

normalized in Poland that even people with a high level of faith in free will cheat. What is more, socialization in the Polish school relies mainly on teaching submissiveness and dependence on the teacher, which develops the feeling of greater value of environmental factors. Being a “good student” means submission to the will of the teacher, which is close determinism. Hence the ambivalence in relations between variables. Both possessing control and assuming responsibility for one’s own behaviour and the conviction that random events rule our fate, as well as the conviction that the future has already been planned and an individual has no ability to change it, show positive relations with positive attitudes towards cheating, as well as fairness standard. In addition, differently from what was expected, the idea assuming that genetic and environmental factors constitute as a reason for one’s behaviour turns out to be the only explicit factor “protecting” against cheating. Persons with a high belief in scientific determinism will be more convinced about the necessity to be honest and will have a more negative attitude towards cheating by both themselves and their peers.

## **Conclusions**

The only experimental study carried out so far on the role of free will and determinism in cheating is the study by Vohs and Schooler (2008). It is a psychological examination set in Western culture. The results of the research presented in this paper are contradictory to the earlier ones. Other researchers point out that cultural factors may influence attitudes towards cheating (Chudzicka-Czupała et al., 2013). Hence, it is necessary to conduct intercultural research that could explain the discrepancies arising and ultimately determining the role of determinism and free will in school dishonesty.

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