.28					
Absenteeism Ignoring	Quantitative Field	100	8.88	3.85	Between Groups	44.31	2	22.16	1.79*
	Verbal Field	150	9.39	3.49	Within Groups	3938.26	318	12.38	
	Physical Education Field	71	9.91	3.06	Total	3982.58	320		
	Total	321	9.34	3.53					
Transportation Problems	Quantitative Field	100	10.44	2.70	Between Groups	3.53	2	1.76	.25*
	Verbal Field	150	10.69	2.78	Within Groups	2255.89	318	7.09	
	Physical Education Field	71	10.61	2.34	Total	2259.42	320		
	Total	321	10.59	2.66					
Achievement	Quantitative Field	100	13.33	3.64	Between Groups	6.60	2	3.30	.24*
	Verbal Field	150	13.00	3.97	Within Groups	4460.42	318	14.03	
	Physical Education Field	71	13.10	3.39	Total	4467.02	320		
	Total	321	13.12	3.74					
Absenteeism Tendency (Total)	Quantitative Field	100	89.93	17.83	Between Groups	357.46	2	178.73	.52*
	Verbal Field	150	90.43	18.89	Within Groups	108771.86	318	342.05	
	Physical Education Field	71	92.72	18.58	Total	109129.32	320		
	Total	321	90.78	18.47					

*p>.05, **p<.05

One-way analysis of variance (ANOVA) results of absenteeism tendency show that there is no significant difference between fields in both total scores and dimensions. However, scores of quantitative field students are significantly different in the lecturer dimension of absenteeism tendency. At this point, qualitative data is also significant as the

quantitative field participants (TCS-1, TCS-2, TCS-8, TCS-9, TCS-10) state that the lecturer is also responsible for absenteeism and class attendance. Yet, physical education field students' scores on the course content dimension are significantly different to those of verbal and quantitative field students ($p < .05$). Some of the physical education field students (TCS-3, TCS-4, TCS-5, TCS-11, TCS-12, TCS-14) also stated that they skip classes if the content is not interesting or they do not believe it is useful.

Views of teacher certificate program students on absenteeism

Table 8. Content analysis results of views of teacher certificate program students on absenteeism: Definitional association sub-theme

Theme: Absenteeism			
Sub-theme	Expressions	n	Percentage
Definitional Association	A right for unavoidable situations	6	42,86%
	Deficiency in learning, falling behind in courses	3	21,43%
	Uneasiness	2	14,29%
	Obligation, restriction	2	14,29%
	Unwilling to attend classes	1	7,14%
Total		14	100,00%

The most frequently stated expression in the definitional association sub-theme is that students see absenteeism as a right in unavoidable situations.

Table 9. Content analysis results of views of teacher certificate program students on absenteeism: Causality sub-theme

Theme: Absenteeism			
Sub-theme	Expressions	n	Percentage
Causality	Absenteeism is a legal right and permission	5	18,52%
	Disregarding the course arbitrarily	4	14,81%
	Health problems	3	11,11%
	Laziness, unwillingness to learning	3	11,11%
	Work	3	11,11%
	Personal excuses, private issues	3	11,11%
	Every situation except laziness	3	11,11%
	Sleeplessness	2	7,41%
	Other unavoidable situations	1	3,70%
	Total		27

The most frequently stated expression in the causality sub-theme is that students see absenteeism as a legal right.

Table 10. Content analysis results of views of teacher certificate program students on absenteeism: Absentee right and absenteeism sub-theme

Theme: Absenteeism			
Sub-theme	Expressions	n	Percentage
Absentee Right and Absenteeism	Right and necessity	12	52,17%
	Personal issues	6	26,09%
	Absenteeism is not arbitrary	2	8,70%
	Not a right	2	8,70%
	There should be no legal permission for absenteeism	1	4,35%
	Total		27

The most frequently stated expression in the absentee right and absenteeism sub-theme is that students see absenteeism as a legal right.

