

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH  
MOHAMED KHIDER UNIVERSITY OF BISKRA  
FACULTY OF LETTERS AND FOREIGN LANGUAGES  
DEPARTMENT OF FOREIGN LANGUAGES  
DIVISION OF ENGLISH



## **An Investigation of Students' Perceptions Towards Cheating During Examinations**

**Case Study:** Second Year LMD Students' of English, University of Biskra

A Dissertation Submitted in Partial Fulfillments of the Requirements for the Master  
Degree in English: Sciences of the Language

**Prepared by:**

Miss. MESSAOUDI Karima

**Supervised by:**

Mrs. SALHI Ahlem

**Board of Examiners**

Mrs. BEN IDIR Samira

Dr. SAIHI Hanane

**Academic year: 2016/2017**

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# *Dedication*

*I dedicate this work to:*

*My father, the proud of my life... May Allah protect him*

*My mother, the source of love... May Allah bless her*

*My dear brothers, their wives, and their children*

*My precious sisters, their husbands, and their children*

*To my little sisters Salima, Fatiha, Amel, and Hana*

*To all my dear family without forgetting any one*

*To all my wonderful friends with whom I shared the university life  
with its lights and shadows.*

*To all the teachers that I have ever met in my life*

*To my supervisor "Mrs. Salhi Ahlem" who was very patient with me*

*To all who supported and encouraged me unconditionally my best  
friends*

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*In the name of Allah, Merciful the most Merciful*

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*I should also express my particular thanks and gratitude to the members of the jury: **Mrs. Ben Idir Samira** and **Dr. Saihi Hanane** who have accepted to read and evaluate the present work.*

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My deepest thanks go to all my friends who have constantly given me support and strength to continue this research and are extended to my colleagues and relatives who never refused to assist me. I am also grateful to everyone who gave me a hand in computing*

*Finally, I would like to express my great pride to my beloved parents, brothers and sisters for their endless love, sacrifice and support in order to finish this study*

*To you my dearest reader*

## **Abstract**

This dissertation investigates one of the most problematic subjects in the domain of English language teaching. It originally aims to investigate second year EFL students' perceptions towards cheating during examinations at Biskra University in order to explore their views about cheating. The current study hypothesizes that if peer influence is the strongest contextual factors, it will affect the level of cheating among students. If technology facility offered new dimensions of cheating, cheating in examinations will open new fields to academic cheating. The present paper consists of two main parts; the theoretical aspect of the study which includes two chapters where we present a general overview about academic cheating in the first chapter while the second chapter examines cheating during examinations, it also introduces at the end how teachers can reduce cheating. The second part is devoted to the practical aspect of the study; in this part we put the theory into practice in a form of fieldwork. In an attempt to investigate these facts, a description method has been undertaken and the data were gathered through two tools: a questionnaire which were administered to fifteen second year students at Biskra University, teachers questionnaire which were administered to six teachers from the present university. All participants responded positively and showed the most of interest. The results revealed that the students are engaged in cheating since they showed their acceptability to cheat during examinations. From their part, teachers have agreed with their students claiming that they have no problem to engage in such behaviors.

## List of Tables and Figures

<b>Table 1.2</b> : External and Personal Factors that Lead to Cheating .....	10
<b>Table 1.3</b> : Cheating with the Use of Technology.....	12
<b>Table 3.1</b> : Students’ Gender Distributions.....	34
<b>Table 3.2</b> : Students ‘Decision to Study English.....	35
<b>Table 3.3</b> : Students’ Attitudes Towards Academic Cheating.....	36
<b>Table 3.4</b> : Students’ Views about their Teachers Way of Teaching.....	37
<b>Table 3.5.1</b> : Students Attitudes Towards Copying from Another’s Examination, Quiz or Homework Assignment.....	38
<b>Table 3.5.2</b> : Students Attitudes Towards Possession or Use of Pre-prepared Notes during Examination.....	38
<b>Table 3.5.3</b> : Students’ Attitudes Towards Allowing Others to Do Work for the Student without Advance Authorization.....	39
<b>Table 3.5.4</b> : Students ‘Attitudes Towards Submitting Work Previously Submitted for Academic Credit without Prior Authorization.....	40
<b>Table 3.5.5</b> : Students’ Attitudes Towards Submitting as One’s Own or any Academic Exercise Prepared Totally or in Part by Another.....	40
<b>Table 3.5.6</b> : Students ‘Attitudes Towards Giving False Excuses when Demending for Deadline in Homework .....	41
<b>Table 3.5.7</b> : Students’ Attitudes Towards Giving False Data Information or Citationin in a Formal Academic Exercises as Inventing Quotation.....	42
<b>Table 3.5.8</b> : Students’ Attitudes Towards Taking Another One Work as One's Own Original Work (a paper or work) without Proper Acknowledgement of the Source.....	42
<b>Table 3.5.9</b> : Students’ attitudes Towards Someone (student or teacher) Prevents Someone else from Finishing his Work.....	43
<b>Table 3.6.1</b> :Frequency of Students Copying Answers from Another Students Sheet.....	44

<b>Table 3.6.2:</b> Frequency of Students Pressure from Peer to Give his/her Answer.....	44
<b>Table 3.6.3:</b> Frequency of Students Using Body Parts as a Source for Copying.....	45
<b>Table 3.6.4:</b> Frequency of Students in Extracting Hints from the Teacher.....	45
<b>Table 3.6.5:</b> Frequency of Students' Changing an Answer on Test Sheet after Grading.....	46
<b>Table 3.7:</b> Students'Reasons to Engage in Cheating during Examinations.....	48
<b>Table 3.8 :</b> Students'most Used Techniques Prepared for Examinations Cheating.....	49
<b>Table 3.9 :</b> Students' Perceptions Towards Helping Peer to Cheat in Examination.....	49
<b>Table 3.10:</b> Students' Views about Technology Facilities.....	50
<b>Table 3.11 :</b> Students Feeling after Cheating.....	51
<b>Table 3.2.1 :</b> Teachers' Gender.....	55
<b>Table 3.2.2 :</b> Teachers Qualifications.....	56
<b>Table 3.2.3 :</b> Teachers' Experience in University.....	56
<b>Table 3.2.4:</b> Teachers Views'about the most Famous Academic Dishonest Behaviors.....	57
<b>Table 3.2.5:</b> Teachers Views about "Cheating during Examinations"as a Widely Spread than the Other Behaviors.....	58
<b>Table 3.2.6 :</b> Teachers'Opinions about Students Learning Styles.....	59
<b>Table 3.2.7 :</b> Teachers'Beliefs about Students Reasons to Cheat.....	60
<b>Table 3.2.8 :</b> Students Perceptions Towards Class and Facilities.....	61
<b>Table 3.2.9 :</b> Teachers' Attitudes Towards Students Behaviors that are Associated with Cheating.....	62
<b>Table 3.2.10 :</b> Teachers Preventive Measures in Increasing the Number of Proctors in Examination Room.....	64
<b>Table 3.2.11 :</b> Teachers Preventive Measures in not Burdening Students with Memorization.....	65
<b>Table 3.2.12 :</b> Teachers Preventive Measures in Depending on the Essay Questions rather than Questions that Facilitate Cheating.....	66

<b>Table 3.2.13 :</b> Teachers Preventive Measures in Increasing Students’ Awareness of Cheating Consequences.....	66
<b>Table 3.2.14 :</b> Teachers Preventive Measures in Inflicting Sever Penalty on Students who Practise Cheating .....	67
<b>Table 3.2.15 :</b> Teachers Preventive Measures in Making Students Sit in Large Seats that are Spaced from Each Other .....	67
<b>Table3.2.16:</b> Teachers Preventive Measures in Using Modern Methods in the Evaluation of Exam .....	68
<b>Table 3.2.17:</b> Teachers Preventive Measures in Making Questions Clear Comprehensive and Relevant to the Students Capacities .....	68
<b>Table 3.2.18:</b> Teachers Preventive Measures in not Confusing Students with Intensive Course Material and Selecting the Appropriate Time.....	69
<b>Table 3.2.19:</b> Teachers Preventive Measures in Taking Into Account Special Circumstances of Students .....	69
<b>Table 3.2.20:</b> Teachers Preventive Measures to Test Students Through Practical Application rather than Theoretical One.....	70
<b>Table 3.2.21:</b> Teachers Preventive Measures to Prevent Students from Entering Electronic Devices to Exam Room .....	71
<b>Table3.2.22:</b> Teachers Preventive Measures in Making Exam Proctors Comply with the Exam Instructions.....	71
<b>Table 3.2.23:</b> Teachers Measures to Prevent Students from Cheating.....	72
<b>Figure 1.1 :</b> Forms of Academic Cheating.....	07

## **List of Acronymes**

**App** : Application

**CCTV** : Closed Circuit Television

**EFL** : English as a Foreign Language

**GPA** : Grade Point Average

**IPODS** : Internet Portable Open Database (s)

**MCQ** : Multiple Choice Question

**MP3** : Moving Picture Experts Group Layer-3 Audio (audio file format/extension)

**PDA** : Personal Digital Assistant

## List of content

<b>Dedication</b> .....	<b>II</b>
<b>Acknowledgement</b> .....	<b>III</b>
<b>Abstract</b> .....	<b>IV</b>
<b>List of Tables and Figure</b> .....	<b>V</b>
<b>List of Acronyms</b> .....	<b>VIII</b>
<b>List of Content</b> .....	<b>IX</b>
<b>General Introduction</b> .....	<b>1</b>
1. Statement of the Problem.....	1
2. Significance of the Study .....	1
3. Aims of the Study .....	2
4. Research Questions.....	2
5. Hypothesis.....	2
6. Means of the Research.....	3
7. Structure of the Dissertation.....	3
8. Limitation of the Study .....	4
<b>Chapter one : Academic Dishonesty</b>	
<b>Introduction</b> .....	<b>5</b>
1.1 Academic Cheating Definition.....	5
1.2. Forms of Academic Cheating .....	6
1.2.1 Deception.....	6
1.2.2 Fabrication.....	7
1.2.3 Plagiarism.....	7
1.2.4 Sabotage.....	7
1.3 Factors Enhancing Academic Cheating.....	8

1.3.1	Peer Pressure.....	8
1.3.2	Home Environment.....	8
1.3.3	School Environment.....	8
1.3.4	Learning Style.....	9
1.3.5	Educational Anxiety.....	9
1.4.	Acheivment Goals and Academic Cheating.....	10
1.5.	Academic Cheating with the Use of Technology.....	11
1.6.	Academic Cheating as a Victimless Crime.....	13
1.7.	Academic Cheating in Schools.....	14
1.8.	Prompting Academic Integrity.....	14
1.9.	Discouraging Academic Cheating.....	15
	<b>Chapter Summary.....</b>	<b>16</b>
<b>Chapter Two: Cheating During Exmination</b>		
	<b>Introduction.....</b>	<b>18</b>
2.1	Cheating Definition.....	18
2.2	Examinations Definition.....	19
2.2.1	Test.....	20
2.2.2	Evaluation .....	20
2.2.3	Assesement.....	20
2.3	Reasons for Cheating.....	21
2.3.1	Mastery Vs Performance Orientation.....	22
2.3.2	High Stakes.....	23
2.3.3	Extrinsic Motivation .....	23
2.3.4	Self efficacy.....	24
2.3.5	Influence of Peer.....	24
2.4	Cheating is Wrong.....	26

2.5 Methods of Cheating.....	26
2.5.1 Traditional Methods of Cheating.....	26
2.5.2 Cheating Using Technology.....	27
2.6 Teachers Strategies to Stop Cheating.....	28
2.6.1 Preventing Cheating Using Technology.....	30
2.6.1.2 Test Preparation.....	30
2.6.1.3 Test Administration.....	31
2.6.1.4 Prevention (After the test ).....	31
2.7 Student Perceptions Towards Cheating.....	31
2.8 Consequences to Cheating Behavior.....	32
<b>Chapter Summary</b> .....	<b>32</b>

### **Chapter Three : Data Analysis**

<b>Introduction</b> .....	<b>33</b>
3.1 Research Instruments .....	33
3.1.1 Students ‘Questionnaire.....	33
3.1.1.1 Adminisration of the Questionnaire.....	33
3.1.1.2 Description of the Questionnaire.....	34
3.1.1.3 Results of the Questionnaire.....	34
3.1.1.4 discssion of the Questionnaire.....	53
3.2 Teachers ‘Questionnaire.....	54
3.2.1 Adminisration of the Questionnaire.....	54
3.2. 2 Description of the Questionnaire.....	54
3.2. 3 Results of the Questionnaire.....	55
3.2.4 Discussion of the Questionnaire .....	72
<b>Chapter Summary</b> .....	<b>74</b>
<b>General Conclusion</b> .....	<b>75</b>

**Recommendations.....76**

**Bibliography.....77**

**Appendices**

**Appendix 1 Students ‘Questionnaire**

**Appendix 2 Teachers ‘Questionnaire**

**الملخص**

## **General Introduction**

Generally, in education students during their study career are tested to move from one stage to another, exam time is a big challenge for the teachers and students. On one hand, teachers dread the thought of having to set a suitable exam paper while the students feel afraid of not having a certain degree in those crucial steps. Exams and tests are having many problems such as cheating which implies the breaking of the rules, it's also the use of unauthorized means in academic exercise or communicating with other person in such situation for the sake of copying his /her answer, many students cheat only to receive a passing grade so as to impress their parents and teachers. Cheating at universities is a common phenomenon among students of different ages and branches. Currently, the widespread use of Internet and the popularity of mobiles and wireless devices have made it easier for them to cheat in exams the era of technological evolution contributed in both situation; for the students to cheat more and for the teachers to prevent cheating .

### **1. Statement of the Problem**

In the educational schools, cheating is a widespread phenomenon during exams, tests in terms of causes, effects and future plans; the study is addressed to determine how second year EFL students at Biskra University perceive the idea of cheating during exams, why do they cheat, what are the cheating methods, this study is also aimed to establish why and how the students cheat and their perceptions towards cheating during examinations .the appearance of technological devices is the major factor of the high rise of cheating behavior during exams despite the effective ways for detecting and preventing it using equivalent methods .

### **2. Significance of the Study**

The results from this study could reveal multiple perspectives related to cheating during exams in Biskra University, as well as identifying gaps that put institutions at risk. First, university may find this study beneficial in guiding on deterrent measures regarding

students and teachers. Second, students may also reduce cheating. This study will serve as a guideline for any interested researcher. Another major factor is that teachers can confirm students' level as their own (not peers' level). This study will give also self awareness for the university community to understand cheating consequences on the university improvement.

### **3. Aims of the Study**

This study is meant to achieve those objectives:

- To reveal the reasons behind second year EFL students' cheating during examinations
- To demonstrate second year EFL students' attitudes towards cheating during examinations.
- To show the efficient ways to minimize cheating from the teachers viewpoints .
- To find out factors influencing students to cheat during exams.
- To suggest pragmatic solution against cheating.

