

**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Mohamed Khider University of Biskra**

**Faculty of Letters and Languages**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**



**Atelophobia as a Factor of Students' Academic Dishonesty in Exams**

**The Case Of : First Year Students of English at Biskra University**

**A Research Proposal Submitted to the Department of English Languages as a Partial Fulfilment of the Requirements  
for the Master's Degree in Sciences of Language**

**Submitted by:**

Seif Eddine Nebbar

**Supervised by:**

Dr. Lamdjed El Hamel

**Board of Examiners :**

Dr. Segueni Lamri

University of Biskra

Dr. Mostapha Meddour

University of Biskra

Dr. Benzida Yasmina

University of Biskra

Academic year 2024-2025

## **ACKNOWLEDGEMENTS**

Praise and thanks to the living and mighty God first and foremost and in compliance with the words of the Prophet (peace and blessings of Allah be upon him):

"He who does not thank people does not thank Allah"

We extend our sincere thanks and gratitude to the professors Lamdjed El Hamel, Segueni Lamri, Mostapha Meddour and Benzida Yasmina

which kindly accepted the supervision of this memorandum and all directives, observations and advice.

We also extend our sincere thanks to all the professors of the Department Of English Language And literature.

My sincere greetings to the member of jury Dr. Mostapha Meddour and Benzida Yasmina

And to all the library staff, may Allah reward them with all the best.

And in the end, we thank everyone who gave us a helping hand and help from close.

## **DEDICATION**

Praise be to Allah who helped us in this humble work, which I dedicate with the highest expressions of love and gratitude:

To the one who dose the cup empty for me to give me a drop of love

To the one who harvested thorns from my path to pave the way for knowledge

To my Supervisor Dr. Lamdjed ELhamel who helped me overcome many of difficulties I faced.and to the member of the jury Mostapha Meddour and Benzida Yasmina.

To my fatherwho supported me and worked hard to complete my academic career.

To my mother, who always accompanied me with her prayers and keenness on me.

To my beloved brothers who have always extended a helping hand to me and labored for me.

To my loved ones, friends and all those who contributed to my success from near or far

To respected professors and classmates.

To everyone who helped me.

## Table of Contents

<b>ABSTRACT .....</b>	<b>1</b>
<b>GENERAL INTRODUCTION .....</b>	<b>2</b>
<b>1. Background of the Study .....</b>	<b>4</b>
<b>2. Statement of the problem.....</b>	<b>4</b>
<b>3. Study Objectives .....</b>	<b>5</b>
<b>5. Research Questions.....</b>	<b>5</b>
<b>7. Research Methodology Design .....</b>	<b>6</b>
<b>8. Population.....</b>	<b>6</b>
<b>9. Sample and Sampling Technique .....</b>	<b>7</b>
<b>10. Tools of Data Collection .....</b>	<b>7</b>
<b>11. Structure of the Dissertation .....</b>	<b>7</b>
<b>Chapter one: Conceptualizing Atelophobia.....</b>	<b>9</b>
<b>Introduction .....</b>	<b>10</b>
<b>1. Atelophobia – The Fear of Imperfection .....</b>	<b>10</b>
<b>1.1. Definition of Atelophobia .....</b>	<b>10</b>
<b>1.2. Nature of the Disorder .....</b>	<b>11</b>
<b>1.3. Clinical Perspective.....</b>	<b>11</b>
<b>2. Aspects of Atelophobia .....</b>	<b>12</b>
<b>A. Psychological Aspects .....</b>	<b>12</b>
<b>B. Behavioral Aspects .....</b>	<b>13</b>
<b>C. Social Aspects .....</b>	<b>14</b>
<b>D. Cognitive Aspects .....</b>	<b>15</b>
<b>E. Physical/Physiological Aspects .....</b>	<b>16</b>
<b>F. Academic and Professional Impact.....</b>	<b>17</b>
<b>3. Understanding the Fear of Failure.....</b>	<b>18</b>
<b>3.1 Definition of fear .....</b>	<b>18</b>
<b>3.2 Definition of failure.....</b>	<b>19</b>
<b>4. The existence of the fear of failure in students’ behaviour .....</b>	<b>22</b>

<b>5. Factors Contributing to Fear of Failure in Students</b> .....	22
<b>Conclusion</b> .....	28
<b>Chapter two: Academic Integrity and Dishonesty</b> .....	29
<b>Introduction</b> .....	30
<b>1. What is Integrity?</b> .....	31
<b>1.1. The Essence of Integrity</b> .....	31
<b>1.2. Psychological and Moral Dimensions of Integrity</b> .....	31
<b>1.3. Traits and Components of Integrity</b> .....	32
<b>1.4. Examples of Integrity in Everyday Life</b> .....	32
<b>1.5. Integrity in Personal Life</b> .....	32
<b>1.6. Integrity in Professional and Academic Settings</b> .....	33
<b>1.7. The Social Impact of Integrity</b> .....	33
<b>1.8. Challenges to Integrity</b> .....	33
<b>1.9. Developing and Strengthening Integrity</b> .....	34
<b>1.10. The Reward of Integrity</b> .....	34
<b>2. What is Dishonesty ?</b> .....	34
<b>2.1. The Psychological Roots of Dishonesty</b> .....	35
<b>2.2. Forms and Examples of Dishonesty</b> .....	35
<b>2.3. Ethical and Moral Dimensions</b> .....	36
<b>2.4. Social Consequences of Dishonesty</b> .....	36
<b>2.5. The Psychological Impact of Being Dishonest</b> .....	37
<b>2.6. Dishonesty in the Digital Age</b> .....	37
<b>2.7. Preventing and Addressing Dishonesty</b> .....	38
<b>3. Academic Dishonesty: An Overview</b> .....	38
<b>4. Types of dishonest behavior</b> .....	40
<b>4.1 How to Prevent Academic Fraud</b> .....	41
<b>4.2 Promoting Academic Integrity:</b> .....	41
<b>5. Link Between Fear of Failure and Academic Dishonesty</b> .....	44
<b>5.1 Impact of Academic Dishonesty</b> .....	46
<b>5.3. On Academic Institutions</b> .....	48
<b>6. Consequences of Academic Dishonesty</b> .....	48

6.1 Definition of honesty .....	48
6.2 Definition of dishonesty .....	49
7. Strategies to Mitigate Fear of Failure .....	51
7.1. Educational Interventions .....	51
7.2. Parental and Peer Support .....	53
7.3. Personal Development .....	53
Conclusion .....	56
Field work .....	57
Introduction .....	58
1. Analysis of the questionnaires .....	59
1.1. Student's Questionnaire .....	59
Analysis of Frequency of Academic Dishonesty (n=21).....	63
Analysis of Teachers' Interview .....	80
Teacher's Questionnaire .....	80
Discussion .....	90
Conclusion .....	91
Summary of Findings .....	92
GENERAL CONCLUSION .....	93
References .....	94
الملخص .....	100

## **ABSTRACT**

Academic dishonesty among students, such as cheating and plagiarism, continues to be a pervasive issue in educational settings. This study explores the fear of failure as a significant psychological factor influencing students' decisions to engage in dishonest behaviors during exams. The research examines how the fear of failure manifests as anxiety and stress, driving students to resort to unethical practices to avoid perceived negative outcomes associated with failure.

The investigation identifies various motivational aspects behind academic dishonesty, wherein students perceive cheating or plagiarism as strategies to ensure academic success or to alleviate the pressure of academic expectations. It delves into the cultural and institutional contexts within educational environments that contribute to the fear of failure, including competitive grading systems and societal pressures for high academic achievement. Through qualitative and quantitative analyses, the study reveals the detrimental impact of the fear of failure on students' ethical decision-making processes.

It highlights the need for educational interventions that promote resilience, ethical reasoning, and a growth mindset to mitigate the fear of failure and foster a culture of academic integrity. Ultimately, understanding and addressing the fear of failure as a determinant of academic dishonesty is essential for designing effective strategies to support students' academic and personal development while upholding ethical standards in education.

**Keywords:** Atelophobia, fear, imperfection, integrity, dishonesty.

## **GENERAL INTRODUCTION**

Knowledge and experience go beyond information transfer. Active participation, critical thinking, and reflection are needed in this complex process. Knowledge is more than memorizing information; it includes grasping ideas, developing skills, and building wisdom through interaction with the environment and people. Integrating multiple key academic fields and philosophical views is the only way to teach and understand this difficult process. Epistemology, the study of knowledge, explains its origins, extent, and constraints. Pedagogy, the art and science of teaching, offers methods and tactics for varied learners to succeed. Education ethics emphasizes instructors' and students' moral obligations to preserve fairness, respect, and honesty. Honesty is essential to academic and intellectual trust and reputation. Knowledge loses its significance and validity without honesty, undermining education.

Dishonesty damaged many academic settings, despite the objective of honest learning. Some students, under pressure to perform and fearing failure, may use shortcuts that hurt education. Unauthorized use or replication of information, resources, or sources in academic assignments is one of the most prevalent and troublesome forms of academic dishonesty. This action breaks institutional regulations and undermines education ethics. Cheating is caused by several factors, but many students dread failure. The high stakes of academic success, personal vulnerabilities, cultural and family expectations, and competitive academic contexts might cause this dread. Fear may alter pupils' motives, impair learning, and undermine their self-esteem and future chances. Unfortunately, academic dishonesty persists globally, making academic integrity difficult for educators, administrators, and legislators.

We attempt to explain the relationship between academic dishonesty and fear of failure in this research. The psychological and emotional aspects of fear of failure on students' attitudes,



behaviors, and decision-making are examined first. We then discuss academic dishonesty's types, prevalence, and causes.

This study examines the relationship between fear of failure and academic dishonesty, which is essential for successful treatments. We also identify and explore personal, societal, and institutional elements that cause student fear of failure. The research also examines how academic dishonesty affects students, educators, and society. Dishonesty has ethical, intellectual, and psychological ramifications. Finally, the study suggests addressing academic dishonesty's core causes, fostering integrity, and helping students overcome their fear of failure. The research uses a comprehensive approach to provide insights and suggestions to improve education quality and equity.

## **1. Background of the Study**

One of the potent emotions that can have a great deal of impact on human decisions and behavior is, undoubtedly, the fear concerning failure. In an academic environment, this kind of fear may work as a driver for students cheating during an exam rather than facing the result of failure. Students face many pressures in order to make personal academic objectives a real possibility, and sometimes these pressures make them forget about values and ethics. Pressure can come from different cultural norms, parental responsibilities, or personal aspirations.

Many studies have been conducted to shed light on these negative feelings by examining the psychological factors that eventually prompt students to cheat in class. This will provide teachers with more effective programs to instill self-belief in students and thus help them maintain academic integrity. Furthermore, this study will help develop a more supportive learning environment in which students would be able to maintain academic integrity and reduce the fear of failure. This study examines different types of fear of failure and the influences it has on decisions about cheating on papers during exams.

This will involve a critical exploration of the psychological forces, individual pressures, and social norms that might cause students to act in ways inconsistent with their moral values. In examining the causes, mechanisms can be discovered that are effective in preventing cheating and fostering and promoting an atmosphere USSR values in academic honesty and in remediation and prevention.

## **2. Statement of the problem**

There are many studies that attempt to shed light on such negative feelings by getting insight from psychological factors perfuming students' decisions to cheat in class. Effective programs can be initiated by much more functional teachers, making students believe in themselves and thereby creating a stronger function of academic integrity. Apart from this fact,

it also creates a more caring environment of learning where students can believe in maintaining academic integrity and ultimately reduce the fear of failure. This paper discusses various aspects of fear of failure and its effects on students' decisions regarding cheating on papers during examinations.

### **3. Study Objectives**

The objective of this study is to find out how the fear of failing in examinations by the student acts as motivation to engage in dishonest activities.

Pinpoint the social, psychological, and emotional phenomenon that corresponds to this fear of failure and measures how it affects student behavior. It also suggests policy and educational changes to help ensure a learning environment that values honesty and minimizes anxiety about the weight of failure.

### **4. Significance of the Study**

The research is meant to find out how students are being pressured into cheating due to the fear of failing exams, focusing on the first-year LMD students.

Therefore, this study stresses the need for instructional approaches that target the force that led to dishonesty in addition to penalizing it. The results could promote a more honest learning environment and lessen stress- related cheating, which would benefit both individuals and the academic institutions.

The study also focuses on providing suitable solutions to the problems students face as a result of fear of failure in Exams.

### **5. Research Questions**

The current study aims to answer the following questions:

1. To what extent does the fear of failure contribute to students choosing to engage in dishonest behaviours during exams?
2. How can academic environment and supporting system influence the relation between failure fearing and academic dishonesty among students?

## **6. Research Hypothesis**

The following hypothesis was created in an effort to answer the above-mentioned questions:

If students experience atelophobia, they are more likely engaged in academic dishonesty unless they have access to a supportive learning environment.

## **7. Research Methodology Design**

### **7.1.The Methods**

The selection of the descriptive method was mainly because of its ability to gather more reliable data in an effective way. One contributing element to students' academic dishonesty on tests, according to descriptive research, is their fear of failing. In order to gather information about the impact of these factors, we used a research tool that consists of a questionnaire given to first-year LMD students at Biskra University and an interview with teachers to get their thoughts on how students' fear of failing drives them to engage in fraudulent behavior during exams. Interviews and questionnaires were created to carry out our investigation in a qualitative manner.

## **8. Population**

The representative population of this study is first year EFL students at the department of English language and literature at Mohamed Khaider University of Biskra, Algeria (MKU). The selection of this population was not at random. The main reason behind this selection was that the researcher had studied there for 4 years in addition to this academic year, he has an easy access to the population in order to discuss with them and also conduct the data collection tools with them.

## **9. Sample and Sampling Technique**

Because of the large population (about 600 students), 30 individuals were selected at random to serve as the case study's representative. It is used to compile background information on how difficulties cause students to become anxious and depressed. A sample of five teachers who teach first year students on how to handle such situations is also included. An interview has been scheduled for an attempt to increase the validity of the research findings.

## **10. Tools of Data Collection**

In the current study, there will be two major phases. The researcher will rely on certain data tools at each step. In the first stage, the preliminary phase, an informal discussion will be conducted with both teachers and students in order to prove the existence of the problem within the target population. Then, in the main phase, a questionnaire (for students), an interview (for teachers) will be administered. After the gathered data has been thematically and statistically analysed with the SPSS program, it will be presented to address the research questions.

## **11. Structure of the Dissertation**

This study encompasses two main parts. The first part is theoretical in its nature, while the second is rather of a practical orientation. The literature review takes up the first section. It is divided into two sections; the first section is about the independent variable (fear of failure) while the second is related to the dependent variable (Academic Dishonesty in Exams). Two chapters are contained in the second part as well. The methods and instruments that will be

utilized in this study are described in the initial chapter, along with an analysis and discussion of the results. The second discusses consequences, limits, and research suggestions.

The dissertation finishes with a summary of all research project parts and components, summarizing main research outcomes.



# **Chapter one: Conceptualizing Atelophobia**

## **Introduction**

It is a complicated and sometimes misunderstood psychiatric condition that extends much beyond the typical concerns that people have about making mistakes or trying to achieve greatness. A severe psychiatric condition, atelophobia, commonly referred to as the fear of imperfection, is a dread of being flawed. Not only does atelophobia have the capacity to paralyze individuals, but it also has the potential to harm not just their emotional well-being but also their behavior, relationships, cognition, and even their physical health. Its roots lie in an overwhelming dread of falling short of personal or external standards. Through an analysis of its defining characteristics, psychological and behavioral expressions, and the significant impact it has on a wide range of aspects of life, the objective of this chapter is to study the multifaceted nature of atelophobia. We wish to examine the mechanisms that lay behind the fear of imperfection, as well as its strong linkages to the fear of failure, in order to provide a comprehensive understanding of this debilitating sickness and its bigger repercussions. This will allow us to provide a more complete understanding of the condition.

## **1. Atelophobia – The Fear of Imperfection**

### **1.1. Definition of Atelophobia**

Atelophobia is a complex psychological condition that stems from the Greek roots “*atelēs*” (meaning of imperfect or incomplete) and “*phobos*” (meaning fear). It denotes a deep-seated, irrational, and often debilitating fear of imperfection. Individuals who suffer from atelophobia experience overwhelming anxiety at the thought of making mistakes, being perceived as flawed, or failing to meet their own or others’ standards (Shafran, R., & Mansell, W. 2001)

This condition goes far beyond the healthy desire to improve or strive for excellence. While perfectionism may drive personal growth in some cases, atelophobia paralyzes individuals with



fear, rendering even the most basic of tasks emotionally exhausting. The fear is not only about failing but also about the mere possibility of falling short, which can be mentally tormenting.

## **1.2. Nature of the Disorder**

Atelophobia is not rooted in ambition or motivation, it is rooted in psychological distress and avoidance behavior. Those affected often experience a relentless internal pressure to meet unrealistic expectations, and any deviation from perfection can trigger intense feelings of inadequacy, shame, or guilt. Rather than encouraging growth, atelophobia inhibits personal and professional development, as the fear of not doing something perfectly often results in avoidance, procrastination, or complete withdrawal.

The condition can manifest in various life domains, including work, academics, relationships, and creative endeavors. For instance, someone might avoid starting a project due to fear of imperfection, or refrain from sharing their opinion in a discussion out of concern it might not be well-received.

## **1.3. Clinical Perspective**

From a clinical standpoint, atelophobia is categorized as a specific phobia and can be closely associated with other mental health conditions such as generalized anxiety disorder (GAD), obsessive-compulsive disorder (OCD), and social anxiety disorder (SAD). The obsession with flawlessness often overlaps with maladaptive perfectionism, where individuals set excessively high standards and harshly judge themselves for perceived shortcomings.

Atelophobia can lead to chronic psychological stress, emotional exhaustion, and in more severe cases, contribute to clinical depression and burnout syndrome. The persistent fear of being judged or failing to meet impossible ideals can result in a diminished sense of self-worth, erosion of confidence, and social isolation.

Symptoms may include :

- Constant self-criticism
- Avoidance of risk or new experiences
- Physical symptoms like heart palpitations, nausea, or sweating when facing tasks perceived as “imperfectly done”
- Repetitive behaviors to ensure “perfection”
- Fear of being exposed as a failure or fraud (impostor syndrome)

Despite its severity, atelophobia is a treatable condition. Therapeutic interventions such as Cognitive Behavioral Therapy (CBT), exposure therapy, and mindfulness-based therapies have shown success in helping individuals challenge irrational beliefs about perfection and build healthier coping strategies.