Table 11. Content analysis results of views of teacher certificate program students on absenteeism: Obligational situations and reasons sub-theme.

Theme: Absenteeism			
Sub-theme	Expressions	n	Percentage
Obligational Situations and Reason	Illness, serious health problems	16	41,03%
	Family problems, funeral	10	25,64%
	Abnormal weather conditions	3	7,69%
	Security problems (going home late)	3	7,69%
	Transportation problems	3	7,69%
	Court or trial	2	5,13%
	sleeplessness	1	2,56%
	Child care	1	2,56%
	Total	39	100,00%

The most frequently stated expression in the obligatory situations and reasons sub-theme is that students see absenteeism as something related to health problems.

Course-lecturer-absenteeism relation

Most of the student participants stated that they are not truant and are interested in the courses which are closely related to real life. They also emphasize that they truant if they do not believe the course content is useful for their future lives. In addition, they state that if the course lecturer is not dynamic, kind and thoughtful, then students skip the classes. A monotone course is also not desired. When asked in which situations they are truant from classes, some of the students answer as follows:

“Absenteeism may occur if the course is not really useful or the lecturer teaches in a boring way.” (TCS-5)

“If the course is not really addressing, and if I don’t believe the course is really beneficial or the lecturer is not dynamic and speaks always in the same tone then I skip these classes.” (TCS-7)

“Once I don’t believe that I can take something from this course or if I do not like the lecturer then I am absent in that class.” (TCS-9)

Teacher certificate program-tuition-absenteeism relation

Most of the student participants stated that although there is tuition for this certificate program, absenteeism is related to success or failure, so tuition does not necessarily give you the right to skip classes. Therefore, they add that class participation should be strictly controlled. They also suggest that the reasons behind absenteeism should be investigated by researchers and faculty administrators, and absenteeism must be prevented. A smaller number of the student participants argue that this is a certificate program with tuition, so they can skip some classes, and absenteeism should not be a reason for not having the final certificate.

“Absenteeism should be strictly controlled for success as it also affects success.” (TCS-3)

“In a certificate program that you pay for, there I see no sense I am not successful and able to have my certificate just because of absenteeism.” (TCS-6)

“Class attendance should be controlled. Because we try to have this certificate to shape our future and gain occupational skills. Unless the lecturer follows truant students, most of them would skip the courses.” (TCS-14)

Presumptive situations

Participant students argue that as long as they believe the course will be beneficial for their future, they participate in the classes regularly, and it is not important whether or not participation is controlled. On the other hand, they argue that they would be absent if they did not like the course content and the lecturer did not keep track of participation.

“I would attend 70% of classes even if there was no participant control/check.” (TCS-4)

“I would attend 100% of classes even if there was no participant control because I do believe the course is beneficial for me.” (TCS-11)

“I would attend all of the classes even if there was no participant control. Because I believe that this program develops my teaching skills.” (TCS-13)

Views of teacher certificate program lecturers on absenteeism

As one of the aims of this study is to identify reasons for absenteeism and precautions that can be taken, lecturers were also interviewed. As such, different points of views were reflected. Lecturers state that there may be many reasons for students not to participate in classes. Some of them are intense programs with too many classes with the same lecturer

in a single day, and the courses are sometimes underestimated, or there are lots of alternative commitments distracting. Additionally, health problems, national athletics, being far away from home, financial difficulties, and work commitments are also prominent reasons. Participant lecturers see absenteeism as a right to be used only in unavoidable situations. They also argue that lecturers play an important role in keeping students attending the classes. In order to ensure this, personal motivation is necessary. Lecturers were asked about student absenteeism and here are some of their views on the reasons for absenteeism:

“Health problems, family problems or work might be main reasons.” (IN-5)

“The permitted absenteeism is not an actual right to be used.” (IN-8)