### **4. Research Questions**

This research endeavors to investigate the reasons of second year EFL students behind cheating, and the following questions are asked to be answered :

- ✓ To what extent do the contextual factors (peer behaviors) affect second year EFL students' perception to cheat during examinations ?
- ✓ To what extent technology facility may offer new dimensions of cheating behavior during examinations ?

### **5. Research Hypotheses**

On the basis of what has been said before, it is assumed that :

- ✓ If peer influence is the strongest contextual factors, it will affect the level of cheating among students.
- ✓ If technology facility offers new dimensions of cheating, cheating during examinations will open new fields to academic cheating.

## **6. Research Methodology**

### **6.1 The Choice of Methods**

This research conducted through the descriptive method as an appropriate way so as to confirm the abovementioned hypothesis to identify the significance of the investigation of second year EFL student's perceptions towards cheating during examinations in Biskra University.

### **6.2 Population of the Study**

The population of the research is second year students and teachers at the department of foreign languages, English division at Biskra University during the academic year 2016/2017

### **6.3 Sampling**

In addition to the students 'sample, we have chosen a sample of 06 teachers from the whole number in the English division to investigate second year students' perceptions towards cheating during examinations. a questionnaire administered to a sample of 50 students in order to have a general overveiw about their perceptions towards cheating during examinations .Furthermore, through students' feedback we will be able to identify students' point of view towards cheating and determine factors influencing students to cheat .Another questionnaire will be given also to the teachers in order to identify the major facing problems during the examinations .

## **7. Structure of the Study**

The present work is divided into three main chapters. The first and second chapters review the related literature .the third chapter is concerned with the practical side of the study. Chapter one is concerned with academic cheating in general in terms of its definition, forms of academic cheating factors enhancing academic cheating such as peer influence and educational anxiety, Academic cheating and achievement gaol also academic cheating with

the use of technology and academic cheating as a victimless crime, academic cheating in schools, promoting academic integrity and discouraging academic cheating .

Chapter two provides a detailed information about cheating during examinations including cheating and examination definitions, reasons for students 'cheating as mastery performance orientation and extrinsic motivation, why cheating is wrong beside to cheating methods throught using technology and the traditional ones, teachers strategies to stop cheating with the use of technology and students' perceptions towards cheating .and its consequences.

Finally third chapter deals with the detailed analysis of both the students and teachers' questionnaire, so as to confirm the above mentioned hypothesis and provide answers to the questions, It includes also the obtained results in this research.

## **8. Limitation of the Study**

It would have been better if the study has included a large number of students and teachers from the University of Mohamed Kheider of Biskra. The researcher has time constraints, as a result; the sample size of the study is limited to 50 students and 06 teachers, from University of Mohamed Kheider of Biskra. Moreover, there are many other factors that affect student's cheating that could not be covered.

## **Chapter one**

### **Academic Dishonesty**

#### **Introduction**

In the present chapter, we review the most basic elements of academic cheating. Indeed we try to look at the different academic cheating definitions by many researchers, forms including: deception, sabotage, plagiarism and fabrication, and factors enhancing it such as peer pressure, educational anxiety. Also we try to mention academic cheating as a critical problem in schools. In addition to the relationship of academic cheating and achievement goals and how it was seen as a victimless crime. the use of technology in academic cheating as well as promoting academic integrity and discouraging academic cheating in schools.

#### **1.1 Academic Cheating Definition**

According to Davis, Drinan and Gallent (2009) academic cheating refers to actions done by the students that mislead, deceive or fool the teacher into thinking that the academic work submitted to him is student's own work. Academic cheating prevents the teacher from the ability to evaluate a student independent knowledge and abilities whereas Gizek (2003.p42) cited in Anderman et al (2007) states that "cheating behavior fall into three categories (1)"giving, taking, or receiving information "(2)"using any prohibited materials "and(3)"capitalizing on the weaknesses of persons, procedures or processes to gain advantages "on academic work

According to Salkind (2008 . p166) academic cheating is "violation of an institution's policy on honesty "whereas some researchers seem to have left the cheating meaning up to the students interpretations of the word to "cheat" those researchers generally have avoided such ambiguity through asking students indirect questions how often they have engaged in specific set of behaviour such as copying from neighbor during an examination rather than asking direct questions as other researchers do as : how often they cheat on their work or use "cheat sheets "when they take tests. The former approach is sometimes related with a corresponding set of

questions that ask students whether they consider the behaviour "cheating" or to rate how it is serious they assume it.

Beside those researchers, many investigators have created various typologies of cheating according to Pavela cited in (ibid p.107) described four general types of academic cheating : "(1) the use of unauthorized materials on any academic activity (eg using cheat sheet during exam) ; (2) fabrication of information, references or results (eg falsifying lab result); (3) plagiarism (eg copying verbatimism another's work without proper attribution); and (4) helping others engage in academic dishonesty (eg allowing others to copy your work)"

Newstead and his colleagues conducted an exploratory factor analysis on 20 academic behaviour and derived five factors : "(1) plagiarism (which include a fabrication item);(2) cheating ;(3) exam,collusion;(4) lying (eg, lying about a medical condition to get an excution); and (5) exam non collaborative ".

Academic cheating and academic dishonesty (the terms are often used interchangeably) has been defined in many ways, and different typologies have been built an effort to map its huge terrain. Academic cheating can be broadly as the use of unauthorized or unacceptable means in any academic work .

## **1.2 Forms of Academic Cheating**

Academic cheating can take many forms such as: crib notes, looking for an answer during exams or any forbidden sharing of informations between students regarding an exam or exercise. According to Sarita and Dahiya (2015) academic cheating is any type of cheating that takes place and related to academic exercise, including deception, fabrication, plagiarism and sabotage.the authors define those terms as follow :

### **1.2.1 Deception**

It is falsifying information concerning academic exercise which is given to the teacher or instructor such as spending extra time on homework and giving false excuses demanding for deadline .

### 1.2.2 Fabrication

It is to give false data information or citation in a formal academic exercises as inventing quotation.

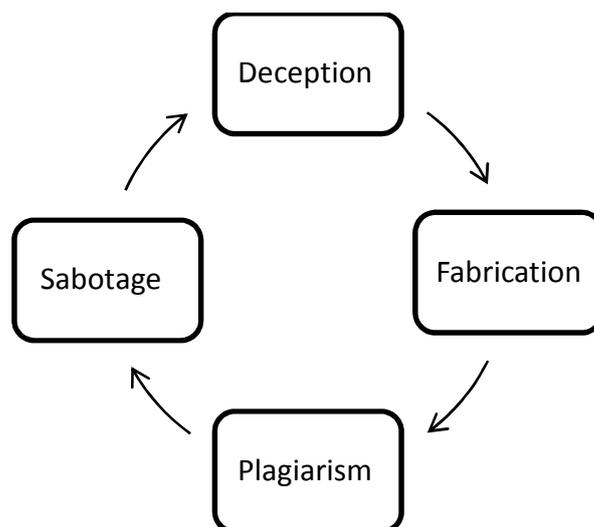
### 1.2.3 Plagiarism

It is to take another one work as one's own original work (a paper or work) without proper acknowledgement of the source.

### 1.2.4 Sabotage

It is also another form of cheating , it's defined as when someone (student or professor) prevents someone else from finishing his work , this form includes cutting pages out of library books or deleting data off of classmate computer. (ibid.)

There are several forms of academic cheating prevalent in school including trying to copy his answers whether during exams such as looking over shoulders of one's mate, copying exam responses or out of exams as replacing a student and passing his own exam, failure to cite other people work, also actions like sabotaging peer ongoing work (ibid)



**Figure 1.1: Forms of Academic Cheating** (ibid, p.794)

The above figure shows the main forms of academic cheating that are prevalent in universities and institutions which are found with different degrees. In addition to the other forms such as impersonation and copying answers from a classmate during academic exercise.

### **1.3 Factors Enhancing Academic Cheating**

Academic cheating is a rising issue among students in order to get good grades, it takes place everywhere and in all the stages, some reasons for the rise of academic cheating include peer, teacher, and parent pressure. According to (ibid.) identifies that the significant factors enhancing academic cheating.

#### **1.3.1 Peer Pressure**

Students can be influenced by what their peer group are choosing academic dishonesty then they are more likely to do the same McCabe (1999) cited (ibid) adolescents are at a time in their life where peer influence and peer pressure are high Rettinger and Kramer (2007) (ibid.).

#### **1.3.2 Home Environment**

Kids and young adults learn to a great extent of their knowledge at home where they have several activities that stimulate their thinking like books and puzzles. Parents help their kids to learn and spend with them a long time on learning. Academic dishonesty is the best solution to get good grades under parental pressure Taylor et al (2002). For some adolescents parental pressure is high at this age in regards to academics Strom and Strom (2008) as cited in (ibid.)

#### **1.3.3 School Environment**

School environment where academic cheating occurs, adolescents may choose academic cheating over academic integrity for several reasons. Adolescents compete against each other for class rank since the latter helps them to edge their way into competitive institutions and colleges some elite colleges accept just the first students so, the average and the weak students engage in cheating to take admission in the best institution Reir and Di

Priso (2002). Teachers have some influence on how to set up their classrooms, as well as goals set and attained throughout the academic school year. Teachers can have mastery goals structure or performance goal structure in their classroom. Mastery goals focus on learning and improvement, whereas performance goals are based on grades and what one can do to be at the top Anderman and Midgley (2004) as cited in (ibid.)

#### **1.3.4 Learning Style**

Learning style like cognitive, affective and physiological behavior as that serves as relatively stable indicators of learners perceive, interact with and respond to the learning environment Keefe (1979) students learn in several ways of learning styles some students are auditory, while others are visual or kinaesthetic learners. If student does not use appropriate learning style and want to score good marks, in this case student use slip or other unfair means to copy.(ibid.)

#### **1.3.5 Educational Anxiety**

It is a combination of anxiety and academic anxiety. Students have many anxieties related to education such as parental and school pressure to achieve a top scores has provoked stress among students, they know cheating is wrong but they engage in it to get the grades, In fact, much of the academic cheating research focused on elucidating possible psychological reasons behind cheating behaviors. More importantly, test anxiety, impulsivity, intelligence, self esteem, locus control, social desirability and guilt Alarape Onakoya (n.d)

According to Baird (1980), Davis et al. (1992) and Hetherington and Feldman (1964). These are the factors that might lead to cheating as cited in Bjorklund and Wenestam (1999)

<b>Researcher</b>	External factors	Personal factors
Baird	Seating order Importance of the test Level of test –difficulty Unfair test Scheduling Supervision	Laziness Awareness of the performance of fellow students Low grades Previously experienced failure A certain expectation of success
Davis et al	Overcrowded, great classes Multiple-choice questions Economic benefit	Wish to help a friend Aversion to teacher
Hetherington &Feldman	Difficult test Lacking supervision Badly organized course	To gain social acceptance /liking

**Table 1.1: External and Personal Factors that Lead to Cheating.** Bojrklund and wenestam(1999)

There are two classes of factors, external and individual / personal .The above table illustrates the two subordinate factors and some reasons mentioned in research done by the abovementioned researchers. According to (Baird.1980) " it seems obvious that the strongest reasons are to be found among the personal factors and that the external factors merely help to ease cheating .The external factors are furthermore a welcome excuses for the students, since they appear to prefer blaming external factor for their behavior "

#### **1.4 Academic Cheating and Achievement Goal**

According to Anderman et al (2007) argues that today the achievement goal theory is the most well established approaches for understanding students academic motivation Weiner (1990). this theoretical framework is appropriate to build potential explanation of students' cheating perceptions (beliefs), environmental perceptions and behaviors as explained by

Mudgley (2002) two types of achievement goals in the achievement goal theory whether to develop ability and to demonstrate it or to avoid the demonstration of lack of ability (P.xi) Mastery goals direct individuals towards developing their knowledge, learning new skills and using self referenced evaluation criteria, whereas performance goals focus on pretending to be clever relative to others , showing of skill , avoiding the appearance of inability , and using norm referenced evaluation criteria . Mastery goals always linked to adoptive "patterns of learning ", performance approach goals related with mixed cognitive, affective and behavioral outcomes Anes et al (1992) as cited in (ibid). Goals theory have enlarged the understanding of academic cheating that's why student engaged in cheating to achieve their goals, by hook or by crook.

In the same time Salkind (2008 .p169) states that "...Mastery goals orient individuals towards developing their knowledge, learning new skills, and using self referenced evaluation criteria. Performance goals focus individuals on appearing smart relative to others, displaying skills avoiding the appearance of inability, and using norm referenced evaluation criteria..."

### **1.5 Academic Cheating with The Use of Technology**

Underwood (2006) declares that the use of digital technologies is rising especially in the area of small mobiles digital technologies such as mobile phones and Mp3 player ,Two – pagers and cellular phones that can send text messages. Personal Digital Assistant (PDA), originally made to store personal information, calendar and information, wireless network access, and can be used to create a database using easy words or short notes as well as messaging

<b>Exploitable features/Device</b>	<b>Storage</b>	<b>Processing</b>	<b>Sending</b>	<b>Accessing</b>	<b>Others</b>
<b>Calculator</b>	Formulae text (electronic crib sheets)	Algorithm ,program storage and excution Graph drawing	Infrared beaming capabilities		
<b>Mobile (cell) phones</b>	Text Images Pictures	Graphical display	Text Images Pictures Email	Web surfing	Increasingly small easily hidden silent in vibrate mode
<b>Pagers</b>	Text		Beaming e mail		Small easily hidden in vibrate mode
<b>PDAs/cell phones</b>	Massive text storage hand written notes		Beaming /messaging /chat e mail	Web surfing	Silent in vibrate mode

	Images Pictures				
<b>Mp3 player</b>	Large amounts of recordable data				Small and easily hidden

**Table 02 : Cheating with the Use of Technology** (ibid, p.06)

The table above shows that technology devices which store, process and send information which could be used for cheating during examinations including calculator, mobile (cell) phones, pagers, PDA, MP3 player having different functions.

The significance of those technological development lies not on the number of technological devices that are available, however in their ready take up by the young and coping with the functionality of the technologies which means that modern desktop and laptop computers now incorporate the functionality of a communication devices.

It is clear that the initial assumptions that the academic cheating misuse of digital technology where it is focused on the use of the Internet and the worldwide webs as means to plagiarize or to gain access to different materials.

### **1.6 Academic Cheating as a Victimless Crime**

For many student academic cheating is not a big deal ; It is crime without victims ,they think that cheating is not wrong but the wrong thing is to get an "F" .According to Stephen (2009) and his colleagues claim that the shift in behavior control from an internal to external focus results in students finding "excuses" for their behavior.this view appears to have resulted in coincided with a change in how a large number of academically dishonest students view cheating .Many of these students have said that they see cheating as a victimless crime, the cheater may benefit from his or her dishonest activities by these actions which do not have

any impact on anyone else. So, it is not wrong to cheat ; no one is going to get hurt. Academic dishonesty is a victimless act since it does not cause problems just for the cheater himself.