## **2. Aspects of Atelophobia**

Atelophobia is a multidimensional psychological condition that affects various facets of an individual's life. It does not limit itself to a single domain such as behavior or cognition but spans across emotional well-being, interpersonal relationships, physical health, and self-perception. Understanding the breadth of atelophobia's impact is essential for comprehending the profound disruptions it can cause in a person's functionality and quality of life. The following is a detailed examination of the key aspects involved:

### **A. Psychological Aspects**

#### **1. Persistent Feelings of Inadequacy**

Atelophobic individuals often internalize a constant belief that they are not "good enough" despite tangible achievements or external praise. This deep-rooted feeling of inadequacy becomes a lens through which they view themselves and the world, leading to chronic self-doubt and low self-esteem.

## **2. Obsessive Perfectionism**

Unlike constructive or adaptive perfectionism, obsessive perfectionism becomes maladaptive. The individual holds themselves to unrealistic and rigid standards and equates their worth with flawless performance. Any deviation from perfection is seen as failure.

## **3. Anxiety and Emotional Exhaustion**

Living under the relentless pressure of being perfect generates intense and chronic emotional stress. The constant need to scrutinize every action and anticipate potential failure leads to emotional burnout, nervousness, and ongoing anxiety that interferes with daily life.

## **4. Intense Guilt and Shame**

Minor errors or perceived imperfections often trigger profound guilt and self-condemnation. Rather than viewing mistakes as learning opportunities, the atelophobic person experiences them as personal defects that reflect moral or intellectual weakness.

## **5. Fear of Failure**

A dominant emotional theme in atelophobia is the paralyzing fear of failure. The anticipation of falling short even in trivial matters elicits disproportionate distress, often leading to avoidant behaviors and psychological withdrawal.

## **B. Behavioral Aspects**

### **1. Avoidance and Procrastination**

Rather than confront tasks that might expose their imperfections, individuals often procrastinate or avoid responsibilities altogether. This avoidance is not due to laziness but is rooted in fear of potential judgment or failure.

## **2. Overcompensation**

To counteract perceived flaws, they might overwork or refine tasks obsessively. While this may appear productive, it often leads to missed deadlines, neglected responsibilities, and harm to personal health.

## **3. People-Pleasing Tendencies**

The desire to receive external validation often morphs into compulsive people-pleasing. They exhaust themselves trying to meet everyone's expectations in a desperate attempt to avoid disapproval or criticism.

## **4. Repetition and Rechecking**

Compulsive behaviors such as redoing work multiple times, excessive proofreading, or constant checking for errors are common. These rituals are intended to prevent perceived flaws but reinforce the anxiety loop.

## **5. Social Withdrawal**

Fearing judgment or exposure of their imperfections, individuals may gradually retreat from social settings. This withdrawal can lead to loneliness, deteriorated social skills, and increased isolation.

## **C. Social Aspects**

### **1. Difficulty Building Relationships**

Because of their fear of being exposed as flawed, atelophobic individuals struggle with vulnerability and openness. They may keep emotional distance or hide their true selves, making it hard to form meaningful relationships.

## **2. Fear of Criticism or Rejection**

Even constructive feedback is perceived as a personal attack or confirmation of failure. As a result, these individuals may become defensive, anxious, or deeply discouraged in the face of any critique.

## **3. Dependency on External Approval**

Self-worth becomes heavily dependent on external validation. Compliments and praise offer temporary relief, but the individual remains insecure unless constantly reassured.

## **4. Feelings of Alienation**

Over time, the inability to connect authentically and the constant fear of rejection can create a profound sense of loneliness and alienation. They may feel misunderstood, invisible, or fundamentally different from others.

## **D. Cognitive Aspects**

### **1. Negative Self-Talk**

The internal monologue of someone with atelophobia is often filled with self-blame and harsh criticism. Phrases such as “I’m a failure,” “Nothing I do is good enough,” or “I’m worthless” dominate their thoughts.

### **2. All-or-Nothing Thinking**

Also known as black-and-white thinking, this cognitive distortion causes the individual to view situations in extremes. A task is either done perfectly or is a complete failure, with no room for moderation or imperfection.

### **3. Cognitive Distortions**

Atelophobia is associated with several cognitive errors:

- **Catastrophizing:** Expecting the worst possible outcome.
- **Filtering:** Focusing only on mistakes and ignoring successes.
- **Magnification:** Exaggerating the significance of errors or flaws.

### **4. Unrealistic Standards**

Self-imposed expectations are often unattainably high. These standards are not based on practical capability but on an internalized belief that nothing short of excellence is acceptable. This results in chronic dissatisfaction and self-punishment.

## **E. Physical/Physiological Aspects**

### **1. Symptoms of Chronic Stress**

Constant anxiety related to performance and self-worth manifests physically as muscle tension, migraines, gastrointestinal issues, fatigue, and compromised immune function.

### **2. Panic Attacks**

In high-pressure or evaluative situations, atelophobic individuals may experience panic attacks marked by shortness of breath, chest tightness, dizziness, and an overwhelming sense of dread.

### **3. Physical Burnout**

The relentless pursuit of perfection often leads to neglect of basic self-care. Irregular sleep patterns, poor eating habits, and lack of relaxation time result in exhaustion and physical deterioration.

## **F. Academic and Professional Impact**

### **1. Underachievement**

Ironically, the fear of imperfection often leads to underperformance. Projects may be delayed, abandoned, or never started due to the fear of not meeting perfect standards.

### **2. Impostor Syndrome**

Despite accomplishments, the individual may believe they are undeserving of their success. They live with the constant fear of being "found out" as a fraud, which diminishes confidence and increases anxiety.

### **3. Fear of Promotion or Advancement**

Professional growth often entails new responsibilities and visibility. Atelophobic individuals may avoid advancement opportunities to prevent the possibility of failure or public scrutiny.

### **4. Creative Paralysis**

Roles involving innovation, art, or communication become especially challenging. The fear of producing something less than perfect often leads to complete creative blockage, impeding originality and expression.

### 3. Understanding the Fear of Failure

#### 3.1 Definition of fear

Fear is an emotion that can be defined in several ways:

- As a noun, fear is an unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat<sup>1</sup>. It can also refer to a feeling of anxiety concerning the outcome of something or the safety and well-being of someone as a verb, to fear means to be afraid of something as likely to be dangerous, painful, or threatening. It can also mean to feel anxiety or apprehension on behalf of.

Here are some examples of how “fear” is used in sentences:

- He is prey to irrational fears.
- Drivers are threatening to quit their jobs in fear after a cabby’s murder.
- She could observe the other guests without too much fear of attracting attention
- He urged his listeners to fear God
- Farmers fear that they will lose business.

Please note that the context can greatly influence the meaning of the word. Fear can also be a complex response to certain stimuli, and people’s perceptions and responses to fear can vary widely.

Fear is a natural and fundamental human emotion that occurs in response to a perceived threat or danger. According to Le Doux (2015), fear is "an emotional response to a perceived threat, which involves the activation of a number of physiological systems, including the sympathetic nervous system, the hypothalamic-pituitary-adrenal (HPA) axis, and the amygdala."

The amygdala is a brain region that helps process fear and other emotional reactions (Le Doux, 2015). When the amygdala recognizes a potential threat, it sends a signal to activate the



sympathetic nervous system, resulting in the "fight or flight" reaction. This response primes the body for action by raising the heart rate, breathing rate, and blood pressure.

adaptive, helping individuals notice and respond to possible threat (Öhman & Mineka, 2001). However, excessive or unreasonable fear can impair normal functioning and contribute to anxiety disorders (Barlow, 2002).

### **3.2 Definition of failure**

- As a noun, failure refers to the lack of success. It can also refer to an unsuccessful person, enterprise, or thing. Other definitions include the omission of expected or required action, a lack or deficiency of a desirable quality, and the action or state of not functioning.

Here are some examples of how “failure” is used in sentences:

- An economic policy that is doomed to failure
- The failures of his policies
- Bad weather had resulted in crop failures<sup>1</sup>.
- Their failure to comply with the basic rules
- A failure of imagination.
- Symptoms of heart failure
- An engine failure
- A sudden power failure.
- Business failures rose by 53%
- Please note that the context can greatly influence the meaning of the word. Failure can also be a complex response to certain stimuli, and people’s perceptions and responses to failure can vary widely.

Failure is described as a lack of achievement or accomplishment in reaching a desired objective or outcome. It can also describe an inability to meet expectations or norms. Dweck and Yeager

(2019) argue that failure can be viewed as a learning opportunity and a chance to improve, rather than a permanent setback.

Duckworth and Seligman (2005) offer another definition of failure: it is a temporary setback or hurdle that may be overcome with hard work and perseverance. They emphasize the significance of resilience in confronting and overcoming defeat.

In contrast, O'Connell and Cuthbert (2019) argue that failure can have negative implications such as lower motivation and self-esteem. They argue that failure should be viewed as a multifaceted and multidimensional experience, rather than a simple binary result.

Overall, failure is a typical occurrence that can have both beneficial and bad consequences, depending on how it is addressed and understood.

### **3.3. Definition of fear of failure**

This fear can stem from a number of sources. Sometimes it might emerge in response to a specific situation. In other cases, it might be related to another mental health condition such as anxiety or depression.

The fear of failure may also be related to being a perfectionist. Because perfectionists have such high expectations for how they expect things to turn out, they may experience a nagging fear that they won't live up to those often unrealistically high standards.

Some of the common signs of this fear include anxiety, avoidance, feeling a loss of control, helplessness, and powerlessness.

In addition to emotional and behavioral symptoms, people with a fear of failure may also experience physical symptoms including rapid heart rate, chest tightness, trembling, dizziness, lightheadedness, sweating, and digestive problems.

In some cases, the fear of failure may cause people to avoid trying altogether. Because they are so afraid that they will try and not succeed, they simply decide not to try at all in order to prevent potential pain, embarrassment, or disappointment

According to Dweck, C. (2006) Distinguished Professor of Psychology at Stanford University, the fear of failure is an emotional response that can lead to a fixed mindset. Where they believe their talents and capacities as wouldn't change or improve, which can lead to an unwillingness to take risks and benefit from the opportunities. It may also be related to being a perfectionist. Since there are high expectations for results, they are constantly worried if they do not perform as expected. Some authors have even suggested that fear of failure.

Fear of failure indicates Act in anticipation of negative outcomes in performance situations (Cook &Halvari, 1999; Gjesme, 1982). It has a positive impact on student performance in motivation to succeed because of their high level of excitement (e.g., Covington &Omelich, 1988; Elliot & Church, 1997). It can also produce behavioral symptoms including but not limited to avoidance, helplessness, feeling of loss of control, and physical symptoms such as chest tightness, trembling, dizziness, sweating, and digestive problems. (Cherry, 2023). Gallagher and Marques (2019) suggest that fear of failure can also be associated with judgmental and critical opinions from others, It can be particularly detrimental for individuals in competitive or high-risk environments, such as sports or business. It can have serious health consequences such as physical health problems including cardiovascular damage, gastrointestinal problems, and mental health issues including depression, and memory loss. (Danieli, 2017)

Overall, atelophobia can be driven by vulnerability, shame, and anxiety over others' judgmental opinions. These fears can cause psychological symptoms such as helplessness, and physical sensations as well like dizziness.

#### **4. The existence of the fear of failure in students' behaviour**

The fear of failure is a widespread phenomenon among students, and it has been extensively researched in academic literature.

Richardson and Suinn's (1972) study defines fear of failure as "the apprehension experienced by an individual who anticipates that his or her performance will be evaluated negatively." This anxiety can emerge in a number of ways, including avoidance of difficult activities, procrastination, and self-sabotage.

Other research has shown that fear of failure might have a negative impact on academic achievement. For example, in a study conducted by Elliot and McGregor (2001), college students who expressed more fear of failure were more likely to experience anxiety and perform poorly on exams.

#### **5. Factors Contributing to Fear of Failure in Students**

There are several factors that contribute to the fear of failure in students:

**Anxiety and Low Self-esteem:** Attelophobia (Fear of failure) can cause more anxiety, self-doubt, and lower self-esteem. Students who have not failed an exam previously, those with depression, and those with a family history of mental illness tend to fear failure more.

**Perceptions of Low Control:** Factors that are associated with fear of failure include perceptions of low control. This can be exacerbated by high academic pressures and expectations.

**Unstable Self-esteem:** An unstable self-esteem is another factor that contributes to the fear of failure.

**Neuroticism:** Some researchers describe fear of failure as an aspect of personality, for example having a high degree of neuroticism that consistently contributes to fear of failure across all contexts.

**Fear of Success:** Some students fear success, which is common among students who are worried about the responsibilities they will face if they succeed or the ways their lives might change once they succeed.

**Lack of Preparation:** Other students fail from a lack of preparation.

Understanding these factors and addressing them effectively is crucial for students, educators, and parents alike. Overcoming fear of failure is no small feat, but through personal experience and insights gathered from experts, strategies can be developed to help alleviate the stress of academic pressures

Atelophobia is a common emotion that takes over students at different educational stages. It can affect their mental health, social interaction, and academic performance; therefore, it is essential that parents, educators, and students to fully comprehend the causes and effects that drive it, and improve coping mechanisms. Research studies suggest that while many students describe academic dishonesty as unethical behavior, they engage in it regularly or do so at some point in their student lives.

This fear often shows itself in overwhelming anxiety about failing grades, receiving negative feedback, or failing to achieve their goals. (Isla, 2024).

Researchers indicate that academic dishonesty can be influenced by a variety of factors, including faculty attitudes toward academic dishonesty, institutional policies, social factors, intrinsic and extrinsic motivation, external pressure to reach high levels of accomplishment, and achievement motivation.(Nathanson et al., 2006; Yang et al., 2013).Academic dishonesty can result from a variety of personal motivations, such as a person's need for social acceptance, desire for excellent marks, desire for career advancement, time restrictions, or ignorance of the extent of plagiarism (McCabe et al., 2006; Stephens & Nicholson, 2008).

The following are thorough explanations of the primary factors that contribute to students' fear of failure, each demonstrating how different pressures and experiences affect their perspectives and reactions to possible failure. (Isla, 2024)

**High parental expectations:** High parental expectations can significantly impact a student's fear of failure. Here are some ways in which they contribute:

**Perfectionism:** High parental expectations are linked to an increase in perfectionism among students. Perfectionism can lead to damaging mental health consequences, including depression, anxiety, self-harm, and eating disorders.

**Pressure to Succeed:** When parents set very high standards for their children's academic achievements, it can lead to intense pressure to succeed. This pressure often causes anxiety and fear of disappointing their parents if they fail to meet these expectations.

**Risk Aversion:** When children are constantly pressured to meet high expectations, they may become risk-averse. The fear of failure can deter them from taking on new challenges or pursuing their passions, as they are afraid of falling short of the standards.

**Impact on Low-Income Families:** Atelophobia as a result of high parental expectation, perceptions of an uncertain socioeconomic future, and the avoidance of experiencing shame are challenging students from low-income families to improve their academic performance.

Understanding these factors and addressing them effectively is crucial for students, educators, and parents alike. Overcoming fear of failure is no small feat, but through personal experience and insights gathered from experts, strategies can be developed to help alleviate the stress of academic pressures

When parents set unrealistic expectations for their children's academic achievements, it can create tremendous stress to succeed. This pressure frequently produces anxiety and a fear of

disappointing their parents if they do not match these standards. Michael Bongalo's outlines his insights regarding the part that parents perform in this aspect,

“Fear of failure often takes root in environments where family support is lacking, especially when failure is met with criticism rather than understanding. Conversely, parents who instill confidence in their children and view failures as learning opportunities help to build resilience against fear. Such supportive environments teach children to see setbacks not as defeats, but as stepping stones for growth, without resorting to mockery or discouragement, which can negatively impact a student's mindset.”

According to Seb Battaglia,

“Students who fear failure often have over controlling parents, or parents who punish them for failing, forcing them into perfectionism. This is a big issue because our growth is based on learning from failures. Yet, that is not taught in school, or as parents we are not used to teaching it to our kids. I am a PhD scientist by training, I also taught in colleges, and my wife is a high school teacher. We both believe that students should be taught not only that failing is ok, but how to accept it and learn from it.”

**Societal pressure to succeed:** Societal pressure to succeed can significantly contribute to the fear of failure in students. Here are some ways in which it does:

**Value of Success:** Society often values success and achievement, creating an environment where failure is looked down upon. This societal norm can make students fear failure, as they believe it will lead to judgment or rejection from their peers and the community.

**Fear of Risk-taking:** Societal pressure often instills a fear of failure, which can prevent individuals from taking risks and pursuing their passions. To overcome this fear, it is important to cultivate a growth mindset, embrace challenges as opportunities for growth, view setbacks as temporary, and believe in one's ability to learn and improve.

**Impact on Learning:** By being obsessed with success, students are afraid to fail, so they are reluctant to take difficult steps to master new material. Acknowledging that difficulty is a crucial part of learning could stop a vicious circle in which difficulty creates feelings of incompetence that in turn disrupts learning.

**Stigma of Failure:** Societal and familial pressures are the greatest contributors to students' fear of failure. Many students cited the need to increase the number of failure narratives discussed in the classroom, where scientific and academic failures would be shared reinforcing the role of failure as part of personal and academic progression and growth.

Understanding these factors and addressing them effectively is crucial for students, educators, and parents alike. Overcoming fear of failure is no small feat, but through personal experience and insights gathered from experts, strategies can be developed to help alleviate the stress of academic pressures.

Generally, prizes success and performance, establishing a climate in which failure is frowned upon. This societal norm might cause kids to fear failure because they believe it will result in criticism or rejection from their peers and community.

Individuals may be dishonest if they feel pressured by others to lie or withhold information, such as in a group situation or when attempting to fit in with a specific crowd. This could be related to social influence, in which people adapt to the beliefs or conduct of others in order to be accepted or loved.

**Previous experiences of failure:** Students who experienced failure in the past might be afraid of repeating the same mistakes. This might cause one to lose confidence and be pessimistic about the future.



**Low self-esteem:** Oftentimes, the students who have poor self-esteem frequently question their value and abilities which will make even the possibility of failing intimidating and rather horrifying. This can keep them from participating in challenges.