“Truants are the ones who don’t really care, they attend to program just to have certificate, not really aware of the fact.” (IN-12)

“Absenteeism is a matter of tolerance; we should not be obliged to track students’ participation. Lecturers may be reason for absenteeism; we should not only think it is all about students. We should make the classes more attractive. So students can have a personal motivation.” (IN-13)

When the relationship between teacher certificate program, tuition, and absenteeism is explored, it is found that while some lecturers argue that participation should be tracked, others argue that this is not unavoidable. On the other hand, participant lecturers state that tuition is not a factor for being successful in the teacher certificate program. Lecturers also argue that reasons for absenteeism are not limited to students; lecturers can also be the cause of absenteeism. They should make their courses attractive. They add that students should not see attendance at classes as something unavoidable, but that they should feel and understand how necessary it is.

“Attendance to classes should be controlled in each level of education. Regular participant can be extra mark in the exams.” (IN-2)

“Even students pay money for the certificate program or not, they should participate regularly, this is a part of teaching.” (IN-5)

“I paid, I have right to skip classes” there is such a mentality unfortunately. Some attend to classes as they have to. But this must be something volunteer. You can’t force them to keep in classrooms. Truant students already fail in my classes.” (IN-8)

“Absenteeism is highly related to lecturer. We should motivate and attract students to attend classes. It is unnecessary to keep control of attendance. This must be a volunteer and motivated thing by the students. Students should follow the classes not because they pay for it but because they want it.” (IN-13)

Results on cheating

Cheating attitudes of students in teacher certificate program: Comparison of genders

Table 12. T-test results for the gender scores comparison on cheating attitude

Dimension	Gender	n	M	SD	t
Moral Attitudes	Female	176	25.54	6.11	-.33*
	Male	145	25.77	6.54	
Environmental Factors	Female	176	10.39	3.74	-.61*
	Male	145	10.66	4.06	
Opportunity and Ability	Female	176	12.61	5.02	-.71*
	Male	145	13.02	5.42	

*p>.05

T-test results show that there is no significant difference in cheating attitude between genders (p<.05). Qualitative data reveals the fact that cheating attitudes of male and female participants are similar.

*Cheating attitudes of students in teacher certificate program: Comparison of fields**Table 13. One way analysis of variance (ANOVA) results for cheating attitude of students in teacher certificate program on comparison of fields*

Dimension	Alan	n	M	SD	Source of Variance	Sum of Square	df	Mean Square	F
Moral Attitudes	Quantitative Field	100	24.91	6.26	Between Groups	100.23	2	50.11	1.26*
	Verbal Field	150	26.19	5.99	Within Groups	12603.74	318	39.63	
	Physical Education Field	71	25.53	6.94	Total	12703.96	320		
	Total	321	25.64	6.30					
Environmental Factors	Quantitative Field	100	10.23	3.46	Between Groups	182.78	2	91.39	6.26**
	Verbal Field	150	10.04	3.98	Within Groups	4642.18	318	14.60	
	Physical Education Field	71	11.92	3.96	Total	4824.96	320		
	Total	321	10.51	3.88					
Opportunity and Ability	Quantitative Field	100	12.06	4.58	Between Groups	366.33	2	183.16	7.03**
	Verbal Field	150	12.35	5.29	Within Groups	8287.89	318	26.06	
	Physical Education Field	71	14.79	5.40	Total	8654.22	320		
	Total	321	12.80	5.20					

*p>.05, **p<.05

One way analysis of variance (ANOVA) results on cheating attitudes show that while there is no significant difference in the moral attitudes dimension ($p>.05$), there is significant difference in the dimensions of environmental factors, and opportunity and ability. The Tukey HSD post-hoc test for identifying the difference shows that physical education field students' cheating attitudes are significantly higher than the verbal and quantitative field students' scores. Qualitative data (TCS-3, TCS-4, TCS-5, TCS-11, TCS-12, TCS-14) also supports the fact that physical education field students try to cheat if they have the opportunity and suitable conditions.