### **1.7 Academic Cheating in Schools**

Academic cheating is the student's deceiving, misleading or fooling the teacher who think that the work submitted is the student's independent work. According to (ibid.) in their book argue that cheating is the most critical problem with the appearance of other several problems to think about .As it does not have the same immediate and visible consequence of other students behavior; however, it does not mean that it has a positive effects. Academic cheating is a serious educational problem.

According to Salkind academic dishonesty is like an epidemic, It is the present problem in schools and institutions. Most of students seem to be engaged in it and they are doing so in many different ways, they states that it is not a new problem as it is taking place since many years ago .

### **1.8 Promoting Academic Integrity**

According to Sarita and Dahia (2015, p. 796) academic integrity is :

Academic integrity means honesty and responsibility in scholarship. Academic assignment exist to help students learn ; grades exist to show how fully this goal attained .Therefore all work and all grades should result from the student's own understanding and effort .It is up to each individual to make a commitment integrity, but much can be done to create an ethical "culture" at school and home .An ethical culture is climate that promotes honest and honorable conduct and discourages dishonest, deceitful, and dishonorable behavior.(ibid, p. 796)

Parents can play significant role in declining student cheating .They can talk to their children about how they are feeling academically and whether they are under pressure or not.

Students almost cheat since it is the only way to measure up to a high expectation, parents should clarify to their children that they are expecting from them to do the best, and not to be the best. Thanking a child continuously when he comes home with a good score is a standard parenting procedure, However; parents should be aware of conveying the right message; avoiding blaming children for a low scores and praising them for high ones. It is better to emphasize the effort concept by knowing the hard work they put into their work and encourage better effort in problem areas.

Child should not think that cheating is the last solution to get ahead when the pressure to perform is an increasing focus for them hard work, good communication, and desire to learn help the child to become a better learner and a better citizens for life. Teachers in other hand can also play a significant role to decrease student cheating and the most efficient way is to tell the students about their expectations and school policies. A candid dialogue with students may help deter any problems and conveys clear idea that academic cheating will provoke serious consequences for the students.

A good supportive relationship between the faculty and administration could play major role helping the faculty members to respond to assumed instances of academic dishonesty. A good faculty fit would create level of trust where the faculty members can positively deal with academic dishonest issues in the classroom and be confident of the administration backing of their judgment. (ibid, p.796)

## **1.9 Discouraging Academic Cheating**

According to Maguire, Dean and Newcomb (2011) state that avoiding using the same text continuously: particularly if it is a multiple choice questions (MCQs), true /false or short answer in a format, you are wrong if you may think that the exam has never leave the room since technology makes it easier. In addition to asking questions that need process

demonstration: it is the way of arriving at a specific result, short essays or long /short answers, where it is more difficult for students to copy from other exams. Beside to requiring students to show draft of paper; whether it is graded or not .Using alternative versions of MCQs and true /false exams and distributing them by row in order to know that a student whom you have accused of cheating from a neighbor whose test is different from his version.

Requiring the student desktops to be clear in exam period and any other unpermitted material: no cell phones or other electronic devices that store and retrieve information

The use of calculation in exam as it is used for more than computing during exams, students may have formulas stored in the calculation, It is better to ask them bring in a single formula sheet that they have prepared and this will cut down the temptation to cheat with the calculator .Instructor can ask them also to delete the calculator memory but it takes time to verify before the exam starts. Discussing plagiarism within the class, sometime ignore the work they turn in must reflect their own thinking analysis and synthesis .they plagiarize whether they intended or not, through reading, taking notes (slopping) and then writing .

Keeping exams proctored, the teacher should be on the lookout for any evidence of academic dishonesty while student trying to complete their own exams. Finally, establishing a policy that is not allowed to come back to the exams room after leaving to complete their exams; who left they have completed the exams as cited in (ibid.).

According to Sarita and Dahiya (2015) some forms of academic cheating like electronic devices are difficult to detect them due to their sophistication that is why it is important to make effective proctored tests , Faculty should be aware for the use of unpermitted notes or other devices . The availability of cell phones has given chances with new mechanisms to commit acts of academic cheating.

## **Chapter Summary**

This chapter has dealt with academic cheating as a familiar problem of any university , it includes definitions, its abovementioned forms, how to detect and prevent academic cheating

through using two ways the first one promoting academic integrity and the second one is discouraging academic cheating this latter is immediate action during the occurrence of the academic cheating. Also the most important factors influencing students to involve themselves in such behaviour and how does the achievement goals affect academic cheating, the students perceptions towards academic cheating as a victimless crime as well. In addition to the use of technology in academic cheating and how it makes it easier for students to engage in such practice.

## Chapter Two

### Cheating During Examination

#### Introduction

Cheating is a serious problem in many countries. The cheater gets higher marks than deserved, thus reducing the efficiency of a country's educational system. This study is meant to define examination, cheating, its reasons and why cheating is considered a wrong, cheating using traditional /technological methods, administration and teacher's strategies to prevent cheating, and finally the consequences of cheating on the students and teachers. What the student's perceptions is about a cheating behavior whether their attitudes differ among one and another or not.

#### 2.1 Cheating Definition

According to Academic Senat (1979) Cheating is the actual practice of fraudulently acts for the purpose of improving one's grade or obtaining a course credit. Inappropriate behavior reasonably interpreted as evidence of the intent to cheat is also interpreted as cheating for the purpose of this policy. Typically such acts occur in relation to examinations. However; It is the intent of this definition that the term "cheating " is not limited to examination situations only. But that it includes any and all actions by student that are intended to gain unearned academic advantage by deceptive means. According to holleque (1982.p. 16) "cheating is one form of academic dishonesty that refers to deceptive student practices in grading their own examinations in classes .these practices include changing one or more answers and / or not marking two or more incorrect responses .cheating will be associated with college students , unless otherwise indicated"

Reverso dictionary defines cheating as "to deceive or practise deceit, esp .for ones own gain; trick or swindle ", while in Merrriam Web (1993) cheating is defined as, "to deprive of something valuable by the use of deceit or fraud ". (Cizek, 1999) as cited in Finn and

Frone (2001) state that "cheating in schools is regarded as violation of prescribed rules or standard conditions for completing school assignments and tests".

Whereas Underwood (2006) states that cheating in tests and examinations is a dishonest practice encompasses any action by student(s) to gain an undue advantage in any form of assesement .Such as: looking at an examination paper of another student , actively colluding with another student within the examination hall either by signals or electronic means , obtaining information from a third party outside via a digital technology, imprsonating or substituting ,that is taking the place of another student in examination or the vise versa , obtaining unpermitted information prior to the administration of the exam papers, distributing an examination paper prior to its administrations ,without the express permission of an appropriate member, replacement of ligitmate answer booklets during examination with one prepared before , and using unauthorized equipements during examination such as the Internet via mobile phone .

According to (n.a, n.d) cheating is defined as fraud, deceit, or dishonesty in academic assignement,or using or attempting or assisiting others to use materials that are prohibited in the context of academic assignement such as: copying another answer during exam, communicating answers with other person during exam, preparing a calculator that contain answers for exams, using unauthorized materials during exams, allowing others to do an asssingement for another one, submission of the same assignement for more than one course without the permission of the instructor, collaborating on an exam or an assignment with others without the permission of the instructor, and taking an exam for another person or the vise versa.

## **2.2 Examinations Definition**

Before speaking about examination it is better to have a look on the specific terms test, evaluation and assesement

Iseni (2011) Assesement in general is closely related with language assesement,

which can be done through language tests which is a method of measuring a person's ability or knowledge on a given subject, They are usually carefully designed and have identifiable scoring rubrics. Tests are prepared by administrators, students prepare for them, and their answers will be measured through correcting errors and mistakes, a language test is a way to judge what students know, in order to help them improve their performance and give them criteria for success .

Deygers (n.d) defines those terms as :

**2.2.1 Test** : "An often formalized (collection of) of task(s) designed to determine a test taker's ability, knowledge or intelligence." Dochy (2002) cited in (ibid.p.09)

**2.2.2 Evaluation** : "The judgement made about test taker's ability knowledge or intelligence, based on his/her test performance." Douglas (2000) and Lynch (2003) (p.10)

**2.2.3 Assessement** : "Judging the ability of the learner based on a test or otherwise and using this judgement as a constructive element in learning over time." Gipps (1994) and Lynch (2005) cited in (ibid.p.11)

Burgess and Head (2005) state that preparing student for an examinations is a special responsibility since exam results can have a crucial impact on people's lives and careers ; exams provide access to higher levels of education and open doors to certain professions. Even if student is taking an exam for his own personal interest, or because their school requires them to, it still an important event in their life to demonstrate success .

Ingram (1974, p.313) as cited in Rahman and Gautam (2012, p.04) is of the view that :

Tests, like examination, invite condidates to display their knowledge or skill in a concentrated fashion, so that the result can be graded, and inferences made from the standard of performance that can be expected from the condidate, either at the time of the test or at some future time (ibid,p.04)

A test is conducted to measure the knowledge of a person and to compare him with others who belong to the same group.

As cited in (ibid, p.04) "examination refers to particular standard that is to be achieved by the learner after a particular level." Examination is regarded as an attempt to find out whether the students have attained certain predetermined standard .So it is linked directly with an externally fixed standard of achievement Bhat (1992) is of the view that the present examination system is conducted to determine fail or pass of the participants (ibid.).

Examination is an important aspect of the education process and teachers use them to check their students knowledge whether they are attentively following their education or not. Whereas during examinations, some students do not do their exam by themselves and other candidate sit on behalf of others. These wrong doing actions resulted to the failure of educational quality within universities and the teachers would keep the quality of his/her teaching and handle the unfair means in examinations.

### **2.3 Reasons for Cheating**

The reasons behind cheating during exams may vary from one culture and context to another depending on educational system, nature of examinations and the purpose for which the examinations are taken. According to McCabe et al (2006) there are typical reasons for cheating and divided it into three categories: psychological, demographic, and situational. those reseachers indicate that psychological factors appear to play the most important role in student cheating. Roth and McCabe found a strong correlation between students values and cheating. Demogeaphic factors seems to play less significant role in determinig whether or not the student will cheat ; some demographic factors such as: GPA, gender, and participation in organization appear to have a correlation with cheating rather than ethnicity and religious beliefs .Finally , there are a few investigations into how situational factors that have a little effect, such as pressure to succeed in school, external work commitements, heavy course loads and financial aid or scholarship requirements affect academic dishonesty. (ibid)

Whereas McCabe and Trevino (1997) cited in Sharder et al (2012.p.5) found that "peer influence is among the strongest demographic and contextual factors affecting the level of cheating among students .Moreover, a previous study done by these authors found that both peer pressure and technology increased the variety of classroom cheating "(McCabe and Trevino, 1996) (ibid)

Evans and Graig (1990) also state the reasons most cited by students to engage in cheating as cited in Satterlee (2002) that are fear of failure, desire for better grades, pressure from others to do well in school, low level of self efficacy and competition. Students felt cheating as a justifiable behavior when course objectives were unclear or the teacher was incompetent.

As cited in (ibid.) cultural factors in an institution were also prevalent to contribute in academic dishonesty in the classroom .cheating occurs most often when the institution or the classroom culture accepted cheating McCabe and Drinan (1999) .Teachers contribute as well directly in cheating through neglecting and not confronting such behavior Puller (2001). Ormord (1999) in his social learning theories states that if there were not observable negative consequences to cheating in the classroom, Students may be more likely to engage in the unwanted behavior of dishonesty.whereas Carlson (2002) argues that when the school administration neglects teachers 'efforts to report plagiarism or cheating; teachers are more likely to ignore such behavior.

In the other hand, Lang (2013) point of view that are specific features of learning environment that can influence students decision whether to cheat or not the contextual factors which influence cheating are the following:

### **2.3.1 Mastery Vs Performance Orientation**

According to Anderman and Murdock (n.d) cited in (ibid) from a survey which is done of the ancient Olympics that a strong emphasis on performance may help induce individuals to cheat. when a student or competitor has just one shot at a performance as opposed to

multiple chances to master a skill, it seems logical that he would be more likely to seek any possible advantage to improve his performance in that one occasion .

Anderman and Murdock with other psychologists (n.d) cited in (ibid) provide support for the above mentioned theory .They have done a number of studies researching the extent to which the performance orientation of the learner influences students to cheat . Anderman and Murdock (n.d) distinguish between two types of learners who pursue understanding as mastery, task or learning oriented, whereas those whose primary goal is to demonstrate their ability are termed performance .Those researchers and their colleagues have found repeatedly that students who have performance orientations towards their courses are more likely to cheat than others who have mastery orientation towards those courses. But these performance and mastery orientations can also be considered as a classroom characteristics beside to a learner characteristics .So classroom environments that emphasize grades and competition among students are more performance oriented than the other ones that emphasize learning for the sake of mastery.And a positive relationship between cheating and performance orientation will be constructed .

### **3.3.2 High Stakes**

The more pressure you load onto any exam, the more likely to have a student who respond to that pressure with academic dishonest measures. Suen and Yu (nd) cited in (ibid) in their contemporary analysis have argued that of exam history the high stakes attending to the exam produced a range of unintended consequences, including rote memorization of model performance rather than deeper learning or understanding, and focusing on test -taking skills. the higher the stakes that you load onto any specific exam or performance, the more you are tempting students to engage in any means necessary to succeed.(ibid)

### **2.3.3 Extrinsic Motivation**

When a learner is focused on mastering a skill for the sake of learning or knowing that skill (intrinsic motivation), they are less likely to cheat than a learner who seeks to pass an

exam in order to win an award or avoid a punishment (extrinsic motivation).therefore , learner 's focus on extrinsic rewards, as opposed to intrinsic ones, will lead to a greater cheating pressure for good grades from a parents, obviously, acts an extrinsic motivation. Students who put pressure on themselves to acheive good grades cheat less than others since extrinsic motivation for grades does not necessarily exclude intrinsic motivation to learn. high- achieving student may desire both to learn and to achieve good grades as a result of that learning (ibid.).

### **2.3.4 Self efficacy**

Researchers have found that students who have a low sense of self efficacy, a belief in their ability to succeed in relation to an academic task are more engaged in cheating; if students believe that they are not capable of succeeding on an exam, they will be more likely to cheat .Because the students'sense of self efficacy clearly resides within them instead of within a teacher's classroom practice when students have high self efficacy beliefs and expect to succeed at an academic task, cheating is probabaly neither necessary nor a usefull strategy(ibid.) .