**Fear of consequences:** People may lie or hide facts because they are afraid of the negative consequences of telling the truth, such as being punished or rejected. This is comparable to the concept of self-preservation, in which people put their own safety and well-being before honesty.

**Lack of moral values:** Some people may just lack a strong sense of moral ideals or ethical principles, allowing them to commit dishonest acts without feeling terrible. This could be attributed to a number of things, including upbringing, societal standards, and personal convictions.

**Challenges beyond the classroom:** Keep in mind that some student concerns may be related to factors outside of the classroom. Many students work multiple jobs, face family challenges, and deal with other stressors that prevent them from performing well in the classroom. Engaging with students about their challenges and discussing ways to manage them can help students feel more engaged in their course and be more persistent in success. (Bledsoe, Baskin, 2014).

## **Conclusion**

To summarize, atelophobia is not only an extreme form of perfectionism; rather, it is a complex disorder that leads patients to suffer disruptions in practically every part of their life. There are many different ways in which atelophobia manifests itself. It causes avoidance, emotional discomfort, and poor functioning in many facets of life, including personal, social, and professional domains, as a result of its persistent fear of imperfection and failure throughout one's life. A full knowledge of the psychological, behavioral, social, cognitive, and physical elements of atelophobia is required in order to appropriately identify the severity of the illness and the urgent need for effective treatments. This understanding is important in order to be able to provide acceptable treatment options. The purpose of this chapter is to emphasize the relevance of compassion, mindfulness, and treatment that is founded on evidence in order to aid persons who have been affected in recovering a sense of self-worth and living lives that are more meaningful. In doing so, it sheds light on the factors that contribute to the fear of imperfection as well as the consequences of that worry.

## **Chapter two: Academic Integrity and Dishonesty**

## **Introduction**

Investigating the atelophobia as a factor contributing to students' academic dishonesty in exams reveals a complex interplay of psychological, social, and educational influences. Academic dishonesty, such as cheating or plagiarism, can stem from various motivations, including the desire for higher grades, pressure to succeed, or fear of consequences. The fear of failure, specifically, may drive students to engage in dishonest behaviors as a perceived shortcut to achieving academic success or avoiding disappointing outcomes.

Understanding this phenomenon involves exploring how students perceive failure, whether it's as a personal shortcoming, a threat to their future prospects, or a source of shame and embarrassment. These perceptions can significantly influence their decision-making during exams, leading some students to resort to dishonest practices rather than face the perceived consequences of failure.

Moreover, the academic environment, including teaching practices, evaluation methods, and institutional culture, plays a crucial role in shaping students' attitudes towards academic integrity. Educators and policymakers alike are tasked with creating environments that emphasize learning over grades and support students in managing their fears and anxieties about failure constructively.

By delving into the fear of failure as a factor in academic dishonesty, researchers can identify strategies and interventions that promote a culture of honesty, resilience, and ethical behavior among students, ultimately fostering a more supportive and effective educational experience.

# 1. What is Integrity?

Integrity is one of the most revered human virtues—an essential quality that reflects the strength of a person's character and their unwavering commitment to what is right, just, and true. It goes beyond simply telling the truth. Integrity means being honest, morally upright, and consistent in actions, values, methods, and outcomes even when no one is watching and when it's difficult or inconvenient. (Brenkert, G. G. 2008)

It is a quality that speaks volumes about who you are when the pressure is high, when temptation arises, or when you're faced with a decision that tests your values.

## 1.1. The Essence of Integrity

At its core, integrity is about wholeness and honesty. The word itself comes from the Latin "*integritas*", meaning "**wholeness**" or "**completeness**". A person with integrity is "whole" there is no disconnect between what they believe, say, and do. Their actions align with their values and principles.

Integrity means:

- Telling the truth even when it's hard.
- Doing the right thing even when it's unnoticed.
- Standing up for justice even when it's unpopular.
- Owning your mistakes instead of shifting blame.

## 1.2. Psychological and Moral Dimensions of Integrity

Integrity serves as a moral compass, an intrinsic direction that enables an individual to make ethical judgments based not on fear of repercussions, but on a sincere conviction of what is right. Individuals of integrity often attain inner tranquility as their behaviors align with their principles, liberating them from shame and internal discord. They possess self-respect, deriving

satisfaction from their self-perception and decisions. Furthermore, they exhibit moral resilience, which enables them to withstand peer pressure and temptation with greater efficacy.

### **1.3. Traits and Components of Integrity**

Integrity is a combination of principles and activities that cultivate a character marked by consistency and reliability. It encompasses honesty, signifying integrity and openness. Integrity necessitates integrity, signifying reliability and merit for confidence. Exercising responsibility and acknowledging the consequences of one's actions is a fundamental aspect of integrity. It signifies adhering to your values and being faithful to your convictions, especially under challenging circumstances. Integrity requires moral bravery, which involves advocating for what is right, even at personal peril. Ultimately, it means conducting oneself ethically in various circumstances and with other individuals.

Given your appreciation for integrity, recognize that it may be cultivated via practices such as self-reflection and responsibility.

### **1.4. Examples of Integrity in Everyday Life**

Integrity is often shown in subtle, unassuming instances rather than via ostentatious displays. For instance, this is seen when one individual restores lost property without anticipating a reward, acknowledges a mistake in their job rather than concealing it, or honors commitments despite changing circumstances. It also manifests in rejecting peer temptation to deceive or engage in dishonesty, as well as in assisting someone in need without seeking recognition or accolades.

### **1.5. Integrity in Personal Life**

Integrity is essential in daily life as it enhances self-esteem, cultivates profound and trustworthy connections, and contributes to a feeling of purpose. Integrity within friendships guarantees commitment, honesty, and reciprocal respect. In romantic relationships, it entails fidelity, honesty, and emotional accountability. In family life, integrity fortifies relationships via reliable and truthful communication.

### **1.6. Integrity in Professional and Academic Settings**

Integrity is an important trait in both professional and academic settings, forming the cornerstone of ethical conduct and responsible study. In the workplace, people exhibiting integrity are timely, responsible, and truthful, while leaders with integrity garner the respect and allegiance of their teams. This principle cultivates a robust business culture and engenders confidence among customers. In academic environments, integrity entails refraining from plagiarism, cheating, and taking shortcuts. It necessitates attributing appropriate credit, executing ethical research, and upholding justice. Maintaining academic integrity guarantees credibility and authentic learning.

### **1.7. The Social Impact of Integrity**

A society rooted on integrity values justice, equity, and trust, promoting social cohesiveness and strong institutions. Integrity in practice results in adherence to laws, less corruption, and increased faith in public institutions and leadership, fostering safer and more supportive societies. A deficiency in integrity fosters deception, corruption, unfairness, and societal disintegration. You prioritize integrity and seek methods to cultivate it, including self-reflection and responsibility.

### **1.8. Challenges to Integrity**

Upholding integrity is not always straightforward. It is often evaluated in circumstances when there is pressure to conform or engage in immoral practices, or when one apprehends the loss of status, financial resources, or social approval. Moreover, integrity may be compromised when the truth is distressing or might result in adverse outcomes, and when there exists an inclination to prioritize self-interest. Notwithstanding these hurdles, those of integrity remain resolute, even at a cost, since they choose enduring esteem above ephemeral rewards.

### **1.9. Developing and Strengthening Integrity**

Integrity is not an innate trait; it may be acquired and nurtured over time. An excellent method to cultivate integrity is via self-reflection, consistently assessing your principles and behaviors to guarantee alignment. Accountability is essential; associating with those who uphold your standards reinforces your commitment. Transparent communication is vital; thus, consistently endeavor to articulate with honesty and respect. Engaging in empathy by comprehending the impact of your actions on others enhances your integrity. Moreover, establishing personal standards by delineating your own code of conduct and adhering to it offers a definitive structure for behavior. Ultimately, it is essential to learn from errors—when you falter, recognize it, rectify the situation, and evolve from the experience.

### **1.10. The Reward of Integrity**

Having integrity can provide a number of benefits, including the development of long-term respect from other people, the cultivation of a good reputation, the provision of opportunities based on trust, and the encouragement of personal peace, dignity, and resilience while overcoming the challenges that life presents. All of these benefits can be gained by having integrity.

## **2. What is Dishonesty ?**



Dishonesty is a complex and deeply rooted behavior that refers to the act of intentionally misleading, deceiving, or acting without truthfulness or fairness. It can take many forms, from minor lies to serious acts of fraud and betrayal. While often dismissed as a normal part of human interaction, dishonesty can have profound consequences—not only for the individual engaging in dishonest behavior but also for the broader social and moral fabric of a community.

## **2.1. The Psychological Roots of Dishonesty**

At its core, dishonesty often stems from internal psychological factors such as fear, insecurity, ambition, low self-esteem, or lack of self-control. People may lie or deceive in order to protect themselves from shame, avoid punishment, gain approval, or fulfill unmet desires. In many cases, dishonesty becomes a coping mechanism—a way of avoiding uncomfortable truths about oneself or one's situation.

- **Fear of consequences:** Many people are dishonest because they fear the repercussions of telling the truth. This can include fear of judgment, rejection, or punishment.
- **Desire for gain:** Some engage in dishonesty to achieve success, wealth, or social standing that they might not earn otherwise.
- **Need for control:** Dishonest individuals may manipulate the truth to control how they are perceived or to control others' actions.
- **Habitual behavior:** For some, dishonesty becomes a habitual or compulsive behavior, reinforced over time.

## **2.2. Forms and Examples of Dishonesty**

Dishonesty is not limited to lying. It manifests in various forms, each with its own consequences and moral implications:

- **Lying:** Making false statements with the intent to deceive.

- Example: Telling your employer, you were sick to skip work when you were not.
- **Cheating:** Using unfair means to achieve success or advantage.
  - Example: Copying answers during a test or manipulating data in a research paper.
- **Stealing:** Taking something that belongs to someone else without permission.
  - Example: Taking office supplies for personal use or embezzling funds.
- **Plagiarism:** Presenting someone else's work or ideas as your own.
  - Example: Submitting a copied essay without crediting the original author.
- **Manipulation:** Influencing others in deceitful or unfair ways for personal benefit.
  - Example: Twisting the truth in a relationship to avoid responsibility.

### 2.3. Ethical and Moral Dimensions

Dishonesty is widely condemned in nearly all ethical and religious systems. Integrity and honesty are considered fundamental virtues necessary for a functioning society. Dishonest behavior breaks moral codes and weakens the ethical standards of communities and institutions.

- In religion, dishonesty is often seen as sinful or immoral. For example, the Ten Commandments include a prohibition against bearing false witness.
- In philosophy, thinkers like Immanuel Kant argued that lying is always wrong, because it undermines trust and dignity.
- In professional ethics, dishonesty violates codes of conduct and can lead to disciplinary actions or legal consequences.

### 2.4. Social Consequences of Dishonesty

Dishonesty erodes trust, the foundation of all relationships—whether personal, professional, or civic. When someone lies or deceives, it damages their credibility and can lead to long-lasting mistrust, resentment, and conflict.

- **In families:** Dishonesty can destroy relationships, lead to emotional wounds, and create toxic dynamics.
- **In friendships:** Lying or withholding the truth can lead to betrayal and loss of connection.
- **In workplaces:** Dishonest behavior undermines team cohesion, reduces morale, and can result in termination or lawsuits.
- **In society:** Corruption, fraud, and deception can weaken institutions, spread cynicism, and contribute to societal decline.

## 2.5. The Psychological Impact of Being Dishonest

While dishonesty may bring short-term benefits, it often causes long-term psychological damage to the individual:

- **Guilt and shame:** People who are dishonest frequently experience inner turmoil, especially if they are caught or begin to reflect on their actions.
- **Stress and anxiety:** Maintaining lies requires mental effort and often leads to fear of being exposed.
- **Identity confusion:** Chronic dishonesty can make a person lose a clear sense of self. They may not know who they really are beneath the lies.
- **Isolation:** Dishonest people may isolate themselves out of fear of judgment or rejection if the truth comes out.

## 2.6. Dishonesty in the Digital Age

In today's digital world, dishonesty has taken new forms. With the rise of social media, online communication, and digital anonymity, it has become easier than ever to deceive others:

- **Fake identities and catfishing**
- **Spreading misinformation or fake news**
- **Cyber fraud and scams**
- **Academic dishonesty via AI or copying online content**

These digital forms of dishonesty can have devastating consequences, including reputational damage, financial loss, and psychological harm.

## **2.7. Preventing and Addressing Dishonesty**

While dishonesty may be a part of human nature, it can be prevented and corrected through conscious effort, personal reflection, and strong moral guidance.

- **Fostering self-awareness:** Recognizing one's motives for being dishonest helps address the root causes.
- **Building emotional resilience:** Learning to face uncomfortable truths and consequences can reduce the temptation to lie or deceive.
- **Encouraging honesty in children and youth:** Teaching integrity from a young age fosters moral development.
- **Setting examples:** Leaders, teachers, and parents must model honest behavior.

**Establishing accountability:** Rules and consequences must be clear to discourage dishonesty in institutions and communities.

## **3. Academic Dishonesty: An Overview**

The severity of these actions can range from serious offenses like purchasing a pre-written essay to milder ones like accidental citation errors.

Here are some common types of academic dishonesty:

**Plagiarism:** Copying someone else's work and passing it off as your own, without giving proper credit.

**Cheating:** Using unauthorized sources or devices to help you achieve an outcome you wouldn't have on your own.

**Contract Cheating:** Paying or bribing someone to help you cheat.

**Facilitation of Academic Dishonesty:** Helping others cheat.

**Collusion:** Working together with others to cheat.

**Data Fabrication:** Misrepresenting the results of your research.

**Deceit:** Lying or falsifying information.

Academic dishonesty is a widespread and troubling phenomenon in higher education. It harms the learning experience and gives cheaters an unfair advantage over those who abide by the rules. It's important to note that academic dishonesty hurts not only the individual involved but also their peers and the integrity of the educational institution.

Academic dishonesty is an issue that has dominated national attention and it is considered a serious problem among college students, while colleges and universities were expected to develop students' academic abilities and expand their knowledge but also to instill values, to shape character, and to perform and achieve best results. A perceived uptick in ethical misconduct has prompted these institutions to reevaluate their approach to cultivating integrity academic dishonesty in higher education and review issues affecting institutions in light of existing research. (Maramark, 1993, 5) Academic dishonesty encompasses behaviors including but not limited to cheating, plagiarism, and falsification of data or citations, which harms the

learning experience and provides the deceiver an unfair advantage over those who follow the rules. (Keith, 2018) Additional academically dishonest practices include using information from the internet without citing the source and copying and duplicating data without authorization from several sources. (Olivia-Dumitrina et al., 2019),

**Dishonesty** refers to any act that violates academic integrity, including cheating, plagiarism, fabrication, or falsification of data or sources. Several scholars. Research studies demonstrates that even while many students regard academic dishonesty as immoral behavior, they either engage in it on a regular basis or do so at some point during their time as students. (Stephens, 2017, pp 111-120) McCabe et al. (2017) surveyed more than 70,000 undergraduate students in the US and discovered that 38% had admitted to cheating at least once. Pavela (1997) argues that universities must proactively address and prevent such academic dishonesty which is a breach of trust between students and faculty. Lancaster (2019) has written extensively on the issue of contract cheating, in which students hire someone else to complete academic work on their behalf.

Academic dishonesty restricts the highest level of achievement that a person can attain. Plagiarism frequently results in disciplinary action, course failure, suspension, or even expulsion from the university.

#### **4. Types of dishonest behavior**

- A study published in the Journal of Business Ethics found that fabrication is a widespread type of academic dishonesty, especially in research and data collection (Ferrell et al., 2019). Research indicates that cheating is a common kind of academic misconduct among college students (Whitley Jr. & Kite, 2010).

- Misrepresentation is a widespread kind of workplace misconduct, especially in job applications and resumes (Rothstein & Goffin, 2006).
- Bribery is a common form of corruption in business, politics, and public services, as reported by Transparency International (2019).
- Conflict of interest is defined by the American Medical Association's Code of Medical Ethics as "a set of circumstances that creates a risk that professional judgment or actions regarding a primary interest will be unduly influenced by a secondary interest" (American Medical Association, 2021).

#### **4.1 How to Prevent Academic Fraud**

Eschewing cheating is a crucial tactic to eradicate academic dishonesty, and every assignment should be executed in accordance with your own competencies and capabilities. Attributing sources is an essential component of academic writing, as it ensures appropriate acknowledgment of your references and mitigates allegations of plagiarism. Alongside citation, it is important to provide precise references to the specific sources, necessitating meticulous attention to appropriate credit and bibliographic particulars. Verifying the credibility of the sources referenced by researchers is essential to preserve the integrity of academic debate. Paraphrasing is an effective method to avoid plagiarism, since it entails articulating material in one's own lexicon. Moreover, use plagiarism detection software like Grammarly and Turnitin may assist in evaluating and confirming the originality of your work.

#### **4.2 Promoting Academic Integrity:**

The promotion of academic integrity is very necessary in order to keep the value and credibility of education intact. Some techniques that may be used to enhance academic integrity include as follows:

Maintain open communication with students on the expectations that are put on them, including what is expected of them in terms of their behavior, the assignments they are given, and the tests they are required to take. Not only are there explanations of what constitutes plagiarism and cheating, but there are also explanations of the reasons why these activities are impediments to learning.

With authentic assessments, students are required to demonstrate the knowledge and abilities they have gained in a context that is representative of the actual world. It is possible that authentic examinations will be devised to provide pupils the opportunity to show their level of learning. The ability of students to contract out their academic work is diminished as a consequence of this decision.

There should be more planned flexibility incorporated into the due dates, more time should be granted for significant works, scaffolding should be included for essential assignments, and the relative weight of major assessments should be moved. All of these things should be done. The following are some of the ways in which you might structure work in order to reduce the amount of dread and anxiety that is present in the classroom.

It is very vital to have a knowledge of the significance of maintaining academic integrity. This is a requirement that must be strictly adhered to. Not only is it essential to emphasize the dedication of the school to maintaining academic integrity, but it is also essential to emphasize your own personal commitment to providing aid to students. In addition to putting an emphasis on the components of your course that are pertinent, this aspect is also important.