*Views of teacher certificate program students on cheating**Table 14. Content analysis results of views of teacher certificate program students on cheating: Definitional association sub-theme*

Theme: Cheating			
Sub-theme	Expressions	n	Percentage
Definitional Association	Plagiarism	20	31.25%
	Injustice, unfairness	16	25.00%
	Disrespect	10	15.63%
	Taking the easy way out	8	12.50%
	Fraud	3	4.69%
	Something totally wrong	3	4.69%
	Helps learning, ability	2	3.13%
	Tool for socializing	1	1.56%
	Nonchalance	1	1.56%
	Total		64

The most frequently stated expressions in the definitional association sub-theme are that students see cheating as plagiarism, injustice, unfairness and disrespect.

Table 15. Content analysis results of views of teacher certificate program students on cheating: Causality sub-theme

Theme: Cheating			
Sub-theme	Expressions	n	Percentage
Causality	Not studying for exam, laziness, facing difficulty	9	24.32%
	Lack of self-confidence	7	18.92%
	Not having life expectations or future anxiety	5	13.51%
	Desire to have good grades, passing the class, having certificate	4	10.81%
	Having success in easy way	4	10.81%
	Moral problem	3	8.11%
	Taking risk	3	8.11%
	Having absenteeism problem	2	5.41%
	Total	37	100.00%

The most frequently stated expressions in the causality sub-theme are that students see reasons for cheating as not studying for exams, laziness, and lack of self-confidence or life expectations.

Table 16. Content analysis results of views of teacher certificate program students on cheating: Cheating as a right, dimensions of ethics and conscience sub-theme

Theme: Cheating			
Sub-theme	Expressions	n	Percentage
Cheating Right, Dimensions of Ethic and Conscience	Never a right	11	52.38%
	Injustice	2	9.52%
	Discerning the ones study and know and others	2	9.52%
	Plagiarism	2	9.52%
	Remorselessness	2	9.52%
	Against moral principles	1	4.76%
	Right (<i>cause exams are not reliable</i>)	1	4.76%
	Total	21	100.00%

The most frequently stated expression in the cheating as a right, dimensions of ethics and conscience sub-theme is that students see cheating as never being a right.

Table 17. Content analysis results of views of teacher certificate program students on cheating: Obligational situations and reasons sub-theme

Theme: Cheating			
Sub-theme	Expressions	n	Percentage
Obligational Situations and Reason	About the finish program and have the certificate	8	25.81%
	In any case, never	5	16.13%
	In order to remember	3	9.68%
	If fails the course for a couple of times	3	9.68%
	Is the student doesn't study enough	3	9.68%
	If the exams are often and intense	3	9.68%
	In easy courses	2	6.45%
	In order to study	1	3.23%
	Peer learning	1	3.23%
	If the lecturer is not good at	1	3.23%
	In order to develop communication	1	3.23%
	Total	31	100.00%

The most frequently stated expression in the obligational situations and reasons sub-theme is that students see cheating as an obligation in the case that the student is about to finish program and gain their certificate.

Course-lecturer-cheating relation

Participant students stated that they are more willing to cheat if the course is too difficult or the quality of teaching on the course is low. Almost all of the participants clarified that they have a greater tendency to cheat if the observer is flexible, tolerant and kind during the exam. Another finding shows that students tend to cheat when they do not like or have respect for the lecturer, and that they tend to cheat when they do not feel embarrassed by the lecturer. When the course is easy, students stated that they try to cheat as they think this course is not going to significantly affect their

career. At this point, participants add that lecturers need to make classes attractive. However, most of the participants agree that cheating is an unethical and indecent behavior in every circumstance and that students should avoid it. Here are some comments from the participants when asked in which situations they try to cheat:

“It is normal to cheat if the course is so difficult and progressive and the observer during the exam is not severe.” (TCS-1)