### **2.3.5 Influence of Peer**

Researchers from Bowers to the present day ones as cited in (ibid) studied the student perceptions of his peer cheating behaviors and his peer approval or disapproval of cheating , If a student believes that his fellow students approve cheating he is far more likely to cheat . Both Bowers and McCabe have documented the influence of peer as consistently the influential factor which influence whether the student to cheat or not.

McCabe and Trevino in their 1993 replication of Bowers survey, found a simillar result: the most powerful influential factors on student cheating were peer-related contextual factors, they break down those factors into three categories: academic dishonesty was lower when respondents perceived that their peers disapproved such misconduct, it was higher among fraternity members, and it was higher when students perceived higher levels of cheating

among their peers. According Bandura (1986) as cited in McCabe, Trevino and Butterfield (2001) They hypothesized such relation, although they were somewhat surprised by its strength. Indeed, they concluded that :

the strong influence peer's behavior may suggest that academic dishonesty not only is learned from observing the behavior of peers , but that peer's behavior provide a kind of normative support for cheating .the fact that others are cheating may also suggest that, in such climate, the non- cheater feels left at disadvantages . Thus cheating may come to be viewed as an acceptable way of getting and staying ahead (ibid, p. 04).

Students cheat to improve their grades according to Cizek's review (1999) cited in Finn and Frone (2001) "the research is consistant and unequivocal cheating is inversely related to achievement ; that is cheating occurs most among student with low achievement." Whereas Whitley and Keith-Spiegel (2002), there are many poorly performing and do not cheat in the same time students who are highly achieving and do cheat. So, cheating is motivated by only those factors there other ones such as (a) pressure to keep getting good grades, (b) failure avoiding, (c) unfair school perceptions.(d) shortage of time allotted to school work ,and (e) moncondentory attitudes towards cheating .

Cizek et al (1999) claim that external pressure perceived by students to perform lead them to more likely to engage in student cheating rather than failure .Concerns about performing well may derive such factors as parents presure, heavy school workloads, or inadequate time to study while Evans and Graig et al (1999) state that cheating is more likely among students with low self efficacy. Murdock et al (n.d, p. 109) study concluded that "Doubting one's ability to bring about a desired result might lead to reliance on other strategies for success" (ibid.).

Murdock et al (2001) as for the middle school students cheating is more likely to occur as well when students feel alienated from school and disassociate from school rules and procedures; cheaters viewed their teachers as having less competence, less commitment to good teaching, and less respect of students than the non cheaters did. Whereas in high school, Golabrese and Cohan(1990) state that students who hate school and feel of school and teachers unfairness, are more likely to cheat than other ones.

Bandura (1999) argues that academic self efficacy embodies a person's evaluation of his/her ability to perform a task, achieve goal, or overcome an obstacle; low self efficacy is related to low academic motivation in the promotion of cheating Schunk (1991) also shared the same view stating that students who have confidence in their academic ability are less likely to cheat comparing with other ones whose confidence was lower (ibid.).

## **2.4 Cheating is Wrong**

Lickona defines five reasons why cheating is wrong cited in Niels (n.d) Cheating will lower student self respect, since he can never be proud of anything got by cheating, cheating is a lie, as it deceives other people into thinking of having the knowledge more than the student have, cheating violates the teacher trust that what will be done is the student own work, it undermines the complete relationship between the teacher and his class as well, cheating is not fair for the non cheaters, and who cheats in school, he will find it easier to cheat in his other life situations.

## **2.5 Methods of Cheating**

### **2.5.1 Traditional Methods of Cheating**

According to Gurran, Middleton, and Doherty (2011) states that there are many traditional methods that are used by students for cheating during examinations.

Students keep their pencil case on their desk where they hide notes to help them during examinations .A pencil case was also used in other ways." the graffiti method " was also used in the past; the cheater writes messages and draws all over the pencil case, having small areas

empty where he can write formulas which will aid him in the exam. Hiding notes is also another method where students can hide notes in their school jackets or even in their socks, When the proctors are not looking, they could then take a peek at their notes. This method is not easy to do while a person turns around in the examination hall this immediately attracts him. Arms and hands are used to cheat but it is limited space on the body to supply the information required where students write notes in the inside and the back of their arms and hands (ibid.).

While taking an exam sometimes it is unpermitted to leave the pencil case on the desk, they were only permitted to leave the necessary items such as pen, pencil, ruler and sharpener, this idea of hiding notes behind the ruler has been going around for a long time. As it is long and thin, it provides limited space for students to write notes on. As a student, he can hide notes in toilets and then asks to go to the toilet at anytime where they can look at their notes there and return to examination hall. This method obviously has a downfall since it is impossible to go to the toilet frequently (ibid.).

### **2.5.2 Cheating Using Technology**

Old mobile phones have less features meaning that a cheater was limited to what they could achieve. A student could use mobile phones to text somebody outside to get the answer. This would be somehow difficult in a typical exam hall although many students would be able to text without looking at the mobile phone. The outside person would be at a computer to quickly look up the answer and text the student back. Nearly all mobile phones now have a built-in camera so a student is able to take a photo of notes which are taken at home and then looking at them in the exam hall, In addition to, he is able to take a photo for the actual questions and sends it to someone else outside where he sends the answer back as an image or a text message. Other features can be used including a calculator on the mobile phone and conversions features which allows the user to convert numbers, weights the web browsers are also used directly by the cheater in an exam (ibid.).

Calculators can store formulas, fractions and texts, the scientific calculator with a specific features can provide a cheater with fast and easy method to get the answers .this piece of technology can be harder to detect by the proctors in some cases where the calculators are permitted to be used . MP3 players such as the IPODS shuffle is not difficult to disguise as it is small and the lead of the earphones can be hidden below the clothing .Students use an MP3 to cheat through recording their answers in form of oral voices. Some MP3 players can store images and videos that can be used to cheat (ibid.).

Wireless receivers are combined devices used with wireless earphones, the student would have to whisper the questions when cheating using the microphone.Accordingly it would be picked up by someone outside who would look up the answers and then saying it into microphone that would be braodcasted into the earphone of the student. PADs can also be an open notes and searching for information on the web. The Iphone may have "an app for that ".in case of examination history; the app can be downlaoded that contain dates and events descriptions (ibid.).

Invisible ink pen which are not invisible to the naked eye but when special light is shone over the text, the writing then becomes visible. When no one is looking the cheater could shine the light over the writing to make it clear (ibid.).

## **2.6 Teachers Strategies to Stop Cheating**

According to Davis, Drinan, and Gallant (2009) state that teachers can reduce cheating through several steps:

Reducing oppertunities for cheating via attending to crowded examination conditions and ensuring that assesement are meaningful and fair, They should be clear on syllabi that academic integrity is important to them and what is authorized and what is not in terms of collaborations in group work ,Talking to students several times about academic integrity, they should also report students who do violate their compus integrity policy so that they can learn

what constitutes acceptable and unacceptable behavior , and pushing administration to make academic integrity as a strategy priority

According to Satterlee (2002) there are four areas of intervention that can teachers and administrators enact to reduce the occurrence of student academic dishonesty: honor codes, student ability, opportunity to cheat, and the consequences of cheating all of which require teacher's vigilance.

Schools that have a comprehensive honor codes in place experience a decrease in cheating. The functions of the honor code is defining cheating, clarifying the implications, according to McCabe and Pavella (1999) awakening many students to the seriousness of cheating. Broussard (2002). It has noted that, "...the most important element of a (n)...honor code is significant student involvement in designing and enforcing " the academic integrity policies of institution as cited in (ibid, p. 5). honor code should ensure that consequences of cheating will be fairly and consistently applied to all students.

Course work assignment must match students current level of academic ability, Teacher must ensure that students have the knowledge and ability to independently complete the assignment when a term paper is assigned. Gomes (2001) states that teachers can help student all over a period of time throughout writing assignment by asking and commenting on the student work in each stage. This will ensure to the teacher that is the student own work from one hand and allowing the teacher to provide feedback to help them overcome deficiencies through scaffolding them in another hand (ibid.).

The teacher should endeavor to make classroom cheating impossible .According to Pullen (2007, p.7) courses "...dealing heavily with facts and definitions ...lend them to cheat sheet use ". Murdock (1999) Although cheat sheets will become useless if tests do not focus on rote understanding of factual information, but concentrate on higher levels of Blooms Taxonomy, that should focus on strategies rather than solutions as cited in (ibid)

Gomes (2001) states that open-books, exam practical applications, reduce cheating by requiring student to justify their answers. Students are 25% less likely to cheat in case of providing the same test multiple versions, providing multiple versions and avoiding multiple choice and True/False questions. Bushweller (1999) suggested washing desks so that information can not be shared between students or saved from a previous day (ibid).

To avoid cheating teacher should be a prevalent in exam hall, roving the aisles, monitoring students Bushweller (1999), and providing alternate seating to space student apart Cole and McCabe (2000) as cited in (ibid)

### **2.6.1 Preventing Cheating Using Technology**

So as to combat the growing trend in cheating with technology counter measures are needed, there are several approaches that could be used. Jammers are intended to prevent radio equipment from receiving and transmitting signals relevant to their functions. Use of such devices therefore constitutes the specific offence of causing deliberate interference. As for jammers, they should be strong enough to block phone signals (ibid.).

Detection devices could also be implemented in examination halls, those devices used to identify mobile phones that are active and which silently detect mobile technology devices when they are switched on or off and when in use. The use of CCTV cameras within exam hall that allows student to be monitored more closely and each offences should be recorded. The idea of the prevalence of this camera CCTV alone might scare of being watched more closely (ibid.).

According to Cizek (1999) in another way provided an excellent summary about how to prevent cheating in examination which is divided into three categories as cited in Whitley and Keith-Spigel (2002)

#### **2.6.1.1 Test Preparation**

As cited in (ibid.) It is not easy for the instructors to imagine that their own students would steal from them. Students sometimes try to get an exam copy prior to its

administration. Therefore exam copies should always be kept under lock and key .If copies are kept in the form of computer files, they should be on diskettes that are securely stored .Exam copies also should not duplicated by student employees who might be pressured by friends to provide a copy of the exam

### **2.6.1.2 Test Administration**

A review done by Cizek (1999) and Whitley (1998) stating that there are several techniques used in this stage to reduce cheating . Proctoring, the two most famous forms of cheating during tests are crib notes use and copying from other student and both of them can be discouraged by careful proctoring of the exam Aiken et al (1991) claim that having proctors move around the exam hall and proctoring the back of the exam room as well.Cizek (1999) states that (pencil tapping, nose sniffing or blowing, coughing) and visual (using fingers or the four corners of the desk) are signs for asking in class assistance (ibid.).

### **2.6.1.3 Prevention (After the test)**

Getting information about a test from students who took it earlier is not considered to be a form of cheating by many students , Some of them may write down or memorize questions to pass them on to another students who will take the exam later on as a makeup exam .An effective way to deal with this problem is to use totally different test questions for each exam (ibid.).

## **2.7 Student Perceptions Towards Cheating**

Ozment, Smith, and Stetter (n d) argue that students' perceptions towards cheating are strongly linked to their actions.(na,n d) suggest that during student progress through college, they may become less approving of cheating .Whereas Greene and Saxe quote a student stating that students view that cheating is commonplace and in their point of view it is an "accepted norm".Those students who progress through college watching their surroundings contribute in suspect behavior which entails student to become more ambivalent towards cheating .Kleiner and Lord quote; a junior at a state university as saying:

I realize that it is wrong, but I don't feel bad at it, either, partly because I know everyone else is doing it .If I ever stole a test or something I'd feel guilty. But just getting a couple of answers here and there doesn't bother me as cited in (ibid, p.02).

## **2.8 Consequences to Cheating Behavior**

Ormord (1999) as cited in Satterlee (2012) argues that student can not have the expectation of success if they choose to cheat when teacher must ensure that there is no incentive for academic dishonesty. The student may model the cheating behavior because he dose not see any negative consequences of another being acdemically dishonest.

Consequences to cheating must occur in a timely manner. School administration should outline specific punishment for cheating offenses and enforce them consistently. Bushweller (1999) states that "teachers can 't let student beleive that it's okay to cheat". He suggested as well some academic dishonesty consequences such as: assignement or test failure, no second chances, parents are contacted, the offence goes on disciplinary records and the student is barred from honor society memberships (ibid.).

## **Chapter Summary**

To conclude this chapter, we can say that cheating in examinations is a form of academic dishonesty. we tried through this chapter to give a general view about cheating during examinations ,examination definition, the main methods of cheating including the traditional ones and cheating using technology ,how cheating can be prevented by teachers and how second year EFL students perceive the idea of cheating, the several reasons and factors that contribute to students 'cheating, why cheating is wrong and finally the consequences of cheating behavior on the student and the university.

## **Chapter Three**

### **Data Analysis**

#### **Introduction**

This chapter is concerned with the data collection and analysis. It provides a description of the research methods, instruments and procedures used in this research. Two questionnaires are used as a tool to gather data from the participants. The first questionnaire is provided for teachers to get information to our study, while the second one is provided to students to gather data about their attitudes towards cheating during examinations. This chapter includes the aim, administration, description and the analysis of both teachers' and students' questionnaire. In addition to the discussion of the results. By the end, the researcher suggests some points, which are recommended to be applied by the teachers in order to eradicate cheating behaviors from university

#### **Research Instruments**

In order to confirm or reject our hypothesis and find out the aims of the present research two data gathering tools were used: a questionnaire administered to second year EFL students and another one for English department teachers in Biskra University.

#### **3.1 Students Questionnaire**

It is an instrument from our data gathering tools, it has done to consolidate our data and to collect additional information that serves our study for testing our hypothesis. The students' questionnaire aims to find out students' attitudes and perceptions towards academic dishonesty and cheating during examinations.

##### **3.1.1 Administration of the Questionnaire**

The students questionnaire was distributed on 12 of March 2017. It was addressed to 50 second year students at the department of foreign languages, the branch of English

University of Biskra. It has been distributed randomly to students and they handed it back as they have finished answering the questions

### 3.1.2 Description of Students Questionnaire

The questionnaire consists of (14) questions in three different sections. The first two questions include background knowledge about students' gender, the choice of studying English, and their justifications about that. The second section consists of questions from (3) to (5) which investigate students' opinions and perceptions towards academic dishonesty in general. The third section includes questions from (6) to (14) It aims to identify the students' perceptions towards cheating during examinations. The questionnaire consists of different types of questions open and open ended questions

### 3.1.3 Results of Students Questionnaire

#### SECTION ONE: Students' Background Information

Item 1: Gender

Gender	N ° of students	Percentage
Female	43	86 %
Male	07	14 %
<b>Total</b>	50	100 %

**Table3.1: Students' Gender Distribution**

This item reveals that out of 50 participants, the proportions ( 14%) are males and (86%) are females. This female over representation is due to the fact that females are more perseverant and motivated than males to carry out their studies . In addition to, it can be also explained by the natural growth for females over males during the recent years.