As a teacher, it is your responsibility to foster the development of values that are held in common by each and every kid in your class. The obligation for completing this work lies with you personally. For the purpose of achieving the objective of establishing a learning community, it is of the utmost importance that you encourage your students to recognize and cultivate values



that they have in common, such as trust and belonging. Making use of this will make it possible for you to achieve the goal of developing a community of learners.

On the other hand, it is of the utmost importance that the provision of assistance to students is not disregarded in any manner throughout the selection process. An academic course that is both well-designed and transparent has the potential to significantly reduce the number of incidents of academic misconduct that take place inside the course itself. The reason for this is because the two components interact with one another, which is why this is the case.

It is essential to bear in mind that the promotion of academic integrity and ethical principles not only helps to form habits that are founded on integrity in both students and staff, but it also contributes to the creation of a culture of democracy and participation in educational institutions. This is something that should be kept in mind. Keeping this in mind is something that should be kept in mind at all times.

The concept of morality is something that has to be accepted and made available to subsequent generations. For the goal of avoiding unethical activity, it is essential for students to have an awareness of the system that is used in scientific research. Because of this, the education that is received during the course of the years that are spent in college is of great significance.

A crucial first step in achieving this goal is to add elective courses to college teacher preparation programs. Through these electives, they can help teaching candidates understand moral ideals, identify immoral acts, and develop coping strategies. The inclusion of these electives in teacher education programs improves the future, and teachers can instill moral ideals and embrace academic integrity and to stop their propensity toward academic dishonesty. The inclusion of these electives in teacher education programs improves the future and teachers can instill moral ideals in their students. Building a strong foundation helps reduce unethical

behavior and promote academic honesty. Individuals can greatly benefit from adding a course on science ethics and research into teacher preparation programs. Teacher candidates can improve their research skills while adhering to ethical standards by taking this course. The courses also teach students how to avoid scientific errors, use reliable sources, and acquire scientific knowledge. After obtaining their degree, teacher candidates must have the ability to uphold ethical principles in their educational practices and effectively transmit these values to their students (Söylemez, 2023, 25-26).

The reasons for cheating students are varied and somewhat complex, mainly due to stress and competition, pressure for academic and professional advancement, social examples of dishonesty, and peer dynamics. However, some students see cheating as a justified way to deal with academic stress, a perception that could be reinforced by permissive consequences. (Maramark, 1993, 7)

## **5. Link Between Fear of Failure and Academic Dishonesty**

The promotion of academic integrity is very necessary in order to keep the value and credibility of education intact. Some techniques that may be used to enhance academic integrity include as follows:

Maintain open communication with students on the expectations that are put on them, including what is expected of them in terms of their behavior, the assignments they are given, and the tests they are required to take. Not only are there explanations of what constitutes plagiarism and cheating, but there are also explanations of the reasons why these activities are impediments to learning.

With authentic assessments, students are required to demonstrate the knowledge and abilities they have gained in a context that is representative of the actual world. It is possible that authentic examinations will be devised to provide pupils the opportunity to show their level

of learning. The ability of students to contract out their academic work is diminished as a consequence of this decision.

There should be more planned flexibility built into the due dates, more time should be provided for large jobs, scaffolding should be included for key assignments, and the relative weight of major evaluations should be transferred. The following are some of the methods in which you might organize tasks in order to alleviate fear and anxiety in the classroom.

It is essential to get an understanding of the significance of maintaining academic integrity. In addition to highlighting the features of your course that are pertinent, it is essential to emphasize the dedication of the institution to maintaining academic integrity and your own personal commitment to providing support to students.

You have a responsibility to foster the development of values that are held in common by all of the pupils in your class. In order to accomplish the objective of establishing a learning community, it is essential that you encourage your students to identify and cultivate shared values, such as trust and belonging.

The provision of help to students is something that must not be excluded from consideration. Because of the combination of a course that is well-designed and transparency, there is the possibility for a significant decrease in the number of instances of academic misconduct.

Remember, promoting academic integrity and ethical principles instills integrity-based practices in students and staff and helps to develop a culture of democracy and participation in education institutions

The researchers suggested that students who fear failure may choose academic dishonesty to avoid receiving a poor grade or negative feedback. (Stipek, 2002; Whitley, Jr., &

Kite, 2010). For instance, a study conducted among college students found that those with higher levels of academic anxiety were more prone to cheating (Pekrun, Elliot, & Maier, 2009). Furthermore, this fear may be connected to the idea of a fixed mindset, where individuals believe their abilities are innate and cannot be improved (Dweck, 2006). Therefore, some people may resort to cheating as a way to maintain the appearance of success or intelligence, rather than focusing on improving their skills through constant efforts.

### **5.1 Impact of Academic Dishonesty**

Academic dishonesty has far-reaching impacts on students, educational institutions, and society at large. Here are some of the key impacts:

**Damage to Academic Integrity:** Academic dishonesty undermines the culture of integrity that colleges and universities seek to promote. It can even devalue the degree from a given institution.

**Risk of Severe Penalties:** The consequences for academic dishonesty can be very serious, possibly including suspension or expulsion from the Institute. Students who fail a class due to academic dishonesty are usually allowed to retake it, but that means more money out of pocket, perhaps in student loans. Failing a course also typically harms a student's GPA, particularly if they don't retake it and earn a higher grade.

**Impact on Future Opportunities:** Academic dishonesty can have long-term effects on a student's academic and professional future. It could lead to dismissal from a major or even expulsion from school.

**Promotion of Unethical Behavior:** Academic dishonesty promotes unethical behavior, which can extend beyond the academic setting into professional and personal life.

**Harm to Learning Experience:** Cheating in college is risky business loaded with potential consequences. Though it may be tempting and feel harmless, experts caution college students to think twice before cheating on coursework.

Promoting academic integrity and ethical principles instills integrity-based practices in students and staff and helps to develop a culture of democracy and participation in education institutions.

## **5.2 On students**

A significant number of students encounter an intense fear of failure, which may impact their everyday lives and hinder their ability to finish activities. This dread is sometimes classified as a distinct phobia. Studies indicate that excessive concentration on the potential for failure might adversely affect an individual's emotional health. Elliott and colleagues (1997) discovered that students' attempts to evade failure correlate with a decline in their overall satisfaction and emotional well-being across a semester. Additional research (Cook & Halvari, 1999; Covington & Omelich, 1988; Pekrun et al., 2006) corroborates this notion, indicating that the avoidance of failure correlates with a perception of stagnation in goal attainment, hence diminishing personal well-being.

Lang and Fries (2006) discovered that the fear of failure correlates with anxiety, particularly test anxiety, among 9th and 10th grade students. A brief questionnaire was used to assess this fear, in which students evaluated statements such as “If I do not comprehend a problem immediately, I experience anxiety.” Elevated scores indicated an intensified fear of failing.

As individuals pursue their objectives, their emotions provide feedback: pleasant emotions indicate advancement, while negative emotions imply a lack of success. Research conducted by Carver and Scheier (1998), Diener et al. (1999), and others corroborates this finding. Lang and Fries (2006) discovered that students with an elevated fear of failing encountered more unpleasant feelings. Pekrun and associates (2006, 2009) shown that attempts to evade failure often result in anxiety and despair.

Research indicates that a fear of failure and an emphasis on evading undesirable consequences might adversely affect both goal attainment and mental well-being. A study by Stoeber and

Rennert (2008) found that fear of failure has been always associated with high levels of anxiety and depression. However, it's important to emphasize that not all student's experience fear of failure to the same degree. Factors such as personality traits, cultural background, and past experiences can all influence the extent to which degree a student's fears failure is.

Fear can also lead to negative self-talk and self-doubt, which can damage a student's confidence, self-esteem and make them cheat. (Bandura, 1977).

### **5.3. On Academic Institutions**

Studies have found that fear of failure has a negative effect on academic performance. For example, in a study by Elliot and McGregor (2001), college students who reported higher levels of fear of failure were more likely to suffer from anxiety and perform poorly on exams.

## **6. Consequences of Academic Dishonesty**

### **6.1 Definition of honesty**

Honesty is a vital attribute for developing and maintaining personal and professional connections. It is defined as the state of being honest, trustworthy, and sincere in one's acts, words, and intentions. Many philosophers and thinkers throughout history have underlined the value of honesty in human interactions.

For example, German philosopher Immanuel Kant saw honesty as a moral necessity, defining it as "the unconditional duty to speak the truth." This shows that honesty is more than just a good attribute; it is a fundamental value that people hold for one another.

Similarly, American philosopher Sissela Bok described honesty as "truth-telling, trustworthiness, and integrity in all human relations." Bok emphasizes that honesty is more than simply words; it also includes acts and intentions, and it is necessary in all facets of human relationships. Furthermore, Aristotle, a Greek philosopher, held that honesty is a virtue that is

fundamental to moral character. He defined honesty as "the state of being truthful in all dealings with others" and argued that it is necessary for human development.

Finally, different philosophers and thinkers throughout history have underlined the importance of honesty. Being truthful, trustworthy, and sincere in one's actions, words, and intentions is critical for developing and maintaining healthy relationships.

## **6.2 Definition of dishonesty**

The Merriam-Webster dictionary defines dishonesty as "the quality of being untruthful or deceitful" (n.d.). Mazar, Amir, and Ariely (2008) describe dishonesty as "an act of lying, cheating, or stealing that is intentionally and knowingly committed" (p. 363).

In research on the topic of dishonesty in the workplace, Cole, Bruch, and Vogus (2021) describe dishonesty as "intentionally concealing, falsifying, or misrepresenting information".

Academic dishonesty can have significant repercussions involving the failure of a semester or eventual expulsion. In addition, it can create a culture of dishonesty that threatens the credibility of the university and the value of the degrees it has earned. (Lanier & Briggs, 1998). In some cases, it may lead to legal repercussions in certain situations. For instance, plagiarism-related cheating may result in legal action for copyright infringement or even a criminal charge. (Lathrop & Foss, 2000).

All things considered, it is critical to be aware of the possible repercussions of cheating and to make an effort to live a life of honesty and integrity. This includes one's personal interactions, professional pursuits, and academic study. Individuals can avoid the negative effects of cheating and establish a positive reputation in both their personal and professional life by valuing honesty and ethical behavior.

**Here are some of the potential consequences:** Academic Consequences: The instructor or supervisor determines what action is appropriate to take. Such action may include requiring the student to redo the assignment for a reduced grade, assigning the student a failing grade for the assignment, or assigning the student a failing grade for the class.

**Disciplinary Actions:** The consequences for cheating, plagiarism, unauthorized collaboration, and other forms of academic dishonesty can be very serious, possibly including suspension or expulsion from the Institute.

**Damage to Academic Reputation:** Academic dishonesty undermines the culture of integrity that colleges and universities seek to promote. It can even devalue the degree from a given institution.

**Impact on Future Opportunities:** Academic dishonesty can have long-term effects on a student's academic and professional future. It could lead to dismissal from a major or even expulsion from school.

**Legal Consequences:** In some cases, academic dishonesty, such as plagiarism, is equivalent to stealing another person's property, which can have legal consequences.

**Loss of Self-esteem:** Academic dishonesty can also lead to a loss of self-esteem among students.

Remember, the severity of the consequences depends upon the type of academic dishonesty. It's important for students to understand these potential consequences and strive to maintain academic integrity in all their academic endeavors.

### **6.3. Positive effect of fear on student learning**



Fear is one of our most unpleasant feelings, which is why, for better or worse, it is one of our most potent motivators.

Fear makes us uncomfortable, so we naturally strive to get away from it and closer to our comfort zone. Fear motivates us by making us act. Our conduct may anticipate fear in order to avoid the consequence or risk, or it may change while we are actively experiencing fear in order to lessen the uncomfortable sensation.

Since fear is visceral and all-encompassing, we should exercise the use of fear as a key motivator with caution. Understanding the power that fear has over us can help us respond properly to avoid becoming immobilized by dread and making counterproductive decisions toward their goals.

Rather than allowing fear to drive us, can alleviate discomfort by controlling emotions through mindfulness and relaxation techniques, practicing positive thinking, or breaking down the problem into a resolution process with defined goals to prevent making rash judgments.

## **7. Strategies to Mitigate Fear of Failure**

### **7.1. Educational Interventions**

Educational institution's main purpose is to develop students' abilities academically and acquire a profession, in addition to helping people ethically reach their full potential as valuable participants to society. (Strike & Soltis, 2009) They claim accountability for the upbringing of moral principles and a quality education for future generations. (Haynes, 2002). Educational

institutions uphold and reinforce moral principles in a number of ways, including educating students about moral principles and displaying moral behavior as instructors. ideals, providing courses and lectures on ethics, giving advice on how to apply moral principles in practical settings, promoting ethical conversations, and developing critical thinking and analysis abilities. By adopting moral principles, this could allow future generations to help build a society that is more moral.

Fear, in moderation, can have a positive effect on student learning. Here are some ways in which it does:

**Motivation and Performance:** A moderate amount of fear or anxiety can improve student motivation and performance. It can serve as a driving force that pushes students to work harder, thereby enhancing their learning outcomes.

**Problem-Solving Skills:** Fear can stimulate students to develop problem-solving skills. In active learning classrooms, fear or anxiety can lead to improved problem-solving skills, better conceptual understanding, reduced failure rates, strengthened social relationships, and better academic achievement.

**Preparation for Future Challenges:** Fear is designed to protect us from current and future danger. If students are faced with experiences that trigger fear, they learn to avoid new experiences as opposed to exploring, engaging, and approaching the unknown with curiosity. This can prepare them for future challenges and help them develop resilience.

**Adaptive Learning:** Fear can lead to adaptive learning, where students learn to modify their behavior based on the feedback, they receive. This can help them better understand the consequences of their actions and make more informed decisions in the future.

However, it's important to note that while a certain level of fear can be beneficial, excessive fear can have negative effects on learning. Therefore, it's crucial to maintain a balance and ensure that fear does not become a barrier to learning.

## **7.2. Parental and Peer Support**

Parents have a crucial role in creating a culture that promotes morals and ethics, education, learning and teaching. Through providing real-life examples of these morals, and handling any difficulties possible with grace, they offer students a live blueprint, exhibiting the importance of facing problems and providing solutions.

## **7.3. Personal Development**

Atelophobia is a psychiatric disorder marked by an intense and often incapacitating dread of imperfection. The phrase originates from the Greek words "atelēs," signifying imperfect or incomplete, and "phobos," denoting terror. Individuals with atelophobia endure profound worry around errors, perceptions of inadequacy, or the inability to fulfill personal or external standards. Researchers propose that surmounting this anxiety necessitates reconceptualizing failure as an opportunity for learning and development rather than as an impediment. Contemplating the insights gained from failures is also advocated.

To mitigate the fear of failure, it is advantageous to establish realistic and attainable objectives. Decomposing substantial objectives into smaller, achievable tasks facilitates consistent advancement and little achievements, so enhancing self-esteem. C.L. Mike Schmidt believes that assisting kids in establishing achievable objectives empowers them in their learning process and alleviates concern around failures. Emphasizing progress over perfection reinforces the notion that errors are an inherent aspect of development and should be welcomed rather than dreaded. Furthermore, embracing a growth mindset entails seeing failure as a chance

for development and having faith in the capacity to acquire new abilities via diligence and tenacity.

Envisioning success and taking delight in achievements is a successful tactic. Overcoming perfectionism by prioritizing progress over impeccable performance and embracing errors as integral to the learning process is essential. Engaging in calculated risks facilitates the expansion of comfort zones and the development of resilience, irrespective of the results. Surrounding oneself with good, supporting individuals and cultivating a beneficial network may provide drive and resilience. Commemorating little accomplishments enhances self-assurance, while cultivating self-compassion fosters love and acceptance towards oneself. These methods assist people in confronting their concerns, cultivating resilience, and pursuing personal development with optimism.

They should be understanding, and accepting to themselves. Also, considering failure as feedback about their approach or technique, instead of seeing it as a reflection on their skills or self-worth. Seeing that, considering every delay as a chance to learn something important that will help you in the future. (Harrison)

**Mental:** This involves developing intellectual capabilities, learning new skills, and expanding knowledge.

**Social:** This focuses on improving social skills, building better relationships, and enhancing communication abilities.

**Spiritual:** This involves seeking purpose and meaning in life, often through religion, meditation, or other spiritual practices.

**Emotional:** This involves managing and expressing emotions effectively, and developing resilience to cope with life's challenges.

**Physical:** This involves improving physical health through exercise, diet, and attention to bodily wellness.

The benefits of personal development are vast. It can lead to improved self-confidence, greater self-understanding, better relationships, enhanced skills, and a more fulfilling life<sup>1</sup>. It's a continuous journey, not a destination, and it requires commitment, effort, and patience<sup>1</sup>. But the rewards – personal growth, self-discovery, and self-fulfillment – are well worth the effort

**Support Systems:** Students ought to surround themselves with loving people who believe in their abilities, seek guidance and support from family members, friends, and tutors who have gone through their fair share of successes. Their encouragement will give you the fortitude and inspiration to keep going. (Harrison)

## Conclusion

Students normally experience fear of failure in the classroom from an early age and growing up, therefore they should educate themselves on how to control this fear, and not let it control them and their lives, to achieve higher levels in their studies and performances.

The fear of failure can cause students to resort to academic dishonesty, which can have the greatest impact. The academic path should focus on the core values of integrity. Honesty and fairness. It is important to avoid being dishonest in academia, as this reduces the value of your past, present, and future work. It also tests your personality and ability to perform a task with your knowledge and competence.

Academic dishonesty affects not only the person who commits the act, but also has a negative impact on the institution they attend. It is important to avoid engaging in all forms of academic dishonesty. Their personality, credibility, and success depend on their morals. Academic institutions must remain true to their standards and values in order to maintain their credibility, this includes expelling anyone who goes against these values. Truth and integrity take precedence in the academic world. It is better to fail honestly with integrity than to succeed by deceiving the rules.



# **Field work**

## **Introduction**

Investigating the fear of failure as a factor contributing to students' academic dishonesty in exams reveals a complex interplay of psychological, social, and educational influences. Academic dishonesty, such as cheating or plagiarism, can stem from various motivations, including the desire for higher grades, pressure to succeed, or fear of consequences. The fear of failure, specifically, may drive students to engage in dishonest behaviors as a perceived shortcut to achieving academic success or avoiding disappointing outcomes.