“You can cheat in an easy course or flexible lecturer. Lecturer should make the classes attractive.” (TCS-13)

“Even the course is difficult and the observer is kind during the exam, cheating is a very bad behavior that all must avoid.” (TCS-11)

Teacher certificate program: Tuition-observer-cheating relation

Participant students state that there would not be a need for an observer during exams in an ideal educational environment. They add that there would be a loss of control otherwise. Teacher certificate students share the idea that there should be observers and control during the exams in order to provide fair conditions. Additionally, they argue that the assistants observing during the exams have biases around student cheating. Here are some statements regarding this theme:

“Ideal exams are the ones without any supervisor. But in such situation I think the control may get lost and there would be cheating.” (TCS-1)

“Although there is a fee for the education, for sure exams should be controlled and observed. If students feel free, things may get in complete disorder.” (TCS-8)

“There is no relation between certificate tuition and cheating. Cheating is something totally unethical. There should be supervisor control during the exams to assure justice.” (TCS-12)

Assumptions

Some of the participant students argue that it is normal to cheat in some courses in order not to fall behind. One student stated that cheating is a communication tool and fun. On the other hand, students believe that they need to have respect for the lecturer and that this is an adequate reason for not cheating. Participants also argue that exam styles should be changed in order to prevent cheating.

“If cheating was a legitimate behavior and fun, I would do that as well.” (TCS-2)

“If cheating was a legitimate behavior I would cheat in exams in which there are questions for direct information and no interpretation. But I would never cheat in exams that there are questions for my personal interpretation.” (TCS-7)

“If cheating was a legitimate behavior, I would not cheat because of my respect for the lecturer and to ensure correct measurement results.” (TCS-14)

Views of teacher certificate program lecturers on cheating

Lack of information, ethical issues, achieving an unfair advantage, habit, laziness, anxiety around failing, peer pressure, taking the easy way out, and intense schedules are prominent reasons for cheating according to the views of lecturers. Lecturers emphasize that cheating creates injustice and this unethical behavior can be prevented through proper examination tools. According to lecturers there are certain measurement tools, such as multiple-choice exams, in which cheating is easy. In addition, lecturers argue that because of the intense schedules that students have, they are more likely to cheat. They add that cheating is a known reality but intense courses and exam programs make it happen more.

“Cheating is not a right; students must get in return how much they study. They are teacher candidates and should not cheat at all. Cheating means getting ahead in an unjust way. (IN-2)

“Cheating happens because of lack of work ethic, performance-success concern and intense program.” (IN-6)

“Cheating is never a right; it is an unearned gain. But students cheat sometimes because of exhaustion, intense program, concern for the future and such reasons.” (IN-9)

“Students cheat because exams results are determinant for the student success, as there is summative evaluation.” (IN-10)

Another sub-theme about cheating is intervention for cheating behavior. Most of the lecturers argue that when they see a student trying to cheat, they first warn them verbally, with gestures or eye-contact. If the student keeps cheating and there is proof, then they report the situation to faculty administration. Lecturers believe that one of the best ways to prevent cheating is changing exam methods. They emphasize that multiple choice exams and summative evaluations increase occurrences of cheating. Some lecturers also state that they trust the observer assistants during the exams and when an observer intervenes in an instance of cheating, they carry out the necessary legal process. On the other hand,

some argue that not all instances of cheating are reported to the administration and that they have tried to solve the problem by talking with the student and the observer.