**Item 2: Choice of studying English**

<b>Response</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Free</b>	46	92%
<b>Imposed</b>	04	08%
<b>Total</b>	50	100 %

**Table 3.2: Students Decision to Study English**

This item aims at determining whether students are studying English according to their desires or not .The above table represents students` attitudes towards studying English, the great majority of students with (92%) who choose to study English because they like it and only (08% ) were imposed according to many reasons which are as follow :

✓ **Imposed:**

Students who are imposed to study English gave their justifications as follows:

- I was not able not to choose another branch (03 students).
- My parents imposed on me to study English according to their desire (01student).

✓ **Free:**

Students who choose to study English by themselves gave the following justifications while two students escape from the answer :

- It is a universal language in order to get a good job (04 students).
- I love English language (38 students).
- I learn it so as to travel abroad (01 student).
- The only choice (01 student)

## SECTION TWO : Academic Dishonesty

**Item3:**Do you think that academic cheating is an ethical behavior ?

Response	N° of students	Percentage
Yes	36	72%
No	14	28%
<b>Total</b>	50	100%

**Table 3.3:Students' Attitudes Towards Academic Cheating**

This item aims to identify students' attitudes towards academic cheating whether they are engaged on it or not. This table indicates that (36) with (72%) of respondents claim that they have no problem to engage in any academic cheating whether during examination or before , However, (14) students with, (28%) said that they have a big problem if they have engaged in any act of the academic dishonest behaviors. This means that the majority of students perceive the idea of academic cheating as a normal behavior, and they engaged in it. However, others maybe because of their beliefs that it is wrong to do that and both of them gave the following reasons :

Only 29 out of 36 students who answered "Yes" to this question and they said that it is ok to cheat in different situations and the following are their justifications :

- I am average and I have to get access to the different competitions, academic cheating is the only solution (08 students).
- If I do not cheat, I will be put on disadvantage (09 students).
- Cheating is an easy way to succeed (06 students).
- None of the cheaters have been punished (04 students).
- Whether I cheat or not marks will not reflect my real level (02 students)

Students who said " No", they gave the following explanations:

- Cheating in examinations is a bad behavior because you will only deceive yourself by someone else marks (06 students)

- Who succeeds through cheating and he gets job with no education, this work is considered as corruption (02 students) .
- It makes students rely on it during exams which will lead them to be careless about their studies (01 student).
- It is unethical behavior, it destroys one's future (01 student).
- It makes the one who cheats equal in level to the one who work hard, and it's wrong (04 students).

**Item 4:** Do you think that your teachers emphasize mastery (students develop their knowledge over performance (students pretend to have the knowledge and get good grade) ?

<b>Response</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Yes</b>	35	70%
<b>No</b>	15	30%
<b>Total</b>	50	100%

**Table3.4:Students' Views about their TeachersWay of Teaching**

This item sheds light on students'views about their teachers way of teaching whether the teachers emphasize mastery over performance or not .The above result indicates that, (35) with (70%) of the students' percentage said that their teachers emphasize mastery over performance (teacher focus on students comprehension rather than students'high grades with empty minds ). However, the minority of students (15) with (30%) of percentage demonstrate the vise versa. So, this means that they need more focus on mastery and performance in the same time inside classroom and even outside.

**Item 5:** How do you consider those cheating behaviors (not cheating, trivial cheating (normal), moderate cheating (more than normal and less than serious) or serious cheating) ?

### 5.1. Copying from another's examination, quiz or homework assignment.

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	15	41.66%
<b>Trivial cheating</b>	16	44.44%
<b>Moderate cheating</b>	03	8.33%
<b>Serious Cheating</b>	02	5.55%
<b>Total</b>	36	100%

**Table 3.5.1 : Students 'Attitudes Towards Copying from Another's Examination, Quiz or Homework Assignment.**

The above table shows that 36 students with (72%) who said that academic cheating is an ethical behavior that they have different views about element (01) as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating), The results indicate that the largest number of students with (44.44%) said that it is a trivial cheating and 15 students with (41.66%) said that it is not cheating at all ,While just 03 students with (08.33%) consider it as moderate cheating as for the rest 02 students with (05.55%) view it as a serious cheating. This means that students are engaged in such behaviors easily and as for them it is not a kind of cheating at all.

### 5.2. Possession or use of pre-prepared notes during examination.

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	09	25%
<b>Trivial cheating</b>	18	50%
<b>Moderate cheating</b>	03	8.33%
<b>Serious Cheating</b>	06	16.66%
<b>Total</b>	36	100%

**Table 3.5.2 : Students' Attitudes Towards Possession or Use of Pre-prepared Notes during Examination.**

The above table shows that 36 students with (72%) who said that academic cheating is an ethical behavior that is they have different views about element (02) as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating), The results indicate that the highest proportion of students with ( 50%) said that it is a trivial cheating and 09 students with ( 25%) said that it is not cheating at all, While just 06 students with (16.66%) consider it as moderate cheating as for the rest 03 students with ( 8.33%) view it as a serious cheating. This means that cheating during examinations is more spread than the other academic behaviors.

**5.3. Allowing others to do work for the student without advance authorization.**

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	03	8.33%
<b>Trivial cheating</b>	13	36.11%
<b>Moderate cheating</b>	13	36.11%
<b>Serious Cheating</b>	07	19.44%
<b>Total</b>	36	100%

**Table3.5.3 : Students 'Attitudes Towards Allowing Others to Do Work for the Student without Advance Authorization.**

The above table shows students' different views about element (03) as far as how to consider it as (not cheating ,trivial cheating,moderate cheating or serious cheating), The results indicate that 13 with (36.11%) said that it is a trivial cheating and 13 students with (36.11%) said that it is moderate cheating, While just 07 students with (19.44%) consider it as serious cheating as for the rest 03 students with (08.33%) view it as a not cheating at all.this means students do not consider it as cheating and they see it as something normal .

**5.4. Submitting work previously submitted for academic credit without prior authorization**

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	05	13.88%
<b>Trivial cheating</b>	05	13.88%
<b>Moderate cheating</b>	10	27.77%
<b>Serious Cheating</b>	16	44.44%
<b>Total</b>	36	100%

**Table 3.5.4 : Students' Attitudes Towards Submitting Work Previously Submitted for Academic Credit without Prior Authorization**

The above table shows students' different views about the above element as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating), The results indicate that 05 with (14%) said that it is a trivial cheating and 05 students with (14%) said that it is not cheating at all ; those equal percentages indicate that students are less likely engaged in this behaviors, While just 10 students with (27.77%) consider it as moderate cheating as for the rest 16 students with (44.44%) view it as a serious cheating; this refers to students attitudes that it is not a normal behaviors to engage in it .

**5.5. Submitting as one's own any academic exercise prepared totally or in part by another.**

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	06	16.66%
<b>Trivial cheating</b>	09	25%
<b>Moderate cheating</b>	10	27.77%
<b>Serious Cheating</b>	11	30.55%
<b>Total</b>	36	100%

**Table 3.5.5 : Students' Attitudes Towards Submitting as One's Own Any Academic Exercise Prepared Totally or in Part by Another.**

The above table shows students' different views about element (05) as far as how to consider it as (not cheating ,trivial cheating ,moderate cheating or serious cheating) ,The results indicate that 06 with (16.66%) said that it is a trivial cheating and 09 students with (25%) said that it is not cheating at all ,While the majority of students with (27.77%) consider it as moderate cheating as for the rest 11 students with (30.55%) view it as a serious cheating,This means that students are aware about the seriousness of this behaviors and its negative consequences on their studies.

#### 5.6. Giving false excuses when demending for deadline in homework

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	15	41.66%
<b>Trivial cheating</b>	10	27.77%
<b>Moderate cheating</b>	08	22.22%
<b>Serious Cheating</b>	03	8.33%
<b>Total</b>	36	100%

**Table 3.5.6 : students' Attitudes Towards Giving False Excuses when Demending for Deadline in Homework**

The above table shows students' different views about element (06) as far as how to consider it as (not cheating ,trivial cheating ,moderate cheating or serious cheating),The results indicate that the highest number of students with (41.44%) said that it is a trivial cheating and 10 students with (29%) said that it is not cheating at all;They see it just a refugee to escape from teachers way of thinking if they have not bring a homework they do not like their reputations to be damaged.accordingly they are obliged to cheat in this case , While just 08 students with (27.77%) consider it as moderate cheating as for the rest 03 students with (08.33%) view it as a serious cheating.

**5.7.** Giving false data information or citation in a formal academic exercises as inventing quotation.

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	09	25%
<b>Trivial cheating</b>	05	13.88%
<b>Moderate Cheating</b>	09	25%
<b>Serious Cheating</b>	13	36.11%
<b>Total</b>	36	100%

**Table 3.5.7 : Students' Attitudes Towards Giving False Data Information or Citation in a Formal Academic Exercises as Inventing Quotation**

This table shows students' different views about the above element as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating). The results indicate that 09 with (25%) said that it is a trivial cheating and 05 students with (13.88%) said that it is not cheating at all, While just 09 students with (25%) consider it as moderate cheating as for the rest 13 students with (36.11%) view it as a serious cheating. This means even students engage in many academic dishonest behaviors, the majority of them can not commit such behavior.

**5.8.** Taking another one work as one's own original work (a paper or work) without proper acknowledgement of the source.

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	04	11.11%
<b>Trivial cheating</b>	06	16.66%
<b>Moderate cheating</b>	05	13.88%
<b>Serious Cheating</b>	21	58.33%
<b>Total</b>	36	100%

**Table 3.5.8 : Students' Attitudes Towards Taking Another One Work as One's Own Original Work (a paper or work) without Proper Acknowledgement of the Source.**

The above table shows students' different views about element (08) as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating), The results indicate that 04 with (11.11%) said that it is a trivial cheating and 06 students with (16.66%) said that it is not cheating at all, While just 05 students with (13.88%) consider it as moderate cheating as for the rest 21 students with (58.33%) view it as a serious cheating, Engaging in such behaviors is not an easy thing that is why the majority of students consider it as a serious cheating .

**5.9. When someone (student or teacher) prevents someone else from finishing his work**

<b>Option</b>	<b>N ° of students</b>	<b>Percentage</b>
<b>Not cheating</b>	12	33.33%
<b>Trivial cheating</b>	08	22.22%
<b>Moderate cheating</b>	08	22.22%
<b>Serious Cheating</b>	08	22.22%
<b>Total</b>	36	100%

**Table3.5.9:Students' Attitudes Towards Someone (student or teacher) Prevents Someone else from Finishing his Work.**

The above table shows students' different views about element (09) as far as how to consider it as (not cheating, trivial cheating, moderate cheating or serious cheating) ,The results indicate that 12 with (33.33%) said that it is a trivial cheating and 08 students with (22.22%) said that it is not cheating at all, While just 08 students with (22.22%) consider it as moderate cheaing as for the rest 08 students with (22.22%) view it as a serious cheating; students have different views about this element this means that even they engage in academic cheating they differ in cheating behaviors involvement

## SECTION THREE : Cheating During Examination

**Item 6:** Have you ever done one of these acts during examination

### 6.1. Copying answers from another students sheet

Option	N° of students	Percentage
Frequently	07	19.44%
Sometimes	17	47.22%
Rarely	04	11.11%
Never	08	22.22%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table 3.6.1 : Frequency of Students Copying Answers from Another Students Sheet**

In this item students are asked whether they are engaged in this behavior or not .The highest proportion of students with (47.22%) said that they are engaged sometimes in this behaviors and with (19.44%) are frequently engaged whereas both rarely and never get those percentage (11.11%) and (22.22%).This means that students are depending to a high degree on cheating during examinations .

### 3.6.2. Being pressured by classmate to give his /her answer

Option	N ° of students	Percentage
Frequently	03	8.33%
Sometimes	20	55.55%
Rarely	03	8.33%
Never	10	27.77%
<b>Total</b>	<b>36</b>	<b>100%</b>

**Table3.6.2 : Frequency of Students Pressure from Peer to Give his/her Answer**

This question is aimed to know whether students are pressured by classmate to give his/her answer or not .the table below indicates that the largest number of students with

(55.55%) are sometimes pressured by their classmates and 03 students with (08.33%) are frequently pressured whereas just 03 students with (08.33%) are rarely pressured and the rest 10 students with (27.77%) said that they are never pressured. That is why cheaters during exam sit behind who prepared well.

**3.6.3. Using body parts (eg, writing in your palm) as a source for copying**

<b>Option</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Frequently</b>	13	36.11%
<b>Sometimes</b>	08	22.22%
<b>Rarely</b>	05	13.88%
<b>Never</b>	10	27.77%
<b>Total</b>	36	100%

**Table 3.6.3 : Frequency of Students Using Body Parts as a Source for Copying**

This item tries to identify whether students use their body parts as a source for copying or not. 13 students with (36.11%) are doing it frequently and 08 students with (22.22%) are doing this behavior sometimes while just 05 students with (13.88%) rarely do that and the rest of students with (27.77%) never commit this mistake. This means most students find it easier to copy when using body part as a source for cheating during examinations.

**3.6.4. Trying to extract hints /answers from the teacher by claiming that you do not understand the questions**

<b>Option</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Frequently</b>	02	5.55%
<b>Sometimes</b>	16	44.44%
<b>Rarely</b>	07	19.44%
<b>Never</b>	11	30.55%
<b>Total</b>	36	100%

**Table3.6.4 : Frequency of Students in Extracting Hints from the Teacher**

In this item students are asked whether they use this behaviors in order to extract hints/answers from the teacher through pretending that he/she does not understand the questions or not .16 students with (44.44%) they do it sometimes trying to get something from the teachers and 02 students with (5.55%) they do it frequently while just 07students with (19.44%) they do it rarely as for the 11 students with (30.55%) they never do that .That is why students are always asking for the teacher to be present in the exam hall when they are taking his/her subject.

**3.6.5.** Changing an answer on your test sheet after grading has been done and reported as a grading mistake to your teacher

<b>Option</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Frequently</b>	01	2.77%
<b>Sometimes</b>	09	25%
<b>Rarely</b>	05	13.88%
<b>Never</b>	21	58.33%
<b>Total</b>	36	100%

**Table 3.6.5 : Frequency of Students' Changing an Answer on Test Sheet after Grading**

This item aims at determining to what extent students are engaged in the above behavior and how often they have done it .The above table shows that the largest number of students are never engaged in such behavior with (58.33%) since it is easy to do and just 01 student is frequently do that with (2.77%) small number of students with (13.88%) did that rarely ,whereas the rest 09 students with (25%) are sometimes involved in such behaviors .