Understanding this phenomenon involves exploring how students perceive failure, whether it's as a personal shortcoming, a threat to their future prospects, or a source of shame and embarrassment. These perceptions can significantly influence their decision-making during exams, leading some students to resort to dishonest practices rather than face the perceived consequences of failure.

Moreover, the academic environment, including teaching practices, evaluation methods, and institutional culture, plays a crucial role in shaping students' attitudes towards academic integrity. Educators and policymakers alike are tasked with creating environments that emphasize learning over grades and support students in managing their fears and anxieties about failure constructively.

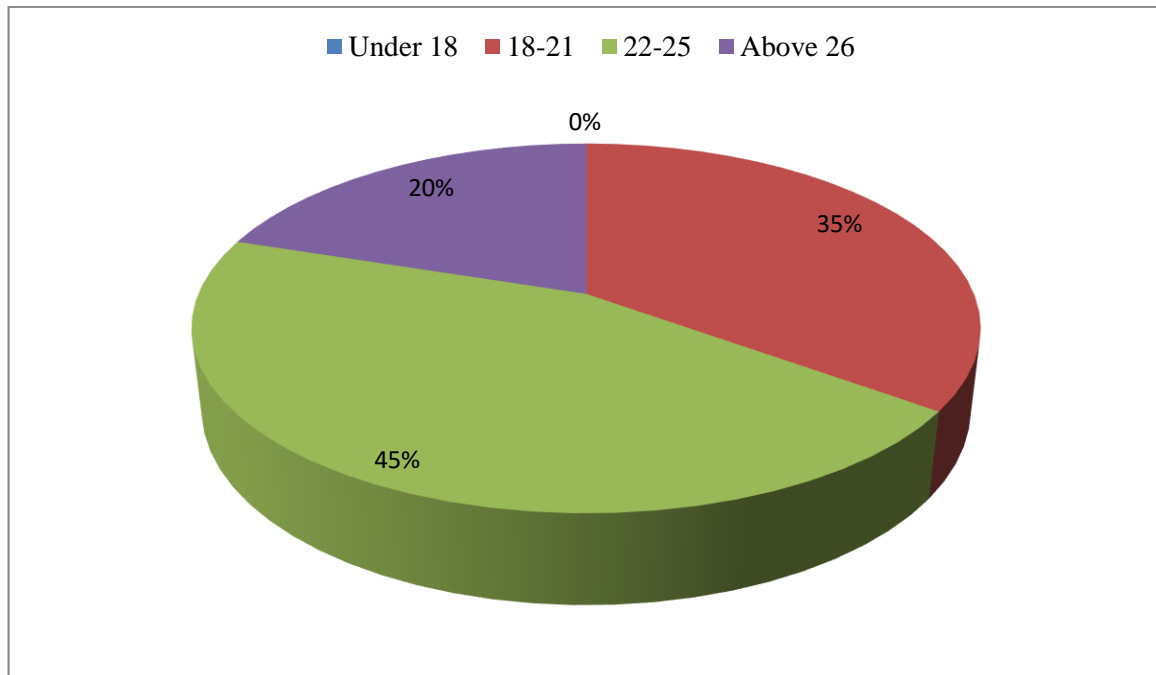
By delving into the fear of failure as a factor in academic dishonesty, researchers can identify strategies and interventions that promote a culture of honesty, resilience, and ethical behavior among students, ultimately fostering a more supportive and effective educational experience.



## 1. Analysis of the questionnaires

### 1.1. Student's Questionnaire

#### Question 1 : Age

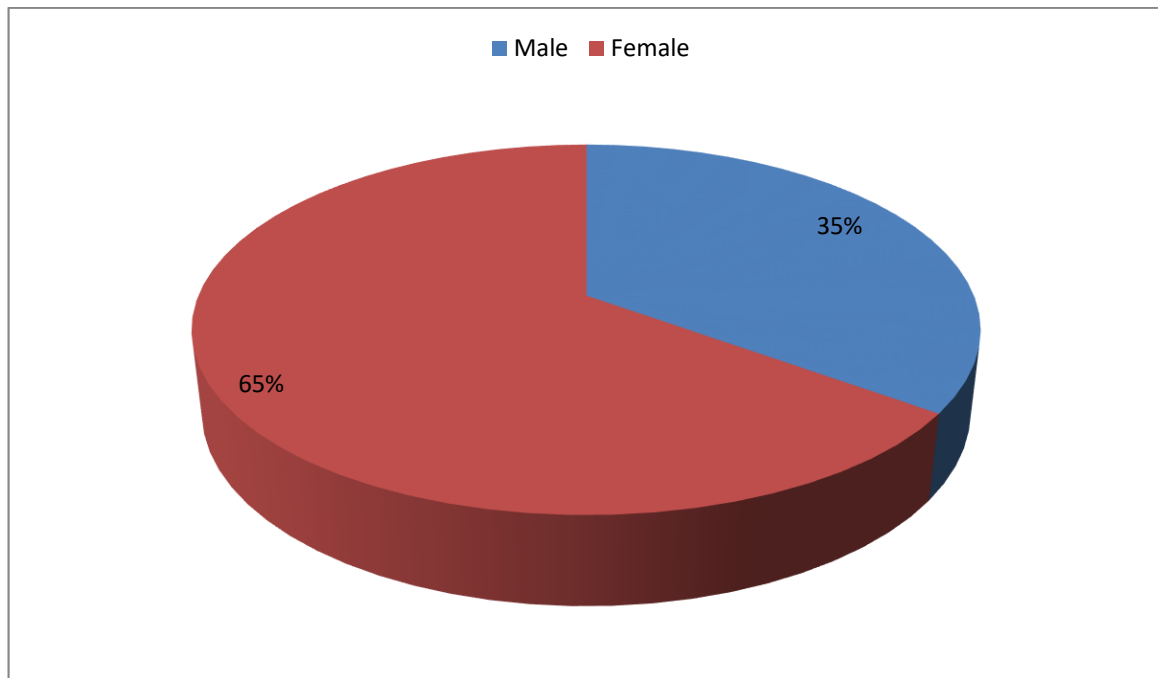


**Figure 1 Age Distribution**

Based on the pie chart here is a breakdown of the age distribution of the 40 survey respondents:

- **Age 18-21:** This age group represents the largest portion of the respondents, occupying **35%** of the pie chart. This translates to approximately **14 respondents** ( $35\% * 40 = 14$ ).
- **Age 22-25:** The second-largest group is between the ages of 22 and 25, making up **45%** of the respondents. This is roughly equivalent to **18 respondents** ( $45\% * 40 = 18$ ).
- **Age Under 18 & above 26:** Both the under 18 and above 26 age groups combined account for the remaining **20%** of the pie chart. This translates to approximately **eight respondents** ( $20\% * 40 = 8$ ). It is impossible to say for sure how many respondents fall into each of these two categories without additional data.

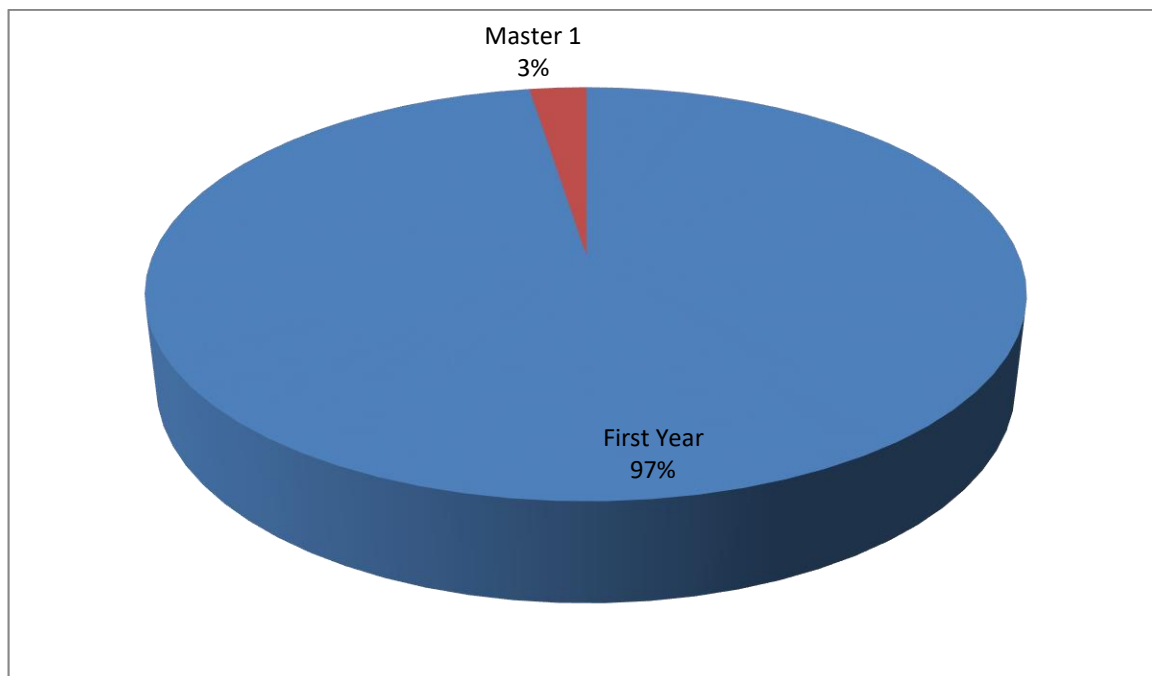
#### Question 2: Gender



**Figure 2: Gender Distribution**

The pie chart titled "Gender Distribution" shown that 35% males are less responses than females that are 65%, comprise a larger portion of the respondents.

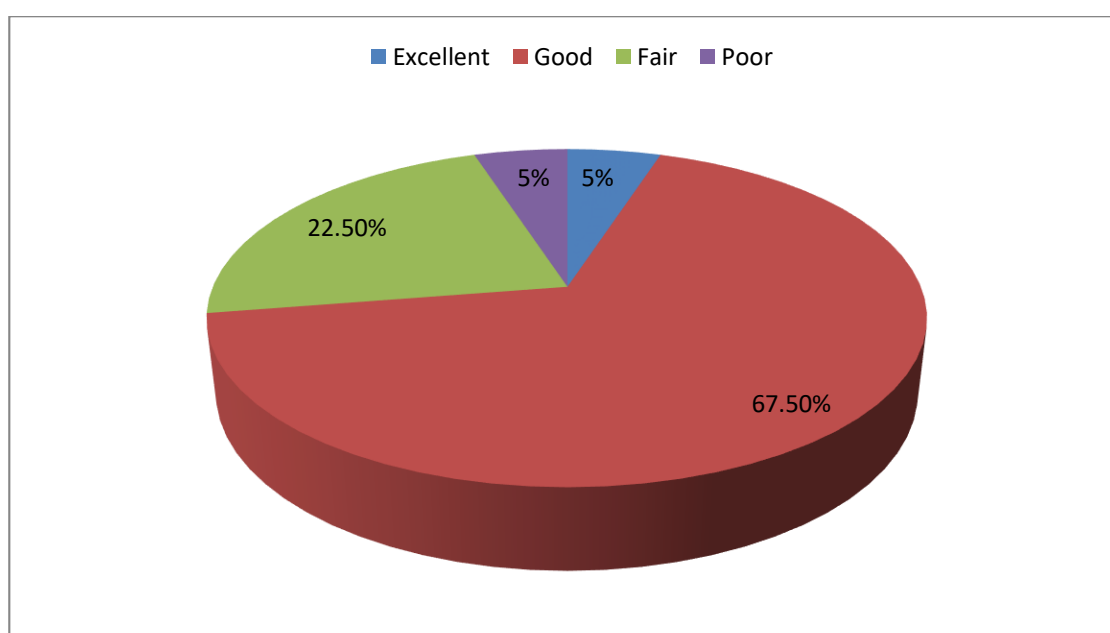
### **Question 3: Year of study**



**Figure 3: Year of Study**

This data suggests a significant imbalance in the year of study distribution among the survey participants. An overwhelming majority (97.5%) are first-year students, with only one participant (2.5%) identified as Master 1.

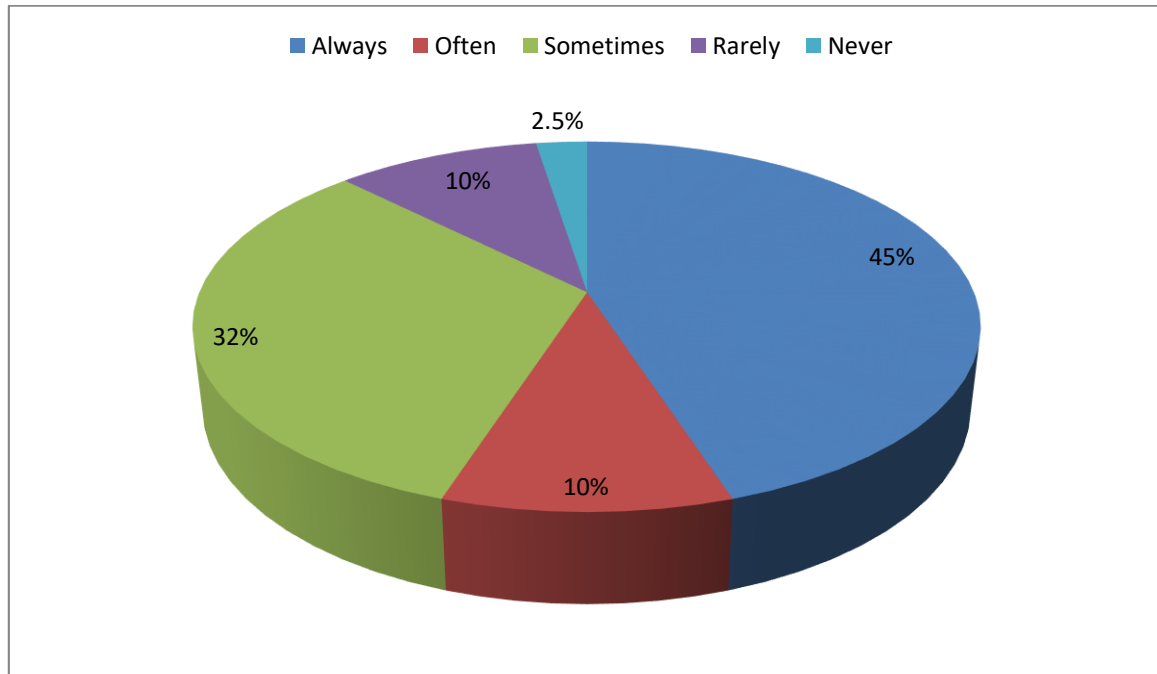
#### **Question 4: Self-assessment of Academic Performance**



**Figure 4Self assessment of Academic Performance**

The pie chart suggests that a majority of the respondents rated their academic performance somewhere between fair and good. While a small number of students rated their performance as excellent, a slightly larger group rated it as poor.

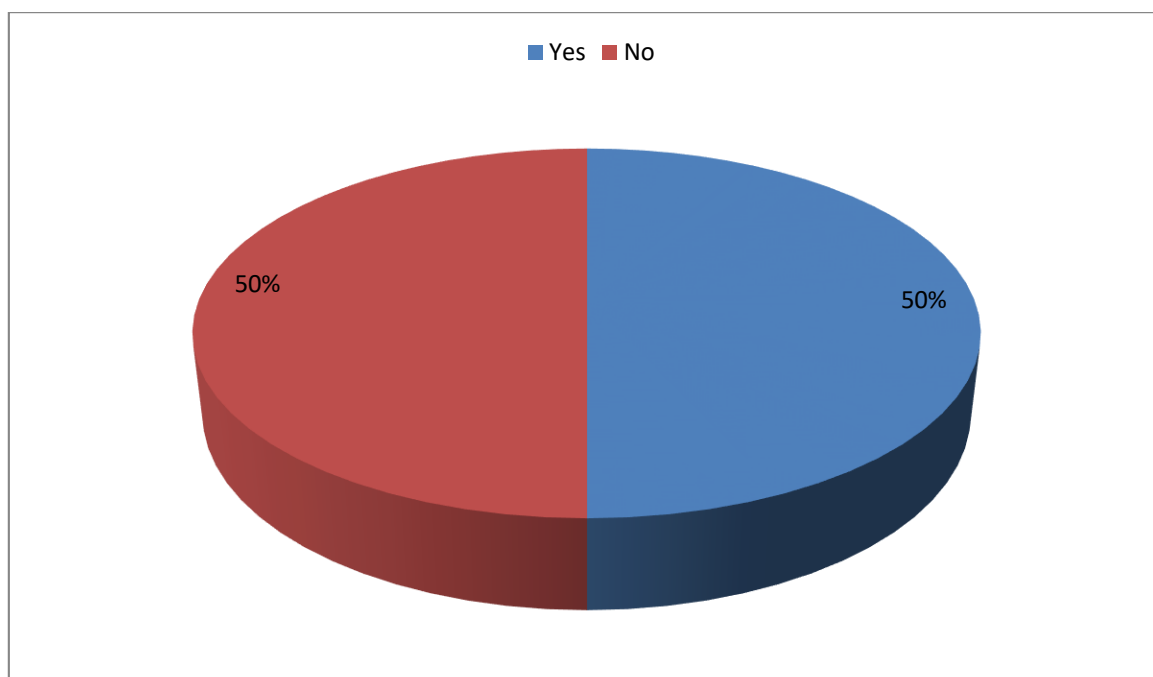
**Question 5: How often do you worry about failing your exams?**



**Figure 5 Student Worry Concerning Exam Failure**

This data or this pie chart suggests that exam anxiety is a prevalent concern among this student population. The majority of students' experiences worry about failing exams, with a significant portion experiencing it constantly.

**Question 6: Have you ever engaged in any form of academic dishonesty during exams?**



**Figure 6 Academic Dishonesty During Exams**

The data reveals an even split (50%) among the 40 respondents regarding academic dishonesty during exams. Twenty respondents (50%) admitted to having engaged in some form of academic dishonesty, while the other twenty (50%) denied it.

If yes, how often?