“First I make a general warning to the class not to cheat. If some still tries, then I warn him/her individually. Lastly I would ask her/his exam paper and report to the lecturer and administration.” (IN-4)

“I don’t report it to the faculty administration but this person automatically fails my course. I try to prevent cheating and take some precautions. I do tell my students that I will accept whatever observer tells me about cheating even I am not present in the classroom at the exam time. Punishment does not remove undesirable behavior. You need to develop an emotional connection and communication with students. I try to give the message that if you do not obey the rules, you fail.” (IN-7)

“I do measurement tests that prevent students cheat. This is how I block cheating. I make a contract with the students. If I cannot still prevent, and they (students) are caught cheating, then they fail the course. I think one can stop cheating by preparing measurement test with questions in analysis, synthesis and evaluation levels. In my opinion, the questions are very significant.” (IN-8)

“I trust observer. If there is a report that some student cheated, I do what is necessary.” (IN-11)

Teacher certificate program-tuition-observer-cheating relation

Participant lecturers argue that tuition cannot be an excuse for cheating. Students need to carry out exams in an ethical way, and observers need to control an exam to prevent any unjust behavior. However, lecturers argue that observers need to be polite and avoid prejudice. They emphasize that an ideal teacher education environment should be far removed from such immoral and unethical behaviors.

“Students pay for this certificate program but this is not an excuse for cheating. Our duty here is to ensure carrying out exams fairly.” (IN-3)

“There are wrong sides of the system, this is not only about the exams. There should be control and we need to be serious. But we take this duty there are sometimes serious quarrels with the students. There was a fight between the student and observer. We may experience such things.” (IN-10)

“Students pay money for this education, maybe they feel the right to cheat. But for us this (observing and control of exam) is a duty. Students may act aggressively in the exams while this doesn’t happen during the courses.” (IN-12)

“Maybe tuition is a reason that students are so brave to cheat. It seems that they try to cheat because they wouldn’t like to fail in a program they pay for. Once they fail, they need to pay more money for the next semester. Students need to be honest and fair. A teacher candidate should not need any control. I think they should feel shame that someone is observing them during the exams. But we are far from this. That’s why there should be observers.” (IN-13)

Results on relationship between absenteeism tendency, absenteeism attitudes and cheating attitudes

Table 18. Correlation analysis results for absenteeism tendency, absenteeism attitudes and cheating attitudes of students in teacher certificate program

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Necessity	1														
2. Responsibility	.67**	1													
3. Obligation	.46**	.43**	1												
4. Absenteeism Attitude (Total)	.84**	.89**	.78**	1											
5. Lecturer	-.24**	-.18**	-.36**	-.32**	1										
6. Course Content	-.24**	-.08	-.22**	-.21**	.26**	1									
7. Social Activities	-.20**	-.17**	-.23**	-.24**	.27**	.41**	1								
8. Unexpected Situations	-.15**	-.13*	-.27**	-.23**	.40**	.38**	.49**	1							
9. Absenteeism Ignoring	-.21**	-.17**	-.24**	-.25**	.29**	.46**	.48**	.46**	1						
10. Transportation Problems	-.08	-.09	-.17**	-.14*	.46**	.25**	.39**	.51**	.38**	1					
11. Achievement	-.28**	-.21**	-.32**	-.32	.47**	.40**	.47**	.46**	.46**	.55**	1				
12. Absenteeism Tendency (Total)	-.30**	-.21**	-.37**	-.35**	.64**	.70**	.71**	.73**	.71**	.67**	.76**	1			
13. Moral Attitudes	.27**	.27**	.13*	.26**	-.12*	-.14*	-.11*	-.18**	-.19**	-.08	-.20**	-.21**	1		
14. Environmental Factors	-.19**	-.07	-.16**	-.16**	.10	.32**	.27**	.22**	.34**	.12*	.31**	.35**	-.32**	1	
15. Opportunity and Ability	-.28**	-.11	-.23**	-.24**	.14*	.39**	.26**	.20**	.32**	.15**	.32**	.38**	-.39**	.72**	1

*p<.05, **p<.01

Correlation analysis results suggest that there is a negative correlation between absenteeism attitudes and absenteeism tendency; a positive correlation between absenteeism attitudes and the moral attitude dimension of cheating; a negative correlation between absenteeism attitudes and the environmental factors and opportunity and ability dimensions of cheating in the scores of teacher certificate students. There are low-level correlations between absenteeism tendency and the moral attitude dimension of cheating. There is a positive correlation between absenteeism tendency and the environmental factors and opportunity and ability dimensions of cheating.