**Item 7:** If you have never done none of the above, what are your reasons?

There are only 11 out of 14 students who answered "Yes" to this question and said that it is not ok to engage in such behaviors, They gave explanation as follows :

- I hate cheating and cheaters because they are lazy and depending on others (01 student).
- It is my beliefs, I do not like to make my whole life based on cheating (02 students).
- I think if I do one of these things, I do not deserve to be a future teacher (01 student).
- It is unethical and illegal behavior (02 students).
- I deserve just my level, I want my real level so as to improve it (04 students).
- I do not like to put my whole exam at risk (01 student).

In this item students (non cheaters) are asked why they have not engaged in such behaviors, the majority of them claim that they deserve just their own level so as to improve it honestly, others said that it is unethical and illegal behaviors whereas the rest claim that they do not like to make their whole life based on cheating. This means that they are honest and their life based on honesty.

**Item 8 :** If you have ever done any of the above, why have you done that ? (you can choose more than one)

1. Difficulty of exams
2. Not ready /prepared for the exams
3. Lack of time to study /Lack of knowledge/Semester workload is too heavy
4. Lenience of the teacher      5. Having fun/playing smart
6. Helping a friend /pressure from a friend   7. Importance of having a good grades / competitions with peer /pressure from parents

Option	N° of students	Percentage
1	24	66.66%
2	18	50%
3	23	63.33%
4	6	16.66%
5	10	27.77%
6	18	50%
7	15	41.66%
<b>Total</b>	114	316.08%

**Table 3.7: Students' Reasons to Engage in Cheating during Examinations**

This item is intended to identify the causes behind students cheating during examinations. The table above reveals that most students agree on difficulty on exam as an influential reasons with big percentages and the second reason is students are not ready for exam and the third one is lack of time to study/lack of knowledge /semester workload is too heavy, this means that students do not care about their studies before exams and then they find themselves obliged to get at least GPA.

**Item 9:** In your opinion What are the techniques the most used to prepare for cheating during examination? (you can choose more than one technique)

1-Sitting beside or behind students who have prepared well for the examination

2-Developing secret codes or special body language for cheating

3-Studying the lesson topics by sharing them with other students

4-Sitting by a trusted friend, one behind the other

5-Sitting in a place where the teacher can not observe or follow the classroom properly

Option	N° of students	Percentage
1	19	52.77%
2	13	36.11%
3	15	41.66%
4	21	58.33%
5	16	44.44%
<b>Total</b>	81	233.33%

**Table 3.8: Students' most Used Techniques Prepared for Examinations Cheating**

This item is aimed at identifying the common used techniques to cheat during examination and the above table shows that most students with (52.77%) are sitting beside or behind students who have prepared well for the examination whereas the second technique students are developing secret codes or special body language for cheating while the third used one is studying the lesson topics by sharing them with other students that is why it is important for teachers to be aware of those techniques to avoid students' cheating .

**Item 10 .A :** Do you like to help your peers to cheat in examinations?

Option	Number	Percentage
Yes	9	18%
No	41	% 82
<b>Total</b>	50	% 100

**Table 3.9 : Students Perceptions Towards Helping Peer to Cheat in Examination**

In this item, students are asked to give their perceptions towards helping their peer to cheat, the largest number of students with (82%) of students showed that they do not like to aiding their peers to cheat whereas the other (18%) showed a contradictory view and they like to help each other.

**B)** Whatever the answer chosen, it is because of :

- A. Helping others to cheat is immoral (14 students).
- B. The person who wants to cheat does not attend the class regularly (04 students)
- C. I do not want to share classnotes with others (07 students).
- D. preventing cheating students from getting good grades/ higher marks than others (16 students).
- E. I want to help my peers cheat if they did not study for the examination (09 students).

In this item , students are asked about their several reasons behind helping /not helping peers to cheat during examinations .The above table showed that the great majority of students with (32%) do not like to aid peers since they want to prevent cheating students from getting good grades /higher marks than others while (28%) of students said that helping others to cheat is immoral beside to (14%) of students do not want to share their class notes with others and students with (08%) said that the person who wants to cheat does not attend the class regularly .As for the student who showed an acceptability to help their peers with (09%) they claimed that they like to do so if their peers did not study for the examinations

**Item 11:** Do you think that technology facilitates academic cheating ?

Option	N° of students	Percentage
Yes	45	90%
No	05	10%
<b>Total</b>	50	100%

**Table 3.10: Students' Views about Technology Facilities**

This item is intended to identify students views about facility technologies and wether it helps to cheat during examinations or not. The above result showed that 42 students with (90%) said that technology made cheating easier than anytime and it saved time and effort while the other (10%) demonstrated the vise versa so as to escape just from justifications and the 05 other students who said “Yes” and did not give justifications while the others gave their justifications as follow:

- Students could share answers easily inside/outside classroom through using smartphones. (40 students) .

**Item 12:** If you have cheated before, what did you feel after that ?

Option	N° of students	Percentage
guilty and disappointed	15	42%
Happy	09	25%
Nothing	12	33%
Total	36	100%

**Table3.11: Students Feeling after Cheating**

In this item students are asked to express their feeling after cheating whether they are satisfied or not about this situation. The table showed that the majority of students with (42%) feel guilty and disappointed after cheating and (33%) feeling nothing and they do not care about anything whereas the smallest percentage with (25%) they feel happy after cheating. this means that the largest number of students are not appointed of their cheating behaviors.

**Item 13:** In your opinion, what are the consequences of cheating on the student, the University and the society in general ? Express yourself freely ?

There are only 46 students out of 50 who answered this item as follows :

- They are empty minded and they will stuck in the future and they will also face problems in their jobs (13 students).
- The lack of faith since we are Muslims, we have to avoid those behaviors (02 students).
- Being lazy in one's studies and personal life (06 students).
- The student will graduate with fake level, therefore, he will harm himself and the society (06 students).
- Spread of corruption (01 student).
- The whole educational system will have no credibility nor honesty (07 students).

- Lack of knowledge, language and performance (08 students).
- Leading students to be unable to improve their level and they will be independent (01 student).
- Cheating during examinations student results cheating in one's job later on (01 student).

This item of information, students are requested to answer this question freely, it investigates how much students are aware about academic cheating behaviors consequences and whether they are really convinced about their cheating or not the majority of students showed that cheating will cause huge problems in the cheaters future and the surroundings, they will harm themselves as well, Besides to cheating provokes crises in the whole educational system and this what will lead to failure of the educational system due to cheating teachers empty minds.

**Item 14 :** Please, what do you recommend to reduce academic cheating ?

There are only 45 out of 50 students answer this item, their answers are summarized as follows :

- Strict procedure with students about smartphones, illegal devices such as electronic calculator (02 students).
- Hard punishment (12 students).
- Devoting enough time for revising and preparing for the examination and facilitating the questions (02 students).
- Checking the tables and windows, putting them away from their bags, separating them also from each other as much as possible (01 student).
- Teaching students what is right and what is wrong, what they should do and what they should not in advance (Honor code) (07 students).
- Using technology against cheating, reducing the number of students in the exam rooms and using devices that block any electronic devices signals (02 students).

- Strict supervision by invigilators during examinations (11 students).
- Preparing hard for the exam and depending on oneself (04 students).
- Getting rid off learning by heart techniques and adapting comprehension and understanding abilities (01 student).
- Giving different subjects to the students and using multiple choice questions and putting less number of students in the room (03 students).

In this item students are asked to suggest some solutions and recommendations to reduce cheating before, during and after its occurrence .The largest number of students claim that strict supervision by invigilators during examination will reduce cheating .In addition to imposing hard punishment on cheaters .Students suggest as well using technological devices so as to block any electronic devices signals, other students said that it is enough to depend on oneself and preparing hard for the exam they indicated that teachers should use different subject versions / multiple choice question and adapting comprehension / understanding abilities techniques .

### **3.1.1.4 Discussion of the Results**

In this section, the result shows that most of our respondents are females (86%) while (14%) are males, One can deduce that females are more than males. It also shows that most of them are studying English because they like it. It is not imposed, which means they will be much responsive towards English language.

In this section, (72%) of students said that they perceive the idea of academic cheating as an ethical behavior and they have no problem if they have engaged in one of those acts. This means that students knows that they have engaged in those academic dishonest behaviors but they do not care about that. However in the next question (35%) of them claim that their teachers emphasize mastery over performance which means that teachers develop their students knowledge rather than their mastery students pretend to have the knowledge and get good grades no matter they have the knowledge or not.

As the aim of the research is to investigate the students' perceptions towards academic cheating, the results in tables according to item (Q3) showed that how those students consider a specific academic dishonest behaviors as not cheating, trivial cheating, moderate cheating and serious cheating and the majority of students for example with (41.66%) claim that copying from another's examination, quiz or homework is not cheating at all while other students with (44.66%) said that it is a trivial cheating. One can deduce that students engagement in cheating is not limited to copying from another's examinations but it goes around there to reach giving false excuses when demanding for deadline in homework with (25%) who said it is not cheating at all.

In investigating students views about the frequency of involving in cheating during examinations and the behaviors which are done by them, the great majority of students with (19%) they engage in copying answers from another students sheet frequently while others with (47.22%) they engage in the previous behavior. In addition to all the results in the table demonstrated that the largest number of students are engaged frequently and sometimes in the concerned behaviors due to different reasons and the most influential ones with (63.33%) when students encounter difficulty of exams, lack of time to study /lack of knowledge/semester workload is too heavy and helping a friend /pressure from a friend, they are more likely to cheat. However other students with (66.66%) claim that they engage in cheating when there is a lack of preparation for the exams, the teacher is also lenient and helping a friend /pressure from a friend meet together they will be more motivated to cheat and they are very skillful in using techniques to exam cheating preparation. Since students with (58.33%) sit by a trusted friend and (52.77%) sit behind anyone who prepared well.

As for question seven students gave reasonable justification for their avoidance to engage in such behaviors. As well as students showed that they have no willing to cheat. In the same time they are attentive about the consequences of cheating on the student, university and the society as whole they suggested also some procedure in order to eradicate cheating or

at least reduce it. but this group represents just (28%) out of the whole sample who are eady to do anything so as to the GPA.

### **3.2The Teacher’s Questionnaire**

Teacher’s questionnaire seeks to identify the main academic dishonest behaviors that are prevelent in university including cheating during examinations, reasons that lead students to cheat, It also aims to identify the main problems that face them when invigilating during examinations and how teachers /students react in this cases.

#### **3.2.1Administration of the Questionnaire**

The teachers’ questionnaire was conducted on 09 of April 2016. It was addressed to 6 English teachers at the University of Biskra, English Department. Teachers handed it back as they finished answering the questions.

#### **3.2.2 Description of Questionnaire**

The questions have been divided into two parts: the first one consists of questions from 1 to 3 which aim to gather background knowledge about teachers’gender, qualification, years of teaching at the university level. The second part concerns questions from four to thirteen which aim to study the current university problem which is about academic dishonest behaviors and cheating during examinations .The questionnaire questions aim to gather background knowledge about teacher’s attitudes towards those cheating behaviors and how they can stop them and how do they handle such cases.

#### **3.2.3 Results of Teachers Quesionnaire**

**Item 01:** Gender

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Male</b>	02	33.33%
<b>Female</b>	04	66.66%
<b>Total</b>	06	100%

### 3.2.1: Teachers 'Gender

This item is used to know the gender of our participants, we have two male teachers (33.33%) and four female teachers (66.66%) and this indicates that female teachers are more than male ones.

#### Item 02:Qualification

Option	N° of teachers	Percentage
Licence(B.A)	00	00.00%
Magister(M.A)	06	100 %
Doctorate (PHD)	00	00.00%
Total	06	100%

### 3.2.2: Teachers'Qualifications

This item is intended to know the participants qualification as the table indicates, all of the teachers have a magister degree (100%) while the equal percentages for both doctorate and licence degree (00.00%), since the subject under investigation does not require a specific qualifications.

#### 3. How many years have you been teaching English in university ?

Option	N° of teachers	Percentage
1-5 years	0	66.66%
5-10 year	01	16.66%
More than 10 years	01	16.66%
Total	06	100%

**Table 3.2.3:Teachers' Experience in University**

In this item, teachers are asked to give their years of teaching and to see whether the respondents have a long experience or not, the most experienced teachers have been teaching for 01- 05 years (66.66%) in this case, one teacher have been teaching for more than 10 years

another teacher as well have been teaching for 5-10 years. This means that our respondents have different backgrounds about students' perceptions. It is positive in the sense that we have different viewpoints towards the subject under investigation.

## **SECTION TWO : Academic Cheating & Cheating During Examinations**

**Question 4:** In your point of view, what **are** the most famous types of academic dishonest behaviors prevalent at university ?

**A) Deceptions B) Fabrication C) Plagiarism D) Sabotage E) Cheating in examinations**

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>A</b>	02	33.33%
<b>B</b>	00	00%
<b>C</b>	06	100%
<b>D</b>	00	00%
<b>E</b>	06	100%
<b>Total</b>	14	233%

**Table 3.2.4: Teachers Views'about the most Famous Academic Dishonest Behaviors**

This item is intended to gather teachers views about the prevalent acadmic dishonest behaviors in university .(100%) of participants claim that plagiarism and cheating during examinations are the common prevelent ones whereas (33.33%) of teachers said that the common ones are the abovementioned by the teachers before and deception as well; since students want to succeed and build a good reputation and prestige and they achieve that through those three academic cheating behaviors .

**Item 5:** Do you consider that cheating in examinations is widespread more than the other academic dishonest behaviors?

Option	N° of teachers	Percentage
Yes	06	100%
No	00	00.00%
<b>Total</b>	06	100%

**Table3.2.5 : Teachers Views about “Cheating during Examinations” as a widely Spread than the Other Behaviors**

There are only 05 teachers out of 06 ones who gave justifications as follows:

- “Because in exams students try to achieve well no matter what the means are “(01 teacher).
- “Technological tools” (01 teacher).
- “Because students skip lectures and do not prepare very well for the exams “(01 teacher).
- “Exam are stressful more than any thing else, so the student thinks that “cheating” could be a good “resecue” ”(01 teacher).
- “Because they have a direct relation to grade and thus the success/achievement of student”(01 teacher).

This question aims at whether cheating during examination is more spread than the other academic dishonest behaviors or not and what is the reasons . All the respondents with (100%) claimed that it is true that cheating is the most prevalent one since students skip lectures and do not prepare very well for the exams another teacher said that it has a direct relation to grades and thus the success that is why students are more motivated to engage in cheating more than the other behaviors .

**Item 6:** In your point of view what types of students' learning styles are more likely to cheat in examinations?

Option	N° of teachers	Percentage
Auditory	00	00.00%
Kinaesthetic	00	00.00%
Visual	00	00.00%
None of them	00	00.00%
All of them	03	50 %
No answer	03	%50
Total	06	100%

**Table 3.2.6 : Teachers' Opinions about Students Learning Styles.**

Teachers who do not answer this item their justification as follows:

- “No idea.”(01 teacher).
- “I am not sure if it has to do with type of learners but it is about their attitudes”(01 teacher).