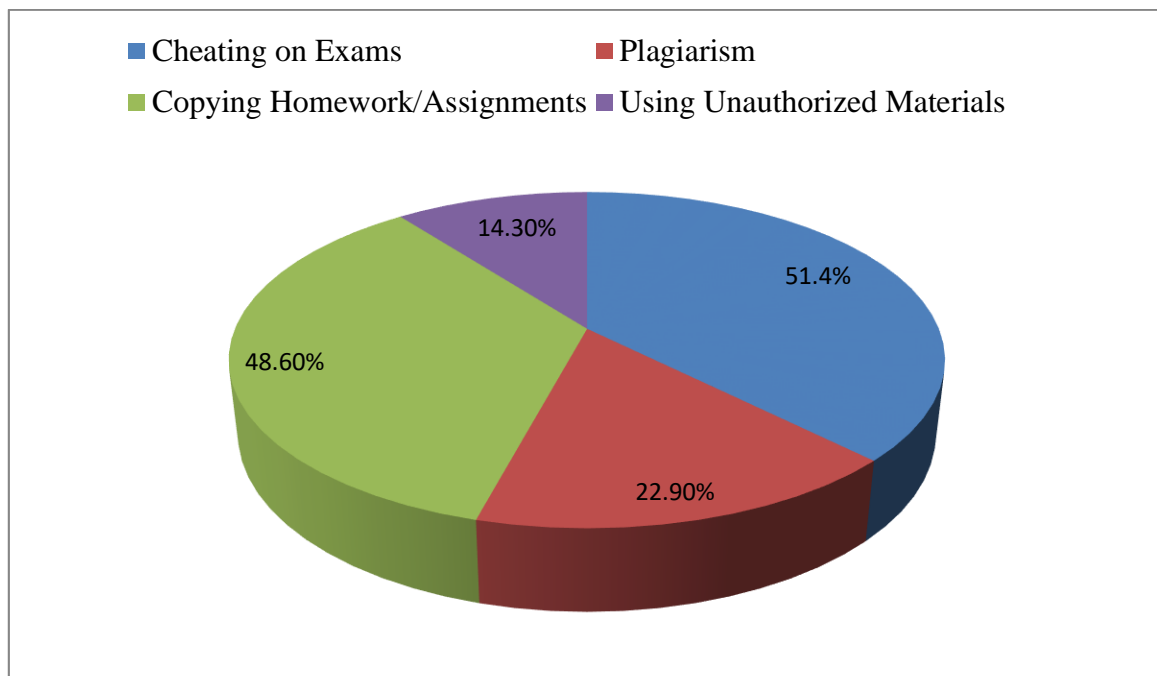
**Analysis of Frequency of Academic Dishonesty (n=21)**

The data shows student responses regarding the frequency of academic dishonesty among those who admitted to cheating (n=21). However, there seems to be a discrepancy. There are 21 responses even though only 20 students admitted to cheating in the previous table. It is important to ensure data consistency across these questions.

Here is an analysis assuming the data for admitted cheaters (n=20) is accurate:

- **Uncertain:** A concerning number of respondents (potentially five, assuming "I don't know" refers to frequency) are unsure about how often they cheated. This suggests a potential lack of awareness or justification for their actions.
- **Low Frequency:** Several students (potentially seven, combining "Never," "Rarely," and "once") reported cheating infrequently. This might indicate isolated incidents or a developing pattern.
- **Unclear Response:** The response "I cheated once rarely" is ambiguous. It is unclear if the student cheated once rarely or rarely cheated more than once.

#### Question 7: What forms of academic dishonesty have you engaged in?



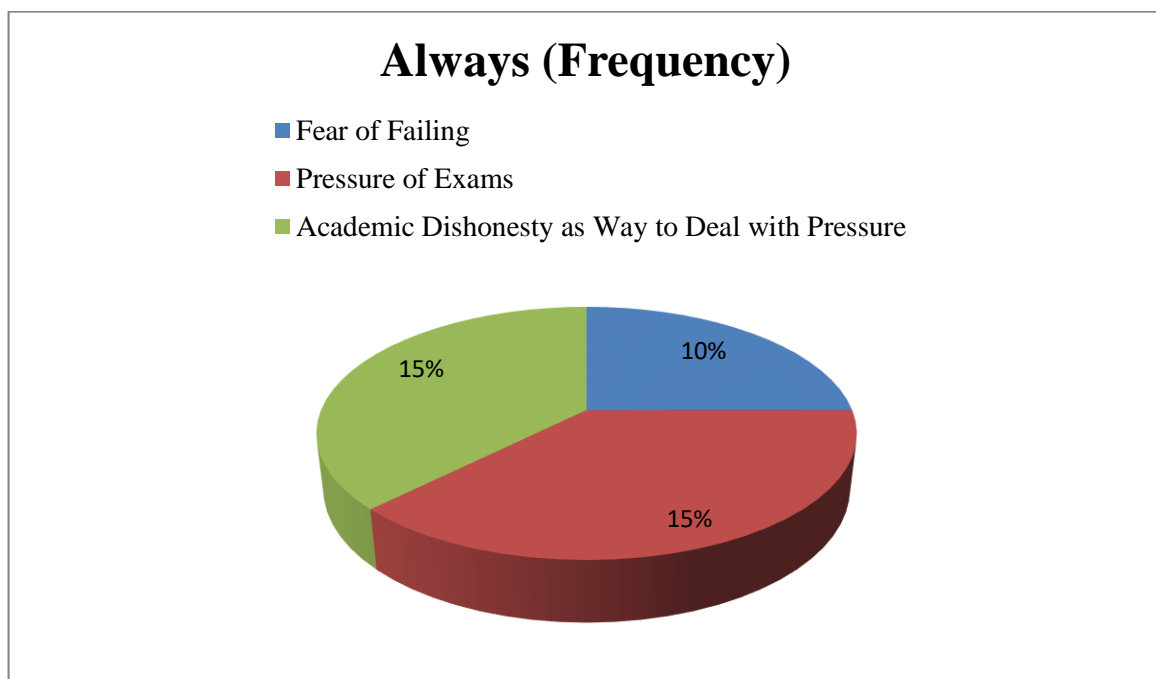
**Figure 7: Academic Dishonesty**

The pie chart shows that trend of academic dishonesty among the student population. Here is a breakdown of the information and some potential areas for further exploration:

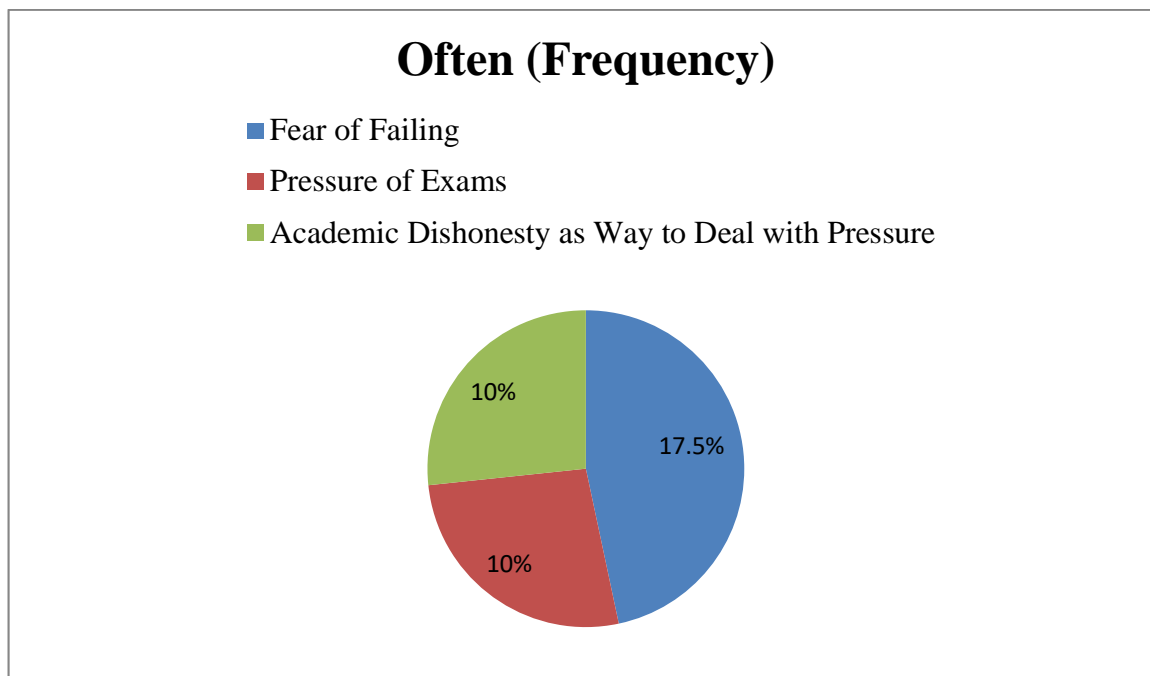
**High Rates of Cheating:** Over half (51.4%) of respondents admitted to cheating on exams, highlighting a significant concern. This suggests a need for a robust academic integrity program that emphasizes ethical practices during assessments. **Copying and Unauthorized Materials:**

Nearly half (48.6%) reported copying homework/assignments, indicating potential issues with understanding course material or time management. Additionally, 14.3% using unauthorized materials during exams suggests a need for clearer communication about permissible resources during assessments. Plagiarism Discrepancy: Compared to cheating and copying, plagiarism seems less prevalent (22.9%). This might be due to a better understanding of plagiarism rules or the specific context of the survey questions.

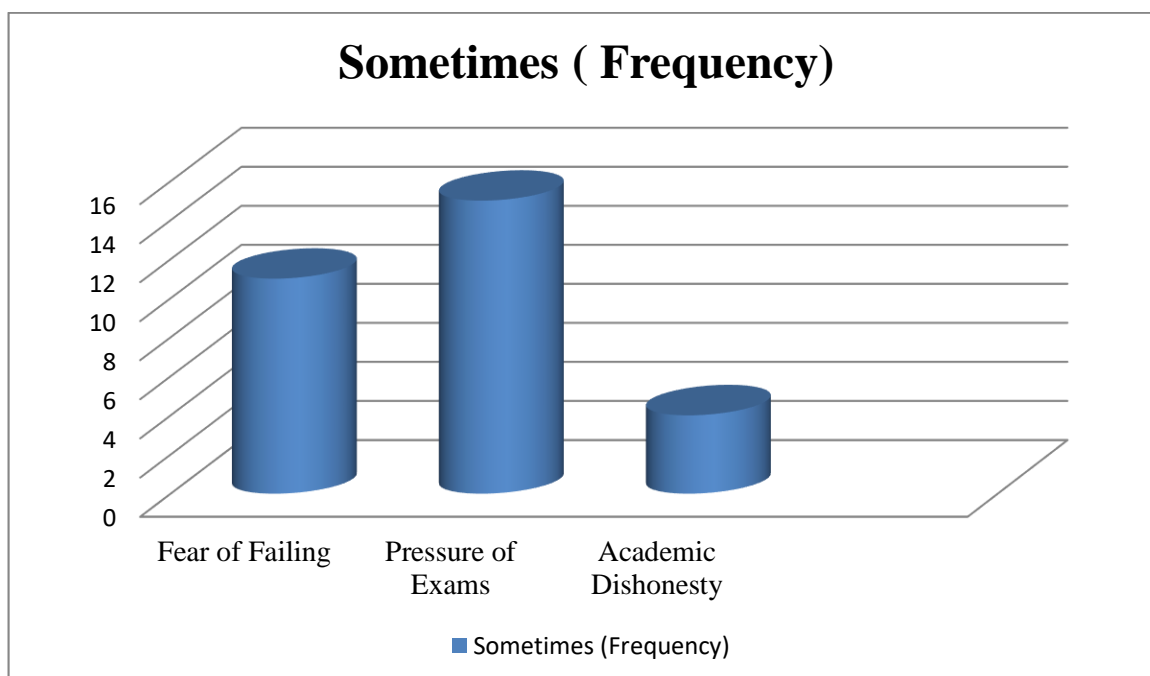
**Question 8: Tick the right answer that applies to you**



**Figure 8 Students Reasons for Academic Dishonesty (Always)**

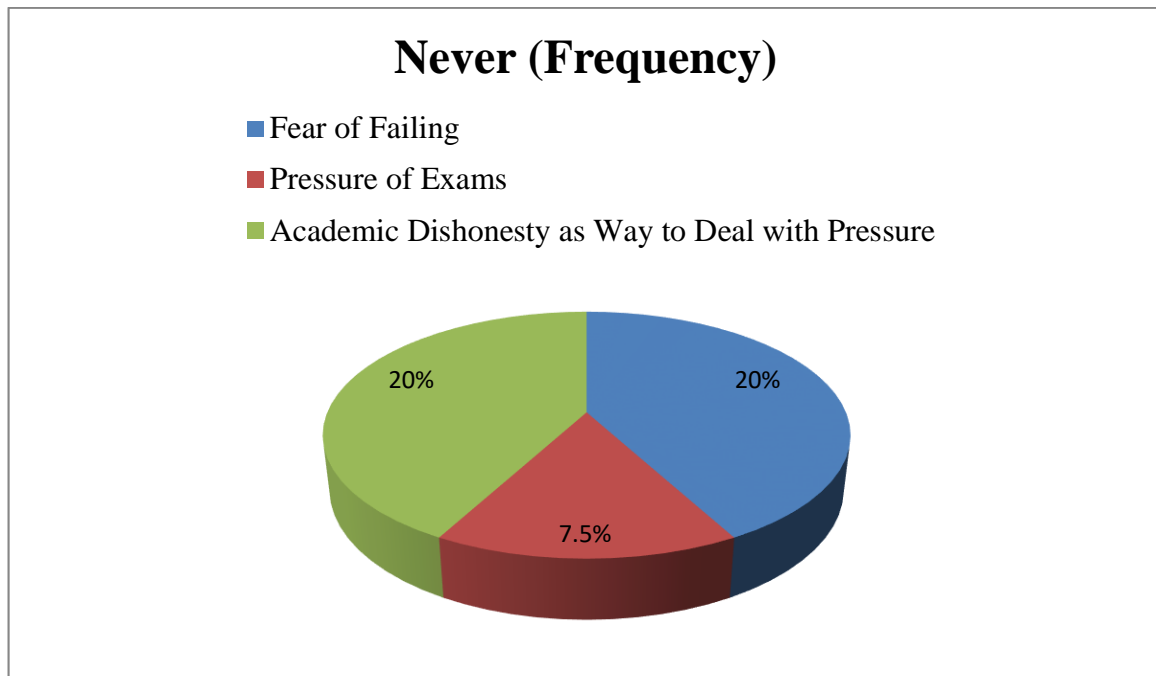


**Figure 9 Students Reasons for Academic Dishonesty (Often)**



**Figure 10 Students Reasons for Academic Dishonesty (Sometimes)**

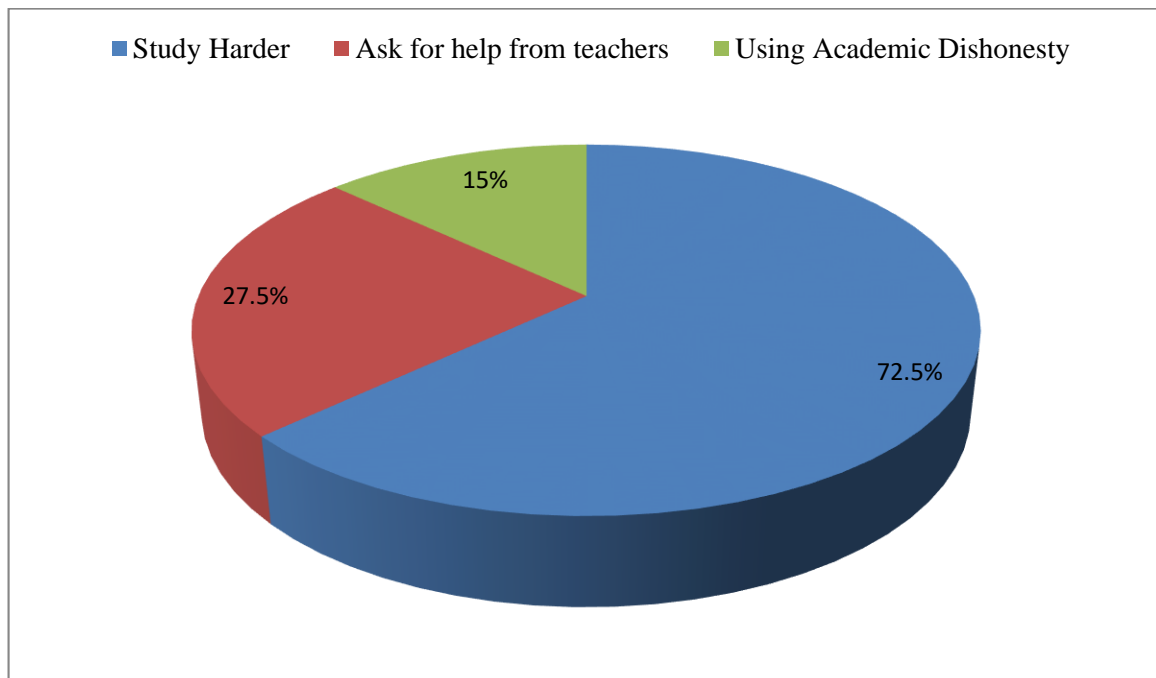




**Figure 11 Students Reasons for Academic Dishonesty (Never)**

The data reveals concerning trends in student justifications for academic dishonesty. Fear of failing is a major factor, with 22 students admitting it influences their actions (sometimes or always). Exam pressure is also significant, with 25 students acknowledging it as a potential trigger (mostly "sometimes"). Interestingly, 14 students see academic dishonesty as a way to manage pressure.