Discussion and Conclusion

The purpose of this research was to explore absenteeism tendency, and absenteeism and cheating attitudes of students who attended the teacher certificate program. It is argued that while research into absenteeism mostly focuses on primary and secondary schools, cheating behavior occurs at various educational levels and this should be explored at various educational levels. The basic concern in both of the research fields is for providing a more effective educational environment, since attendance on courses is a primary condition for keeping the learning outcomes at the highest levels. In addition, these outcomes are best measured through exams in which students do not cheat. Both absenteeism and cheating are not a problem for a particular field, school or higher education institution; rather, they are significant global problems that most educational institutions struggle with. Mixed method research design was employed in the current research. Data was collected from the teacher certificate students along with their lecturers. Data obtained from students presents a student point of view and value to the phenomenon, while data obtained from lecturers allows the researchers to evaluate the problem from a different perspective. In this way, the whole picture of related problems was investigated. A holistic approach to these problems is crucial in aiming to develop solution recommendations.

When data on absenteeism tendency is analyzed, it is shown that male students have higher scores in the course content dimension, quantitative field students have higher scores in the course lecturer dimension, and physical education students have higher scores in the course content dimension. These scores are significantly different in comparison with other groups. There is no significant difference for genders on both total score and dimensions of absenteeism tendency. Related literature on absenteeism was researched but no study was found that was carried out with teacher certificate program students. Simsek et al. (2016) developed an absenteeism tendency scale for higher education students. However, this research does not present any findings on differences in variables. Absenteeism attitudes of teacher certificate students differ significantly in certain dimensions. Verbal field and physical education field students have higher scores in the unavoidable dimension of absenteeism attitude, and verbal field students have higher total scores in absenteeism attitude. There is no significant difference between genders on either the total score or dimensions of absenteeism attitude. With similar results to the current study, Usta, Simsek, & Ugurlu (2015) researched absenteeism attitudes of university students, comparing different faculties, and identified no significant difference.

In the current study, views of teacher certificate program students show that absenteeism is seen as a right in unavoidable situations such as health or family problems. They also indicate that if the course is interesting or the lecturer makes the course attractive, then there is less absenteeism. Attendance to classes is associated with success. Ugurlu et al. (2015) researched the reasons behind absenteeism for university students and found that the primary reasons for absenteeism are "health problems, personal problems, sleep disorder, quality of the lecturer, course attractiveness, studying." The current study has similar results. In a study researching the difficulties teacher certificate program students face, Nayir and Cinkir (2014) argued that those students stated that they have an absenteeism problem. The students also emphasized that absenteeism should be a right and is necessary in unavoidable situations.

The findings of the current study reveal that the primary reasons for absenteeism are students not paying attention to their courses, long periods of classes, intense courses and exam programs, alternative commitments, other responsibilities and working in jobs, according to teacher certificate program lecturers. Additionally, they state that it is very important for the lecturers to keep the students in class. However, they emphasized no relationship between tuition and absenteeism. In research by Ugurlu et al. (2015), it is argued that the quality of tuition is strongly related to absenteeism. This study suggested some solutions to solve the absenteeism problem for lecturers: improving the quality of courses, teaching methods, and instruction, and giving some homework and responsibilities. The current research also makes some contributions to those suggestions with the recommendations on how to prevent absenteeism. Research into absenteeism by Gump (2006) found that students skip classes if the course has no relation to their real lives, course materials are online, courses are unexciting, the classes are at an inconvenient time or there is no absenteeism control.