The three teachers who answered “All of them “ just one of them who gave explanation as the following:

- “I do not think that the kind of learning style has a particular relation with the fact of cheating, Any type can cheat in order to attain good results”. (01 teacher)

This question is aimed to discover whether there is a relationship between students learning styles and academic cheating or not, Half of the teachers claim when students do not have a specific learning ,they are more likely to cheat while the second half of teachers they have not answered to this question justified that he/she was not sure if it had to do with types of learners but it was about their attitudes; students cheating have no relation with the type of learning style .

**Item 7:**As an experienced teacher ,What are the major causes of cheating in examinations among students? (you can choose more than one )

A- Difficulty of exams

B-Lack of preparation for the exams

C-Leniency of the teacher

D-Having fun/playing smart.

E-Lack of knowledge.

F-Helping a friend /pressure from a friend.

G-Lack of time to study /Semester workload is too heavy.

H-Importance of having good grades /competitions with peer /pressure from parents.

Option	N° of teachers	Percentage
A	03	%50
B	05	83.33%
C	01	16.66%
D	00	00.00%
E	05	83.33%
F	01	16.66%
G	02	33.33%
H	02	33.33%
Total	19	233%

**Table3.2.7 : Teachers Beliefs about sStudents Reasons to Cheat**

In this item teachers are asked to give their views about the effective causes that push students to cheat during examinations .Most of the teacher choose more than one option but all of them agree on one cause which is lack of preparation for the exam by the students first with (83.33%) and lack of knowledge with the same percentage ; this refer to students carelessness about their studies , then they found themselves empty minded in the same time they are urged to get at least the average and cheating in examination is the refuge.

**Item 8** : Are the examination rooms adequate regarding the number of students in class and facilities ?

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	03	50%
<b>No</b>	03	50%
<b>Total</b>	06	100%

**Table 3.2.8:Students Perceptions Towards Class and Facilities**

There are only 03 out of 06 teachers who said “No” and gave their explanation as follows :

- “They are not spacious and students are sitting very close to each other as a result they can cheat very easily.”(01 teacher).
- “Very small rooms compared to the number of students.”(01 teacher).
- “Sometimes, a large group of students have an exam in a small room, Consequently students would be near to each other and would easily cheat.”(01 teacher).

This questions seeks whether teachers face problem in term of adequate examination room regarding the number of students or not,(50%) of the respondents claim that examination rooms do not fit the large number of students one of the teachers claim that examination rooms are not spacious and students are sitting very close to each other as a result they can cheat easily .This means that even available accommodations help students to engage more in cheating .

**Item 9:** From your observation, what behaviors are associated with cheating when you are invigilating?

Option	N° of teachers	Percentage
a.Rolling eyes here and there	03	50%
b. Feet kicking the chairs, the tables and the legs	01	16.66%
c.other behaviors (a+c)	02	33.33%
Total	06	100%

**Table 3.2.9 : Teachers ‘Attitudes Towards Students Behaviors that are Associated with Cheating**

Other behaviors :

- Making specific sounds /whispering /Throwing pieces of papers /small objects to attract attention (01 teacher).
- The use of headset, mobiles (01 teacher).

In this item teachers are asked whether there are obvious behaviors associated with cheating which give them a sign that a specific student wants to cheat or not.(50%) of them said that students rolling eyes here and there is big sign for cheating while (33.33%) claim that beside to the previous behaviors there are other clear ones such as making specific sounds/ whispering /throwing pieces of papers .This means that teachers can know cheaters and the non ones and take the suitable procedure .

**Item 10:** How do you handle cases of cheating during examination when you are invigilating ?

There are only 05out of 06 teachers who answered to this question as follows:

- “Asking students to rewrite his/her answers in a new answer sheet.” (03 teachers)
- “Warning them first and if they persist their exam paper will be taken and they will be expelled out.”(01 teacher)

- “Warning the students once and twice in case of trials not to repeat this behavior, If it is repeated /or in case of catching him with a mobile...,a report is written about this case .”  
(01 teacher).

In this item teachers are asked how do they handle cases of cheating whether they handle them seriously or pretend that they have not seen that. The largest number of them suggested that they ask students to rewrite his/her answer in a new answer sheet while another one said that he/she warn them first if they persist their exam paper will be taken and they will be expelled out whereas another teacher said that he/she warn them first and twice in case of trials not to repeat this behavior, If it is repeated /or in case of catching him with a mobile...,a report is written about this case. Those actions lead teachers to be aware in order to reduce the possibility of cheating and students to be less likely to cheat .

**Item11** : How do students react after being caught cheating?

There are only 05 out of 06 teacher who gave their justifications as follows :

- “They feel anxious, they deny cheating, they cry and then they ask forgiveness.”(01 teacher)
- “They pretend to be innocent.” (01 teacher).
- “Usually they try to deny at first, then they try to make noise and at the end they start apologizing.”(01 teacher).
- “Some would remain silent, others would shout disrespectively.” (01 teacher).
- “Some are ashamed and shy of themselves (they keep silent, cry and do not try to argue) others show that they are offended by screaming, insulting the invigilator and denying the fact.” (01 teacher).

In this item teachers are asked how cheaters react or feel after catching them cheating whether they say the truth or not. when they see cheating trials by students teachers try to solve the problem smoothly but sometimes students deny everything and start screaming and insulting the invigilators while others they keep silent, ashamed since they know what they

have done .This means that many students do not care about engaging in such acts what is important is getting the average whereas others when they caught they feel guilty and shy.

**Item 12:**What are the bases that guide you in setting questions for examinations?

There are only 05 teachers out of 06 who answered to this question

- “Focusing on the points being discussed in the lecture.”(01 teacher).
- “Comprehention.” (01 teacher).
- “The covered content with students and the reached objectives.” (01 teacher).
- “Students ‘level (making different/graded level of difficulty) /the courses /points covered (Q Qs should be related to what have been taught).” (01 teacher).
- “Revealing mainly students abilities at “Synthesizing “and “Analysing”.”(01 teacher)

This question aims at identifying procedures that teachers use to reduce cheating and exam questions are the first step to do so, they are asked whether they follow specific bases that guides them in setting exam questions or not .Each teacher has specific criteria in setting exam questions as mentioned above that help at least to reduce cheating during examinations.

**Item 13:**What preventive measures do you put in place to ensure that cheating does not occur during examination in your subject?

**13.1.** Increasing the number of proctors in the examination room.

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table3.2.10:Teachers Preventive Measures in Increasing the Number of Proctors in Examination Room.**

This item is intended to shed light on teachers' procedures to prevent cheating during examinations .the highest percentage (66.66%) of teachers agreed on the idea of increasing the invigilators' number in the examination room.while one teacher disagreed with this idea and another one does not give his answer.This means that increasing the number of proctors as much as possible will put the students under a strict supervision .accordingly this will contribute in reducing students involvement in cheating behaviors.

**13.2.** Not burdening students with the memorizing of materials and adopting modern methods in teaching

<b>Option</b>	<b>N° of teahers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	02	33.33%
<b>No answer</b>	00	00.00%
<b>Total</b>	06	100%

**Table3.2.11:Teachers Preventive Measures in not Burdening Students with Memorization.**

This item is aimed at whether the teachers adopt modern methods in teaching and not burdening students with the memorizing of materials or not .04 teachers with (66.66%) agreed on this idea while the rest showed a contradictory view, and this because of the new teachers are adopting the modern methods in teaching that help in adopting a new methods of assessing as well and neglecting burdening students with memorizing material .i.e,This lead to decrease cheating .

13.3. Depending on the essay questions that force students to integrate personal experiences such as analysis and criticism rather than questions that facilitate cheating among students

<b>Option</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Yes</b>	06	100%
<b>No</b>	00	00.00%
<b>No answer</b>	00	00.00%
<b>Total</b>	06	100%

**Table 3.2.12: Teachers Preventive Measures in Depending on the Essay Questions rather than Questions that Facilitate Cheating.**

In this question teachers are asked whether they adopt this measure to prevent cheating or not. As it shown in the table above all the teachers agreed on depending on essay questions that force students to integrate personal experiences and overlooking direct questions that facilitate cheating to students .

**13.4.** Increasing students' awareness of the consequences of cheating and its negative effects on the personality of the individual

<b>Option</b>	<b>N° of students</b>	<b>Percentage</b>
<b>Yes</b>	05	83.33%
<b>No</b>	00	00.00%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.13: Teachers Preventive Measures in Increasing Students' Awareness of Cheating Consequences.**

This question tries to investigate whether the teachers are attentive about the importance of rising students awareness of the consequences of cheating and its negative effects on personality of the individual or not .The above table shows that largest number of

teachers with (83.33%) agreed on this idea and they adopted it to rise students' attention about the flowpoints consequences of cheating behaviors in order to reduce cheating.

**13.5.** Inflicting sever penalty on students who practice cheating in the exam and tightening sanctions on those who have not benefited from previous attempts to cheat.

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	05	83.33%
<b>No</b>	00	00.00%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.14: Teachers Preventive Measures in Inflicting Sever Penalty on Students who Practise Cheating.**

This item is intended to shed light on the sever penalty that teachers must put on students who practice cheating whether it is workable or not .The table shows that the biggest number of teachers with (83.33%) agreed on that, they admitted this procedure as well so as to build a kind of fear for those who want to cheat .So, this will reduce cheating automatically

**13.6.** Make students sit in large seats that are spaced from each other.

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	05	83.33%
<b>No</b>	01	16.66%
<b>No answer</b>	00	00.00%
<b>Total</b>	06	100%

**Table 3.2.15: Teachers Preventive Measures in Making Students Sit in Large Seats that are Spaced from Each Other.**

In this item teachers are asked whether they put in mind that if students sit in large seats that are spaced from each other can reduce cheating or not .The majority of teachers with (83.33%) agreed on that since the students are spread in the examination room they can

not copy each other answers whereas the other teacher who disagreed on that may be because of their beliefs that if students can not copy from his/her peers he/she will adopt another techniques for cheating without coming back to his/her mates inside the exam hall.

**13.7. Using modern methods in the evaluation of exams**

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table3.2.16: Teachers Preventive Measures in Using Modern Methods in the Evaluation of Exam.**

This question aims at identifying whether they take into account modern methods of evaluation in exam correction or not.(66.66%) of teachers said that they adopted it ,Since technology has opened new dimensions in many fields while the other teacher disagreed on this idea may be because of his/her carelessness about technology facilities .

**13.8. Making questions clear, comprehensive and relevant to the students capacities.**

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.17: Teachers Preventive Measures in Making Questions Clear, Comprehensive and Relevant to the Students Capacities.**

In this item teachers are asked if they put this element into consideration to decrease cheating during examination or not. (66.66%) claimed that they make questions clear, comprehensive and relevant to the students capacities so as to make them less likely to cheat

in exams whereas the other teacher disagreed on this idea and he/she may be because he/she has his/her own way of setting the questions.

**3.13.9.** Not confusing students with intensive course material and topics for the exam and select the appropriate time.

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.18: Teachers Preventive Measures in not Confusing Students with Intensive Course Material and Selecting the Appropriate time.**

This item is aimed to know whether teachers take into consideration the amount of course material and topics given to students during exams and selecting the suitable time for the exams so as to prevent cheating or not .(66.66%) of teachers agreed on this point and they find it workable while just one teacher with(16.66%) who disagreed with this point may be he/she does not see any relationship between this item and cheating .

**13.10.** Taking into account the special circumstances of students; allowing them to postpone the exam and providing second attempts for the failed

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	03	50%
<b>No</b>	02	33.33%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.19: Teachers Preventive Measures in Taking into account Special Circumstances of Students.**

This question is intended to know whether teachers are lenient with some cases and circumstances of students; allowing them to take their time if they can not pass exams on time and providing a second chances to the failed ones or not. Teachers with (50%) agreed and they are adapting it to reduce pressure in certain circumstances that may urge them to cheat when they are pressured whereas other teachers with (33.33%) they disagreed on this item since they have not seen a relationship between this item and students' cheating .

**13.11.** Setting up an academic system to test the information acquired by students through the practical application rather than theoretical.

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.20: Teachers Preventive Measures to Test Students Through Practical Application rather than Theoretical One.**

In this item teachers are asked if they are testing students through the practical application rather than theoretical one or not .(66.66%) of teachers focus on this item since they found it reduce students attempts to cheat and make them more concentrated on their exam papers analyzing and synthesizing what is given to them in their own ways while just one teacher with (16.66%) disagreed on that and may be he/she like to diversify exam questions in order to match with different students abilities .

**13.12.** Preventing students from entering the mobile phone or other electronic devices that help to cheat into the examination room

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	06	100%
<b>No</b>	00	00.00%
<b>No answer</b>	00	00.00%
<b>Total</b>	06	100%

**Table3.2.21: Teachers Preventive Measures to Prevent Students from Entering Electronic Devices to Exam Room.**

This question is intended to teachers to know their views about preventing students from entering the mobile phones or other electronic devices that help to cheat in examination whether they take this measure into account or not .All the teachers see that it is effective way that help to reduce cheating since technology facilitate everything to cheaters .Accordingly taking into account this procedure will contribute in decreasing cheating during examinations.

**13.13.** Making exam proctors comply with the instructions of examination and not allow them to speak with the students during the exam

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table3.2.22: Teachers preventive measures in making exam proctors comply with the exam instructions**

In this questions teachers are asked whether their speaking with students during exams must be taken into account when they are invigilating or not .The highest number of teachers with (66.66%) agreed on this item since it gives the opportunities to the cheaters to cheat

when the invigilators are speaking with another students whereas just one teacher with (16.66%) who disagreed on that ;may be he/she thinks that who wants to cheat does not wait for the teacher to speak with students since he/she has another several methods of cheating .

**13.14. Preventing students from walking or standing close to the examination room**

<b>Option</b>	<b>N° of teachers</b>	<b>Percentage</b>
<b>Yes</b>	04	66.66%
<b>No</b>	01	16.66%
<b>No answer</b>	01	16.66%
<b>Total</b>	06	100%

**Table 3.2.23: Teachers measures to prevent students from cheating**

In this item teachers are asked whether they put this procedure into account or not .(66.66%) of teachers showed that preventing students from walking or standing close to the examination room will help decreasing cheating since students enter to the exam hall before the exam starts and write on the tables while the other teacher with (16.66%) disagreed on this point since he/she find it impossible to keep all the exam rooms under supervision along the whole day .

**3.2.4 Discussion of the Results**

The analysis of the questionnaire shows that, a large number of responses were quite positive; that is, these answers are in the direction of our hypothesis. As for (Q1) and (Q2) it represent teachers gender and qualifications, This help to have a several points of view in our study .The results of (Q3) are quite interesting, because most teachers have different experience in university teaching; this provides a good chance for more reliable data and diversified views about the subject.