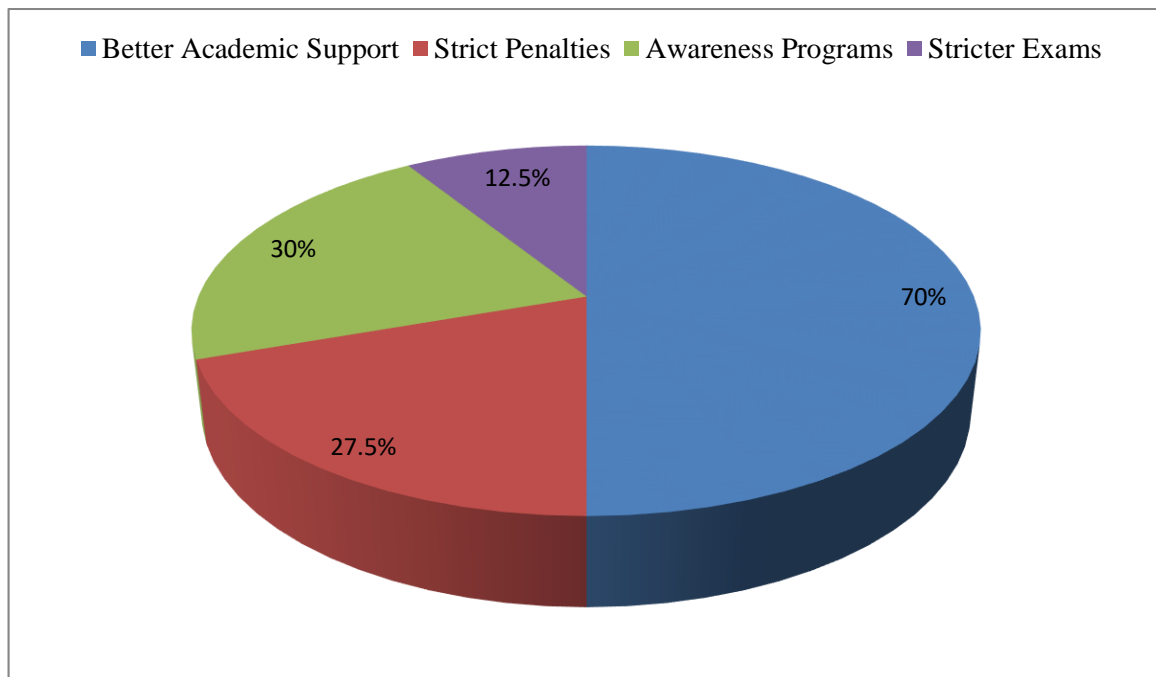
**Question 9: how do you usually deal with fear of failure?**



**Figure 12 Students Coping Mechanisms for Fear of Failure**

The data reveals that the majority of students (72.5%) rely on studying harder to overcome fear of failure. This indicates a focus on self-improvement and a willingness to put in the effort. Additionally, a significant portion (27.5%) acknowledges seeking help from teachers as a coping mechanism, highlighting the value of accessible academic support systems.

**Question 10: What do you think works to reduce academic dishonesty?**



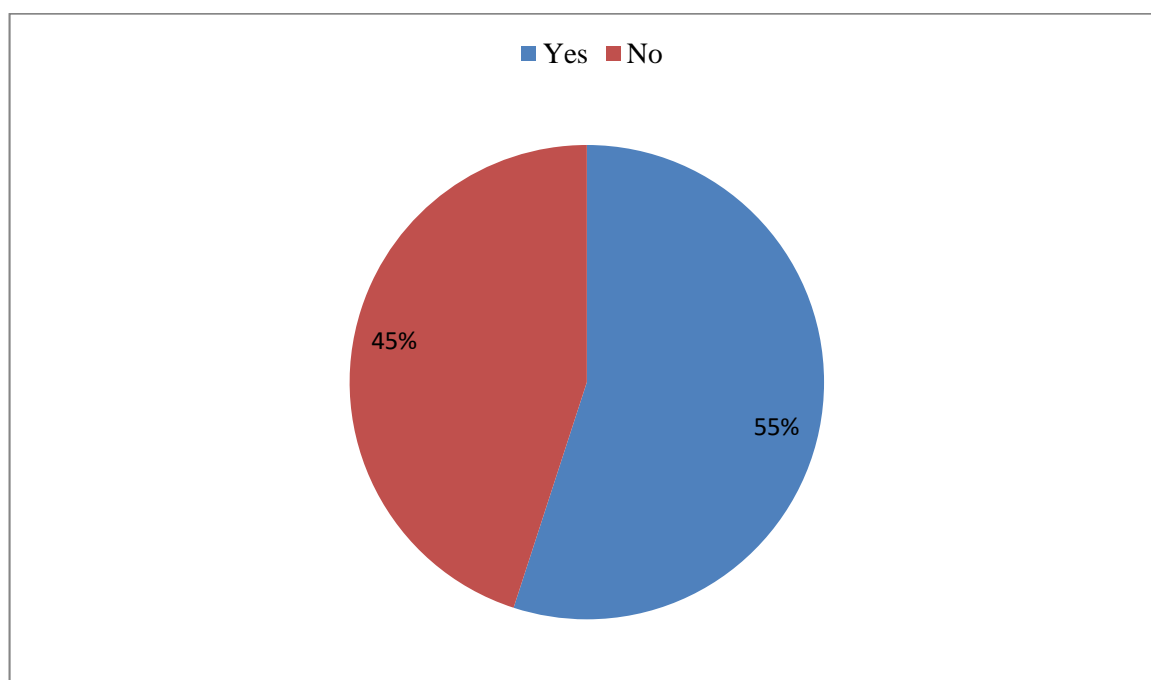
**Figure 13 Students views on Reducing Academic Dishonesty**

Students in this survey (n=40) prioritized supportive measures to combat academic dishonesty.

Here is a breakdown:

- **Strong Support Systems:** The overwhelming majority (70%) believe better academic support, like tutoring and clear communication, can decrease cheating.
- **Balanced Approach:** Awareness programs (30%) and stricter penalties (27.5%) seen as valuable but not the top priorities. This suggests a focus on addressing the root causes of cheating rather than just punishment.
- **Limited Emphasis on Strict Exams:** Fewer students (12.5%) viewed stricter exams as a key solution, potentially favoring fair and challenging assessments over overly difficult ones.

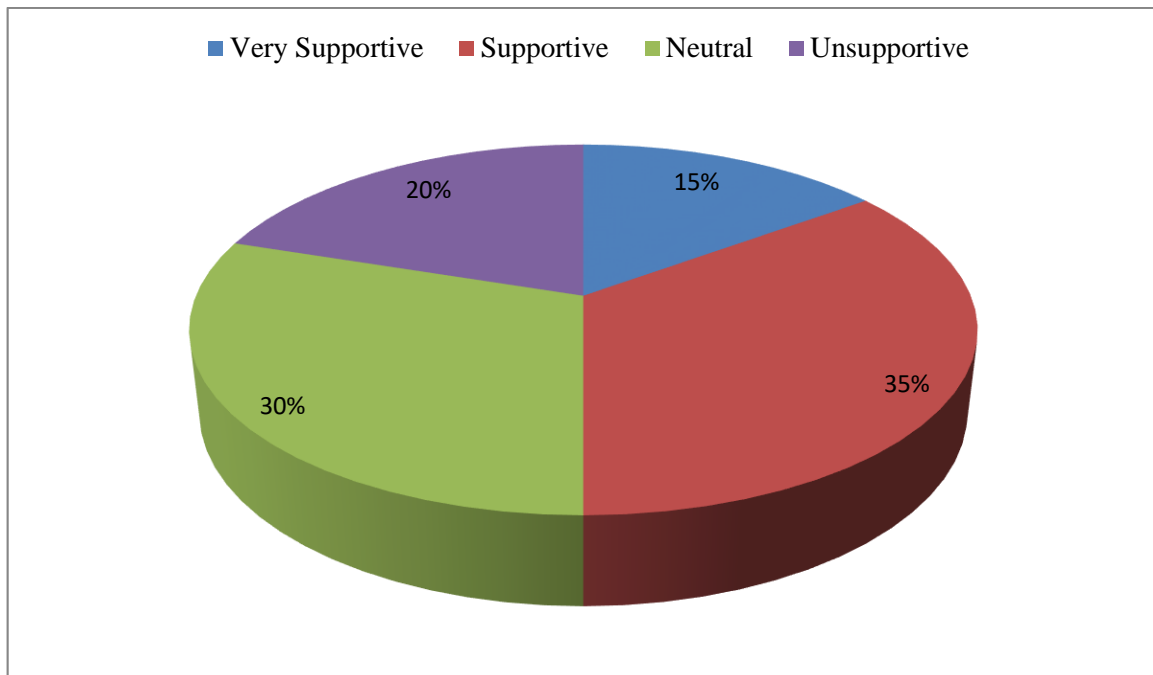
**Question 11: Do you feel pressure from your parents or peers to achieve high grades?**



**Figure 14 Pressure to Achieve high Grades**

The table reveals that a significant portion of students (55%, or 22 participants) feel pressure from parents or peers to achieve high grades. This highlights the impact external expectations can have on students' academic experiences.

**Question 12: How supportive do you find your teachers and academic staff in helping you manage academic pressure?**

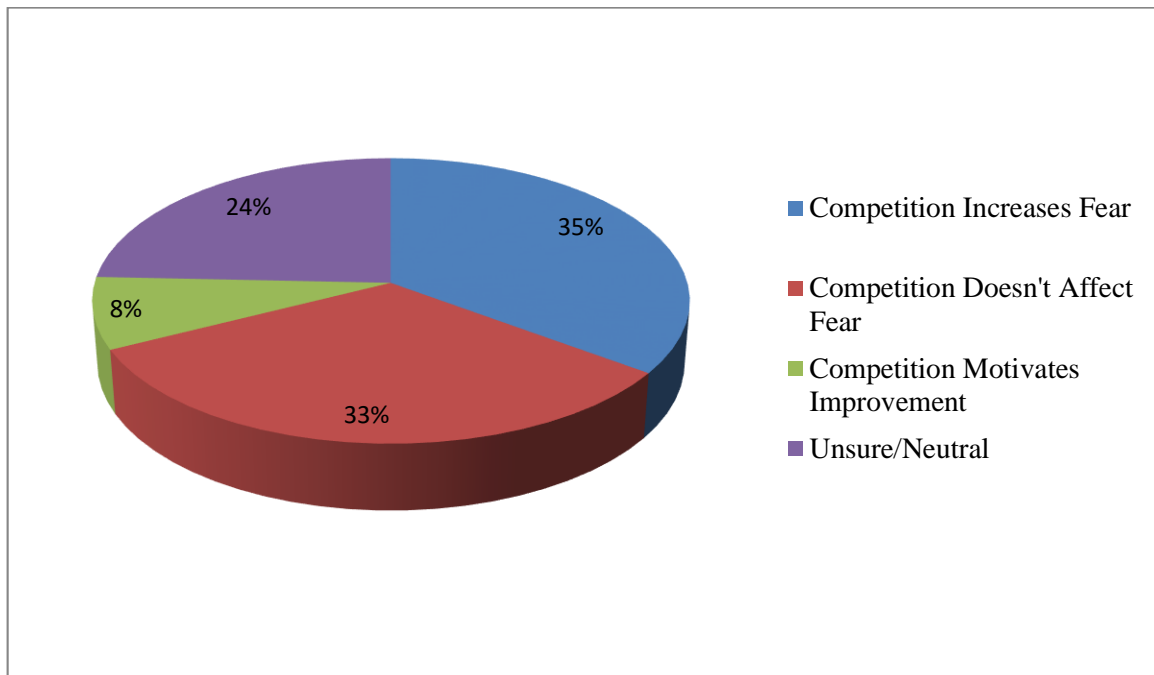


**Figure 15 Perceived Supportiveness of Teachers and Staff**

The pie chart titled “Perceived Supportiveness of Teachers and Staff” shows the analysis of student experiences with pressure and support in their academic environment (n=40). Here are the key takeaways :

- **Pressure from Parents and Peers:** A significant majority (55%) felt pressure to achieve high grades, highlighting the potential impact of external expectations.
- **Pressure Can Be Detrimental:** Pressure can lead to anxiety, a focus on grades over learning, and even unethical behavior.
- **Supportive Teachers Matter:** While some students (50%) perceived teachers and staff as supportive, a sizable portion (42%) felt neutral or unsupportive, suggesting room for improvement.
- **Support Reduces Anxiety and Improves Learning:** A supportive environment can help students manage pressure, reduce anxiety, and ultimately achieve greater success.

**Question 13: Do you feel that the competition among students contributes to your fear of failure?**

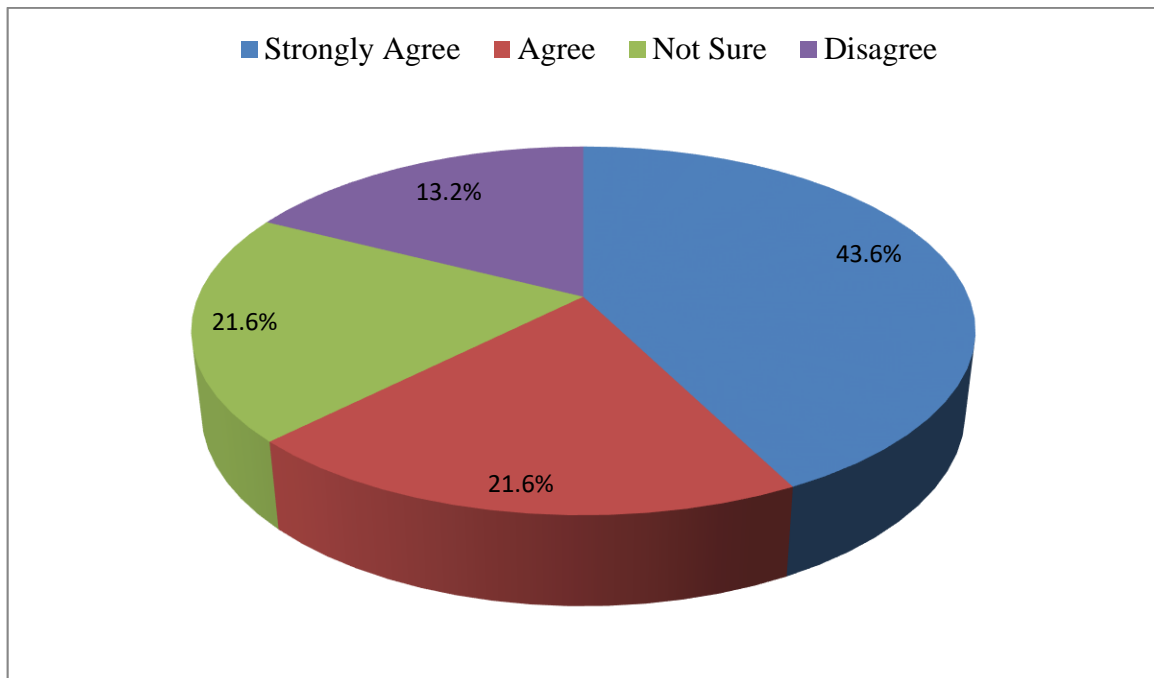


**Figure 16 Students Perceptions of Competition and Fear of Failure**

This analysis explored student perspectives on how competition among classmates influences their fear of failure (n=37, excluding duplicates and variations). Here is a breakdown of the findings:

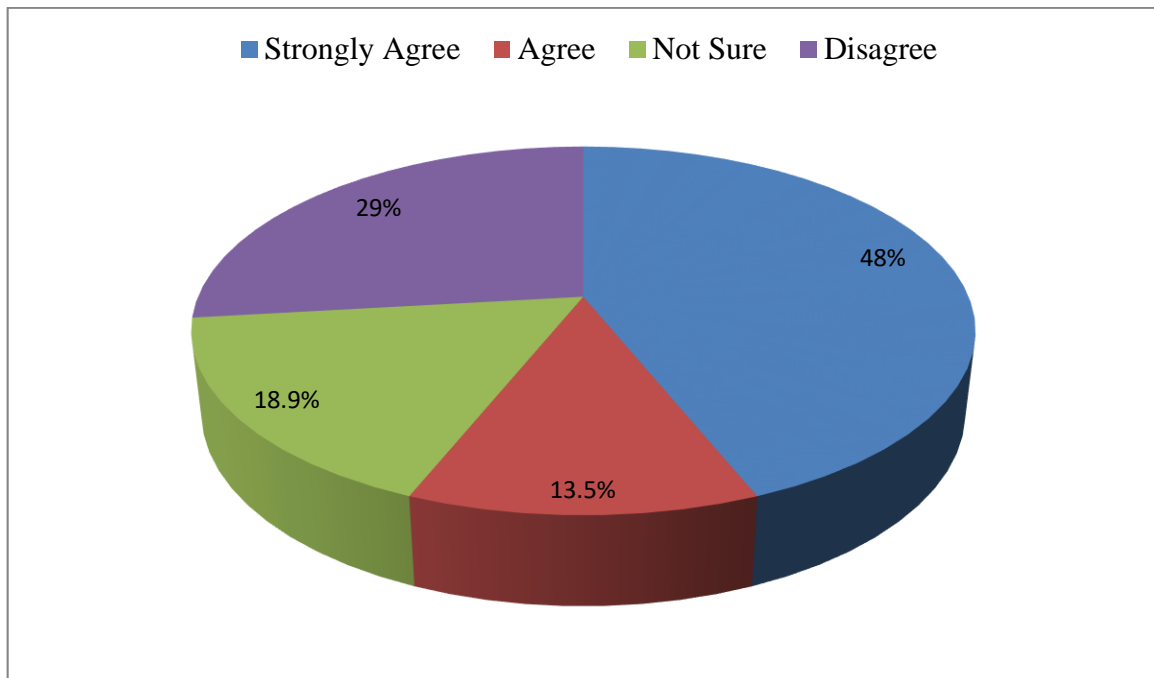
- **Mixed Perceptions:** Students held varied views. A significant portion (13) felt competition fuels their fear of failure, while some (3) saw it as motivation. Others (9) were unsure or neutral.
- **Potential Downside of Competition:** For some students, competition creates a pressure to outperform others, leading to anxiety and a focus on outcomes over learning.
- **Healthy Competition Can Motivate:** For others, competition can act as a motivator, encouraging them to work harder and improve.