In addition to these studies, there is more research into the reasons for absenteeism (Cleary-Holdforth, 2007; Clores, 2009; Moore, Armstrong, & Pearson, 2008; Wadesango & Machingambi, 2011). The findings of these studies can show educators the reasons for absenteeism. There are many reasons for absenteeism that educators cannot control. Nevertheless, drawing on these studies for solutions and applying them is crucially important for both students and educators.

There are significant differences in the environmental factors, and the opportunity and ability dimensions of cheating attitudes. Physical education field students' cheating attitudes are significantly higher than the verbal and quantitative field students' scores, while there is no significant difference in cheating attitude between genders. We were unable to find any study related to the cheating attitudes of teacher certificate program students in Turkey. But there are many studies carried out with university students and teacher candidates (Akdag & Gunes, 2002; Bozdogan & Ozturk, 2008; Cetin, 2007; Demir & Arcagok, 2013; Durmuscelebi, 2011; Er & Gurgan, 2011; Eraslan, 2011; Eret & Ok, 2014; Kucuktepe & Kucuktepe, 2012; Ozden, Ozdemir-Ozden & Bicer, 2015; Ozden, Ucansoy-Basturk & Demir, 2015; Ozgungor, 2008; Ozyurt & Eren, 2014; Seven & Engin, 2008; Tayfun & Yazicioglu, 2008; Unlu & Eroglu, 2012; Yangin & Kahyaoglu, 2009). Most of these studies investigated the difference between genders with regard to cheating attitudes. While some of them emphasized that there were significant differences in cheating attitudes on the basis of gender (Akdag & Gunes, 2002; Cetin, 2007; Er & Gurgan, 2011; Kucuktepe & Kucuktepe, 2012; Yangin & Kahyaoglu, 2009), research by Unlu and Eroglu (2012) argues that there is no significant difference between genders. Within this context, it is argued that there is no single result that provides evidence of particular cheating attitudes.

Views of teacher certificate program students are that cheating is a kind of plagiarism, injustice, fraud, unethical behavior, and never a right. Students claim that cheating may happen once they are about to graduate, the course is too difficult to pass, and the lecturer and observers are tolerant for cheating. They add that there is no need for observers in an ideal exam situation, but that students would try to cheat in the current system in such a situation. They also state that there should not be any relation between program tuition and cheating. Studies conducted into student views on cheating back up the findings of the current research (Bozdogan & Ozturk, 2008; Cetin, 2007; Eraslan, 2011; Ozden et al., 2015; Ozden, Ucansoy-Basturk & Demir, 2015; Ozgungor, 2008; Yangin & Kahyaoglu, 2009).

Views of teacher certificate program lecturers state that cheating is a kind of plagiarism, and highly related to anxiety around failure, intense exam programs, lack of information, and measurement technique. Tuition does not necessarily guarantee success in the program. On the other hand, observers respond to cheating attempts first with gestures as a warning and then they bring it to an official process. We were unable to find any study carried out with the views of lecturers and observers on cheating.

Considering that a teacher certificate program is a kind of teacher training program, attendance should be highly important in training professional teachers and controlled by the lecturers. Education faculties are recommended to regulate placement numbers of teacher certificate program students. In this way, it would be possible for academics to have more precise knowledge about the teacher candidates and keep control of attendance and other factors related to teaching and learning. Lecturers are recommended to prepare course content and teaching methods that are more attractive and need-based. This can improve class attendance. Research findings show that teacher certificate students have a propensity to cheat in general. In these cases, it is important to carry out a formal process for the student who has cheated, and not to underestimate such behavior, in order to prevent cheating. The attitudes of both lecturers and observers are crucial to prevent cheating. As such, they are advised to have a strict approach against cheating. There should be an eligible course to prevent cheating. Seminars on cheating and absenteeism can help raising awareness around these behaviors. Summative evaluations like rubric, portfolio, self-evaluation, and project-performance work can help to have more objective results. Lecturers are expected to motivate and encourage students with an interesting and fruitful teaching learning environment.

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