Whereas in this part teachers are asked about the most famous types of academic dishonest behaviors prevalent at university .The result showed that a large number of teachers claim that deception, plagiarism and cheating during examinations is the most prevalent ones.

One can deduce that, teachers are aware about those behaviors to take the problem seriously on time. However, all of them agree on cheating during examination is widely spread than the other academic dishonest behaviors as they gave justifications about that .this can help teachers to be conscious when they are invigilating .While the following question teachers are asked about students learning styles that are more likely to cheat, half of the teachers with (50%) said that all of the types of students learning styles together are more likely to cheat .

Teachers are asked also about the major causes of cheating during examinations and the highest proportion of teachers with (83.33%) agree in both lack of preparation for the exam and lack of knowledge as the major causes of cheating , in the second place comes difficulty of exams with (50%) and then the other causes with similar percentages as importance of having good grades /competition with peer/pressure from parents with (33.33%) . As for (Q8) the results show that nearly all the teachers face problems with exam halls regarding the number of students in a class and facilities;since students seat close to each other and this is what facilitate copying answers from peers .

A large majority of questioned teachers said that the obvious behavior which is associated with cheating is rolling eyes here and there and they added other behaviors such as making specific sounds /whispering and throwing pieces of papers. Whenever students are caught cheating teachers are required to put an end to this behaviors, most of them said that they warn them first if they do not stop they will take their exam paper and give them a new one whereas other teachers claimed that they expel them out after warning them first and twice and a report will be written about this case;This means that teachers are fighting cheating during examinations with all means, after the students being caught many ideas come to their minds as what decision to be made by the teachers and here the students express different feelings some of them are ashamed and shy of themselves, others begin screaming and insulting the invigilator and denying the fact, this proves that students perceptions is different from one another; there are students who blame themselves and other ones who do

not care about that, they are ready to cheat more and more as well. Another interesting point to note and which seems to sum up what has been said previously, there are many teachers who put bases in setting exam questions in order to reduce cheating during examinations and there are preventive measures that are put in place to ensure that cheating does not occur summarized in (Q13) which include many elements that teachers use in order to help reduce cheating during examinations where all the teachers demonstrated the efforts have been done to prevent cheating in university

### **Chapter Summary**

The analysis of teachers' and students' questionnaire allowed us to make a summary about the students and teachers needs in Biskra University, as well as their opinions and attitudes towards academic cheating and cheating during examinations, the results showed that most students are engaged in academic dishonest behaviors .However, teachers are doing their best to stop those acts. The data gathered indicates as well that cheaters are using several techniques to cheat during examinations, the most influential reasons which push them to engage in cheating, their perception towards peer help and their feeling after cheating. Concerning the analysis of teachers questionnaire, teachers shed light on the number of students in a class facilities and how do they face problem when they are invigilating what are students' reactions after being caught cheating .Finally, teachers preventive measures which they put in place to reduce cheating in his/her subject.

## **Recommendations**

Basing on the findings and conclusions of the study, the following recommendations are made:

- 1)-Teacher should focus on mastery and performance orientation, they should also adopt more effective methods of teaching to facilitate the teaching/ learning process and encourage students to study better and practise honestly instead of cheating.
- 2)-Teachers and univerty administrations ought to coordinate efforts to prevent students from cheating throught imposition of behavior punishment for cheating also adopt more strict rules against cheating.
- 3)- Proper frisking of students before the examination should be done, students ought to be put under strict supervision in exam halls that should be allocated according to the number of students in particular classes; Large classes and poor invigilation is one of the major contextual factors identified in this study.
- 4)- Students who have low self-efficacy and lack self-confidence, teachers should use positive reinforcement and encourage them to acquire a positive outlook of life.
- 5)-Students should be taught study skills so that they hatch out of the university system of being taught everything instead of studying for a certificate or diploma. This would help students to develop skills to read texts with understanding, internalize the information, and develop abilities to retain information for future application.
- 6)- Teachers should increase the number of assignments and tests from one assignment and two tests to include no quizzes and group work assignments. Since frequent quizzes will help students to constantly read their course material, familiarize themselves with examination questions and ask for clarification early in the course. Students should be encouraged to participate in discussions to help open up their understanding and know other people's opinions.

## **General conclusion**

The current study highlighted the investigation of students' perceptions towards cheating during examinations; It aimed at investigating how students perceive the idea of cheating .It attempted at providing teachers with insights about academic cheating and its different types. Throughout this study, two chapters were designed as a theoretical work. On one hand the first chapter contained academic cheating definition and its main forms, factors enhancing it and ways to discourage academic cheating. On the other hand, the second one covered cheating during examinations, exams definitions, reasons for students' cheating, and the teachers main role in discouraging it. Furthermore, the third chapter is related to the practical work and it includes the description and analysis of teachers and students' questionnaire.

Accordingly, the obtained results declared that students had a positive perceptions towards cheating during examinations, arguing that it is an effective method to get higher marks and to get access to the different competitions. Thus many teachers focused on adopting a variety of ways to reduce cheating, claiming that it is not enough to put a strict supervision during examinations but it is also important to set an exam questions that need to be synthesized and analyzed so as to reduce cheating.

In clearer words, teachers play a major role in directing their students and creating a positive atmosphere to demotivate students' perceptions towards cheating during examinations. Moreover, teachers role should be extended to determine the suitable methods of evaluation that suit students' needs in the same time reduce cheating. So, to demotivate students' perceptions towards cheating teachers should merge distinct of methods and go hand in hand to as an effective method in accordance to students' needs, abilities to decrease students' exam cheating .

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## Appendix 01

### The Student's Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes/ perceptions towards cheating during examinations. Your answers are very important for the validity of this research we are undertaking, we hope that you will give us your full attention and interest. Please tick the choice(s) that correspond(s) to your answer (s) and give a full answer(s) whenever necessary.

*Thank you very much for your time and collaboration.*

#### Section One : Background information:

1-Gende-

a) Male

b) Female

2- Your choice of studying English is :

a. Free

b.Imposed

In both cases, please explain.

.....  
.....

#### Section Two : Academic Dishonesty

3-Do you think that academic cheating is an ethical behavior ?

Yes

No

Why ? (justify in both cases)

.....  
.....

4-Do you think that your teachers emphasize mastery (students develop their knowledge) over performance (students pretend to have the knowledge and get a good grade) ?

Yes

No

5-How do you consider those cheating behaviors ? (Not cheating, Trivial cheating (normal), Moderate cheating (more than normal and less than serious) or Serious cheating)

<b>Option</b>	<b>Not cheating</b>	<b>Trivial cheating</b>	<b>Moderate cheating</b>	<b>Serious cheating</b>
Copying from another's examination, quiz or homework assignment				
Possession or use of pre-prepared notes during examination				
Allowing others to do work for the student without advance authorization				
Submitting work previously submitted for academic credit without prior authorization				
Submitting as one's own any academic exercise prepared totally or in part by another				
Giving false excuses when demending for deadline in homework				
Giving false data information or citationin in a formal academic exercises as inventing quotation				
Taking another one work as one's own original work (a paper or work )without proper acknowledgement of the source				
When someone (student or teacher) prevents someone else from finishing his work				

### Section Three : Cheating During Examintions

6- Have you ever done one of these acts during examination

Option	Frequently	Sometimes	Rarely	Never
Copying answers from another students sheet				
Being pressured by classmate to give his /her answer				
Using body parts (eg ,writting in your palm ) as a source for copying				
Trying to extract hints /answers from the teacher by claiming that you do not understand the questions				
Changing an answer on your test sheet after grading has been done and reported as a grading mistake to your teacher				

7-If you have never done none of the above, What are your reasons?

.....

.....

8- If you have ever done any of the above, why have you done that?(you can choose more than one )

- a.Difficulty of exams
- b.Not ready /prepared for the exams
- c.Lack of time to study /Lack of knowledge/Semester workload is too heavy
- d.Lenience of the teacher
- e.Having fun/playing smart

f.Helping a friend /pressure from a friend

g.Importance of having a good grades /competitions with peer /pressure from parents

**9**–In your opinion What are the techniques the most used to prepare for cheating in examination? You can choose more than one technique.

a)Sitting beside or behind students who have prepared well for the examination.

b).Developing secret codes or special body language for cheating

c) Studying the lesson topics by sharing them with other students.

d) Sitting by a trusted friend, one behind the other.

e) Sitting in a place where the teacher can not observe or follow the classroom properly.

If there are other techniques please mention them .....

.....

**10**-Do you like to help your peers to cheat in examinations ?

Yes  No

Whatever your answer, please say why ?

a) Helping others to cheat is immoral

b) The person who wants to cheat does not attend the class regularly

c) I do not want to share class notes with others

d) preventing cheating students from getting good grades/ higher marks than others

e) I want to help my peers cheat if they did not study for the examination

**11**- Do you think that technology facilitates academic cheating ?

Yes  No

How?.....

.....

**12**- If you have cheated before, what did you feel after that ?

a) Guilty and disappointed

b) Happy

c) Nothing

**13**-In your opinion, what are the consequences of cheating on the student, the university and the society in general ? Express yourself freely.....

.....

.....

.....

**14**-Please, what do you recommend to reduce academic cheating ?

.....

.....

.....

*Thanks again for your participation!*



## Appendix02

### The Teachers' Questionnaire

Dear teacher,

This questionnaire is intended to gather data about second year EFL students' perceptions towards cheating during examination at Biskra University, We will be thankful if you could share with us your considerable ideas, opinions, and experience, about this subject. You are kindly requested to answer the following questions by putting a cross (X) on the appropriate box and expressing your ideas, comments when necessary.

*Thank you very much for your time and collaboration.*

#### SECTION ONE: Teacher Background Information

##### 1- Gender

a.Male  b.Female

##### 2- Qualification

a-Licence(B.A)  b-Magister(M.A)  c-Doctorate (PHD)

##### 3-How many years have you been teaching English in university ?

a. 1-5 years  b. 5-10 years  c. More than 10 years

#### SECTION TWO : Academic Cheating & Cheating During Examinations

4-In your point of view, what **are** the most famous types of academic dishonest behaviors prevalent at university?

A) Deceptions  B) Fabrication  D) Sabotage   
C) Plagiarism  E) Cheating in examinations

5-Do you consider that cheating in examinations is widespread more than the other academic dishonest behaviors?

Yes  No

Please, justify in both cases.....

6-In your point of view what types of students' learning styles are more likely to cheat in examinations?

Auditory       Visual       Kinaesthetic   
All of them       None of them

Please justify?.....

7-As an experienced teacher, What are the major causes of cheating in examinations among students? (you can choose more than one)

- a-Difficulty of exams
- b-Lack of preparation for the exams.
- c-Lenience of the teacher
- d-Having fun/playing smart.
- e-Lack of knowledge.
- f-Helping a friend /pressure from a friend.
- g-Lack of time to study /Semester workload is too heavy.
- h-Importance of having good grades /competitions with peer /pressure from parents.

8- Are the examination rooms adequate regarding the number of students in a class and facilities ?

Yes       No

Please justify?.....

9- From your observation, what behaviors are associated with cheating when you are invigilating ?

Kicking the chairs, the tables and the legs Feet

Rolling eyes here and there

If there are other behaviors, please mention them ?.....

.....

**10-**How do you handle cases of cheating in examination when you are invigilating ?

.....

.....

**11-**How do students react after being caught cheating?

.....

.....

**12-** What are the bases that guide you in setting questions for examinations ?

.....

.....

**13-** To ensure that cheating does not occur during examination in your subject, Do you put in place the following preventive measures ?

<b>Option</b>	<b>Yes</b>	<b>No</b>
Increasing the number of proctors in the examination room		
Not burdening students with the memorizing of materials and adopting modern methods in teaching		
Depending on the essay questions that force students to integrate personal experiences such as analysis and criticism rather than questions that facilitate cheating among students		
Increasing students' awareness of the consequences of cheating and its negative effects on the personality of the individual		

Inflicting sever penalty on students who practice cheating in the exam and tightening sanctions on those who have not benefited from previous attempts to cheat.		
Make students sit in large seats that are spaced from each other		
Using modern methods in the evaluation of exams		
students Making questions clear, comprehensive and relevant to the capacities.		
Not confusing students with intensive course material and topics for the exam and select the appropriate time		
Taking into account the special circumstances of students; allowing them to postpone the exam and providing second attempts for the failed		
Setting up an academic system to test the information acquired by students through the practical application rather than theoretical		
Preventing students from entering the mobile phone or other electronic devices that help to cheat into the exam		
Making exam proctors comply with the instructions of examination and not allow them to speak with the students during the exam		
Preventing students from walking or standing close to the examination room		

*Thanks again for your participation!*



## المخلص

تحقق هذه الدراسة في احدى المواضيع المشكلة في ميدان تدريس اللغة الإنجليزية ، فهي أساسا تهدف إلى التحقق من نظرة طلبة السنة الثانية إنجليزية اتجاه الغش في الإمتحانات في جامعة بسكرة فهي تسعى أيضا إلى التأكد من موقفهم اتجاه الغش . تطرح الدراسة الحالية الفرضيتين التاليتين إذا كان تأثير الرفيق من أقوى العوامل المحيطة ، فهذا سيؤثر على مستوى الغش بين الطلبة ، وإذا تسهيلات التكنولوجيا منحت ابعاد جديدة للغش ، فإن الغش في الإمتحانات سيفتح مجالات جديدة لعدة انواع من الغش المدرسي. تتكون هذه الدراسة الحالية من قسمين أساسيين ، الجانب النظري للدراسة والذي يتضمن فصلين ، حيث قدمنا نظرة عامة عن الغش المدرسي في الفصل الأول ، بينما عالج الفصل الثاني ظاهرة الغش في الإمتحانات ، ويسعى في النهاية أيضا إلى تقديم كيفية تخفيض نسبة الغش من طرف الأساتذة . القسم الثاني خصص للجزء التطبيقي للدراسة ففي هذا القسم قمنا بتطبيق الفصل النظري ، و لمحاولة التأكد من الحقائق ، قمنا بإتباع النهج الوصفي إذ جمعت المعطيات بإستعمال وسيلتين استبيان وزع على أربعون طالب من السنة الثانية في جامعة بسكرة، و إستبيان آخر وزع على ستة أساتذة من نفس الجامعة . وقد كان رد كل المشاركين بشكل إيجابي كما أظهروا الكثير من الإهتمام ، ولقد أظهرت نتائج الدراسة بأن الطلبة متورطين في عملية الغش وذلك لأنهم أظهروا قابلية الغش في الإمتحانات ، والأساتذة أيضا من جهتهم وافقوا الطلبة على هاته الفكرة فائلين أن الطلبة لا يملكون أدنى مشكلة للتورط في مثل هاته السلوكات .