**Question 14: Tick the right answer that applies to you**



**Figure 17 Felling Exhausted from Academic Responsibilities**

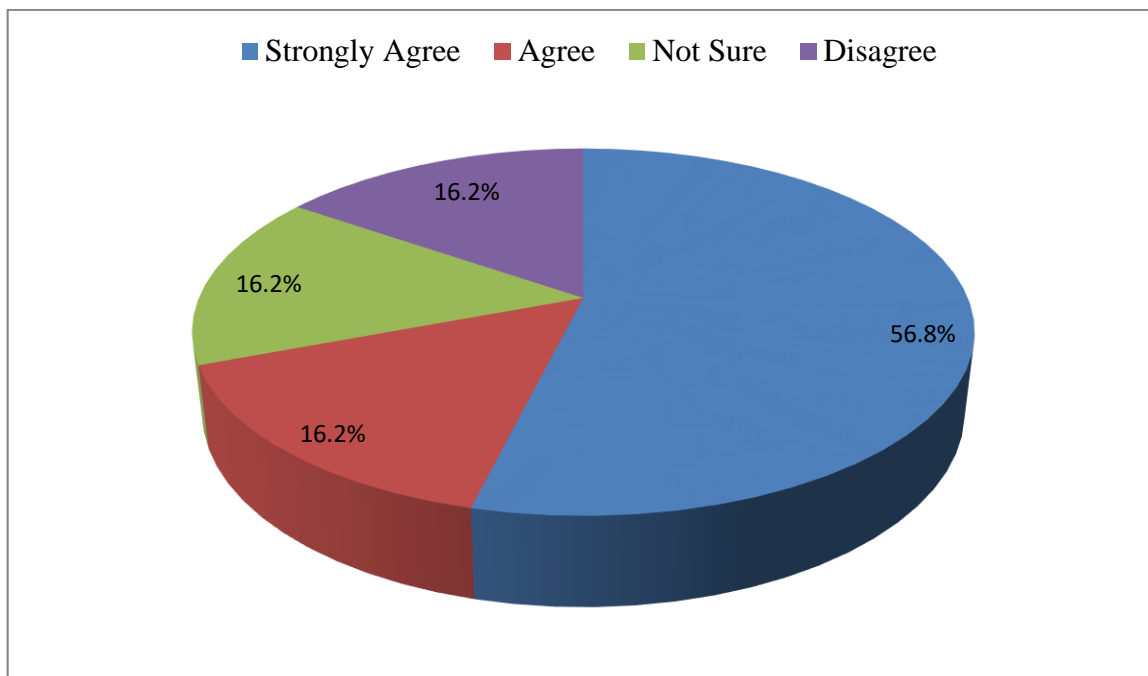
- The most often picked answer is Strongly Agree, chosen by 43.6% of participants. This shows that a substantial proportion of respondents feel extremely favorably about the statement or topic mentioned in the poll.
- Agree and Not Sure are tied, each at 21.6%. This indicates a considerable degree of support and ambiguity among a significant segment of respondents.
- The answer "Disagree" is the least chosen, with 13.2%. This indicates that just a tiny percentage of participants reject the statement or topic.



**Figure 18 Thinking More about Failure than Success**

- Strongly Agree (48%): Nearly half of the respondents strongly agree that they think more about failure than success. This implies a substantial propensity among the group to concentrate on prospective setbacks or unfavorable consequences.
- Disagree (29%): Nearly one-third of respondents oppose the statement, indicating that a significant minority has a more optimistic or balanced perspective, emphasizing less on failure.
- Uncertain (18.9%): Approximately one-fifth exhibit uncertainty, maybe indicative of ambivalence, insufficient self-awareness, or variable views concerning their emphasis on failure vs success.
- Agree (13.5%): A smaller fraction agrees (although not strongly), suggesting that while some do worry more about failure, the intensity is less noticeable.

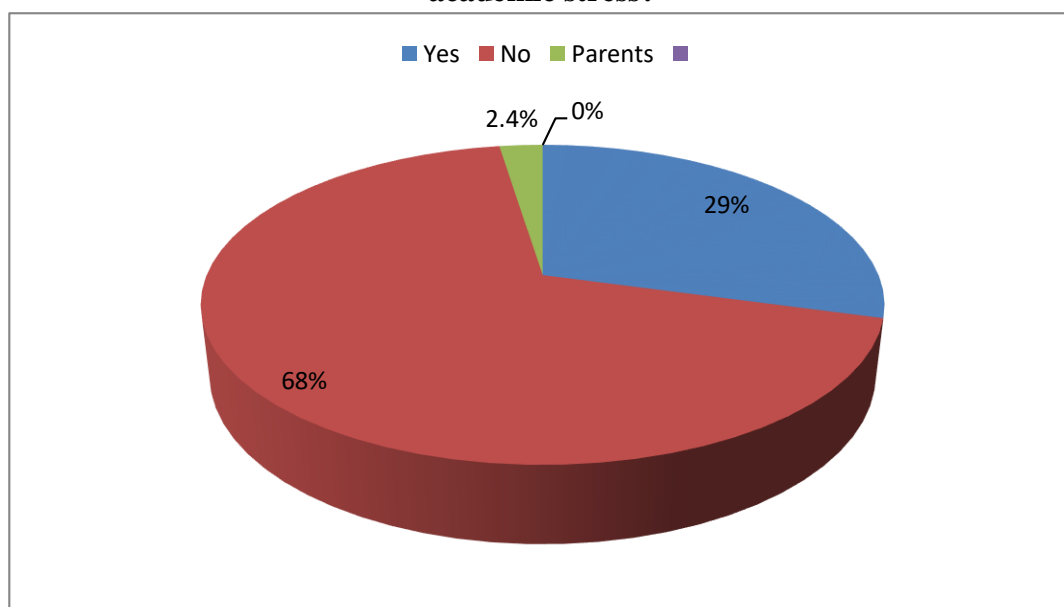




**Figure 19 Fear of Failure Affecting General Health**

The data suggests a significant portion of students (around 40-50%) experience exhaustion from academic workload, dwell on potential failure more than success, and have their health impacted by fear of failure. This highlights the potential pressures and anxieties students face in their academic environment.

**Question 15: Have you ever requested psychological support or counseling to deal with academic stress?**



**Figure 20 Psychological Support**

**Prevalence of Academic Stress:** The table indicates that a significant portion of students (29.3%) have sought psychological support or counseling to deal with academic stress. This suggests that academic stress is a prevalent issue among the student population.

**Parental Support:** While the percentage of students seeking parental support is relatively low (2.4%), it is important to consider that students might also receive support from parents without formally seeking it. Further research could explore the role of parental support in managing academic stress.

**Need for Mental Health Resources:** The data highlights the need for readily available and accessible mental health resources for students. This could include providing counseling services on campus, reducing wait times for appointments, and offering online or health options.

**Question 16: describe a situation in which you felt afraid of failure and how it affects your decisions?**

Students reported fear of failure impacting their decisions and performance across various situations (exams, presentations, projects). This fear led to:

- **Cautiousness:** Avoiding risks, sticking to safe methods, limiting creativity.
- **Unethical behavior:** Considering cheating or plagiarism in extreme cases.
- **Reduced performance:** Increased anxiety, stress, and difficulty concentrating.
- **Missed opportunities:** Playing it safe, not showcasing full potential.

The positive responses showed overcoming fear through hard work and relying on oneself.

**Question 17: in your opinion what are the factors that push students to use any types of academic dishonesty during exams?**

The student responses reveal several factors that contribute to academic dishonesty during exams:

**Internal Pressures:**

- **Fear of Failure:** This is the most frequently mentioned factor, highlighting the anxiety students experience about failing or performing poorly.
- **Pressure to Succeed:** High expectations from parents, teachers, or themselves can create a sense of desperation for good grades, potentially leading to dishonest behavior.
- **Lack of Confidence:** Students who doubt their abilities might resort to cheating to compensate for perceived shortcomings.

**External Pressures:**

- **Parental Pressure:** Students mentioned feeling pressured by parents to achieve high grades, which could influence them to cheat.
- **Competitive Environment:** A highly competitive academic environment can create a sense of pressure to outperform peers, potentially justifying dishonest behavior.
- **Perceived Injustice:** If students believe others cheat without consequences, they might feel justified in doing the same.

**Preparation and Support:**

- **Lack of Preparation:** Inadequate studying or poor time management can lead to unpreparedness, making students more likely to cheat.
- **Poor Understanding of Material:** Difficulty grasping the course content can lead to frustration and a temptation to cheat.
- **Inadequate Support Systems:** Lack of access to tutoring or other academic support resources can leave students feeling overwhelmed and more susceptible to cheating.

Students gave many reasons why they cheat on exams. The biggest reasons are internal pressures like fear of failure and pressure to succeed. External pressures like parental expectations and competitive environments also play a role. Poor preparation and lack of support can make students more likely to cheat.

**Question 18: do you think that fear of failure divers you to cheat on exams? Justify.**

Students have mixed views on whether fear of failure directly leads to cheating.

- **Fear as a Pressure Cooker:** Many students say fear of failure creates intense pressure that might make them consider cheating to avoid bad consequences.
- **Alternatives Exist:** Several students believe hard work and healthy coping mechanisms are better ways to deal with fear than cheating.
- **Ethics Matter:** Some students clearly see cheating as wrong, while others associate it with laziness or weak character.

Therefore, fear of failure can play a role in the temptation to cheat, but it doesn't have to lead to dishonesty.

**Question 19: what methods do you use when feeling fear of failure to avoid falling into academic dishonesty?**

Students fight fear of failure in many positive ways to stay honest. Here is the key takeaway:

- **Beat it with Knowledge:** They focus on studying hard, getting help from teachers and peers, and managing their time well. This proactive approach builds understanding and reduces last-minute stress.
- **Stay Calm, Stay Focused:** Students also mentioned seeking support from others, using relaxation techniques, and maintaining a positive attitude. This helps them manage exam anxiety and negative thoughts.

- **Plan for Success:** Starting early and being aware of the consequences of cheating were other strategies students used to avoid dishonesty.

**Question 20: did you use any types of academic dishonesty on the exam?**

It is hard to say for sure how many students cheated based on this survey because students might be unwilling to admit it.

- **Student Say No:** A fair number of students denied ever cheating.
- **Some Admit Cheating:** There were also students who openly admitted to cheating, including copying answers and using phones during exams.
- **Unclear Picture:** Since some students might be afraid to tell the truth, it is hard to know the real extent of cheating.

This highlights the need for schools to take action against cheating:

- **Get Honest Answers:** Schools could use anonymous reporting systems to get a more accurate picture of how much cheating happens.
- **Focus on Learning:** Instead of just grades, schools can promote a love of learning where students focus on understanding the material.
- **Help Students Succeed:** By offering tutoring and support systems, schools can help students succeed without feeling the need to cheat.

**Question 21: does parental pressure or peers push you to use academic dishonesty? Justify.**

Students divided on whether parents and peers push them to cheat. Here is the gist:

- **Pressure to Cheat:** Many students say pressure from parents for good grades and seeing classmates cheat can make them want to cheat too.

- **Standing Up for What is Right:** Other students emphasize it's their choice to be honest, even under pressure. They value hard work over shortcuts.
- **Not Sure about Pressure:** It is hard to say for sure how much pressure students really feel because they might not want to admit it.

Schools can help by:

- **Talking it Out:** Encouraging open communication between students, parents, and teachers about expectations and the importance of honesty.
- **Helping Parents:** Offering resources for parents on how to support their kids' education without being too pushy.
- **Making Honesty Cool:** Creating a school environment where everyone values hard work and ethical behavior.

Reference:

<https://gemini.google.com/>

## **Analysis of Teachers' Interview**

### **Teacher's Questionnaire**

#### **1. What is your educational degree?**

**Teacher 01:** Magister

**Teacher 02:** PhD

**Teacher 03:**Magister

**Teacher 04:** Magister

**2. How long have you been teaching English?**

**Teacher 01:**12 years

**Teacher 02:** 13 years

**Teacher 03:** I have been teaching English for 16 years

**Teacher 04:** 11 years

**3. In your experience, have you encountered students who might resort to cheating due to fear of failure? If so, can you describe some situations?**

**Teacher 01:** yes, it happened. I quire remember a case of a very good student who was caught having a paper with a summary of lessons on it. She justified her act saying that she must have the best mark because she can't accept the idea of be in second position the majority of other students who generally cheat in tests and exams are weak students who whether have a really weak level but want to pass anyways.

**Teacher 02:** Yes.

**Teacher 03:** Yes, sure many students cheat in the exams using mobiles, pieces of paper and most of times they copy the lessons on the tables

**Teacher 04:**Yes, a student caught cheating during exams he used his phone to answer question from the internet

**4. How can teachers create a classroom environment that fosters a growth mindset and reduces the pressure to achieve perfect scores?**

**Teacher 01:** By tolerating making mistakes and explaining to students that struggling is part of the process of learning. Mistakes should be viewed as learning opportunities. he/she can speak about his/her past mistakes how he succeeded to overcome them. Teachers have also to explain

to students to do their best by preparing well inside and outside the class. In the same time, he/she must show tolerance and accept underachievement especially when it is due to some psychological factors.

- By teaching students to overcome obstacles and encourage them to engage with challenges. The teacher has to portray challenges as fun and exciting, and easy tasks as boring.

- By focusing on cooperative learning. Working together to solve problems emphasizes process and reinforces the importance of getting help and finding solutions. It also deemphasizes individual outcomes.

**Teacher 02:** Teachers can create a classroom that values effort and embraces mistakes. Diverse assessments and celebrating individual progress build a supportive community where students learn from each other and positive examples. Open communication, clear goals, and student involvement in setting their own learning targets empower them to take charge of their educational journey.

**Teacher 03:** Classroom environment is an important skill and discipline that needs both the climate and teachers' skills who should motivate, encourage, support the learners along their studies.

**Teacher 04:**

Provide feedback to students promoting collaboration and support among student celebrate progress rather than focusing on grades to encourage students to develop their skills.

**5. When designing assessments, how can we ensure they measure true learning rather than just the ability to perform well under pressure?**

**Teacher 01:** there are some strategies to use like:



- Making sure that assessment tasks go with the learning objectives of the course or program.

Teachers should clearly define what students are expected to learn then design assessments that reflect these objectives.

- varying assessment methods and activities like presentations, research papers, projects, etc. This helps accommodate different learning styles and strengths, reducing the focus on a single performance measure like official exams.

- Using formative assessments throughout the learning process to provide feedback to students on their progress. This can include quizzes, small assignments, or peer reviews that allow students to improve gradually rather than being judged solely on a high-stakes final assessment.

- designing clear assessment by providing clear assessment criteria and rubrics before the task. This helps students understand what is expected of them and how they will be evaluated.

This will help reduce anxiety related to uncertainty.

- Giving enough time for students to think on a task by designing assessments that allow students sufficient time to demonstrate their understanding without unnecessary time pressure.

**Teacher 02:** When designing assessment, teachers can elaborate assessments that challenge students to apply, analyse, and solve problems. Mix things up with projects, presentations, and self-reflections alongside traditional tests. Use open-ended questions that allow students to expound what they know in their own words, showing they can use their knowledge in new situations.

**Teacher 03:** Teachers should make sure that tasks are aligned with the specific objective, they are authentic and relevant to the real world.

Teachers should vary their method of assignments as projects, essays...

**Teacher 04:**

1. When designing assessments, we ensure they measure true learning by focusing on understanding.
2. using different types of questions that require students to explain concepts.
3. Providing Enough Time for Assessments.
4. Offering various techniques for evaluation, such as discussions, projects, tasks...

**6. What strategies can teachers use to identify students who might be struggling with the fear of failure?**

**Teacher 01:** this requires a careful observation from the teachers, but this is hard to do especially with large classes and time limits to present the lecture, do practice, correct, however, there are some strategies to follow:

- Paying attention to students' behaviour in class and try to detect signs of fear of failure might like avoiding participation, reluctance to try new tasks, excessive perfectionism, or visible anxiety during assessments.
- Following students' academic performance throughout the year. Inconsistencies or drops in performance may indicate fear of failure impacting their ability to perform well.
- Checking students' attendance and engagement. Students who are fearful of failure might withdraw from class activities, discussions, or assignments.
- Creating a supportive classroom environment where students feel comfortable expressing their concerns. Building positive relationships with students can help them feel safer discussing their fears.
- Providing constructive feedback that focuses on effort, progress, and learning rather than just on correct answers or grades. This can help reduce the pressure associated with fear of failure.

**Teacher 02:**

**Teacher 03:** Identifying students who might be struggling with the fear of failure requires teachers to be observant effective manager and monitor of students' behavior, teacher should address the student privately and discuss the challenges and academic goals.

**Teacher 04:**

1. During class students who are avoiding participating in tasks or discussions are suffer from fear of failure.
2. Looking for signs of anxiety during assessments
3. Checking students' attendance and engagement shows the evades of student during class tasks, presentation...

**7. How can teachers have open conversations with students about the importance of learning from mistakes and the negative consequences of cheating?**

**Teacher 01:** This is crucial for fostering a healthy academic environment.

- creating a safe and supportive environment where students can feel safe to express their thoughts and concerns without fear of judgment. also, everybody should show respect and open-mindedness during discussions.
- sharing personal anecdotes or examples of times when mistakes led to learning opportunities or when cheating had negative consequences. This can help students see the relevance and impact of these behaviours.
- Explaining that making mistakes is a part of learning.
- having an honest discussion with students about the consequences of cheating, both academically and ethically. teachers can talk about how it affects personal integrity, trust, and long-term academic and career success.

**Teacher 02:** Teachers can spark conversations by sharing their own missteps and framing them as learning opportunities. Discussing real-world consequences of cheating, like broken trust

and missed chances, can make an impact. By creating a safe space for questions and concerns, students can explore the value of honesty and the importance of tackling challenges head-on.

**Teacher 03:** Teachers should explain that making mistakes is a natural part of learning, so that many famous figures overcame failures to achieve success. Encourage students to reflect on what they learned from their mistakes and how they can ameliorate in the future.

**Teacher 04:**

1. Discuss the impact of cheating on personal integrity, academic reputation, ethical behavior.
2. Emphasize the value of mistakes for growth and development.
3. Encourage students to adapt on how they can improve.

**8. Sometimes parents contribute to the pressure to succeed. How can teachers collaborate with parents to create a more supportive learning environment at home and school?**

**Teacher 01:** the most important in my opinion is to establish a clear communication with parents (whenever possible) face to face or using email, ...

- Clearly communicating learning objectives, expectations for behaviour, and academic standards with parents at the beginning of the school year or semester.
- Asking for parents' perspectives on their child's strengths, interests, and areas of concern. This input can provide valuable insights that help tailor instruction and support strategies.

**Teacher 02:** Teachers can create a united front with parents by keeping communication open. Regular updates on goals and progress that highlight individual growth, alongside workshops that emphasize effort over grades and a growth mindset, can create a consistent message of learning and support for students, both at home and in school.

**Teacher 03:** Collaborating with parents to create a supportive learning environment is crucial in reducing the pressure to succeed and promoting a conducive environment. Here are effective ways teachers can work with parents.

Encourage learners' behaviors as well as efforts through praising.

Engage parents in school activities.

Use an online web site as email to keep the teachers and parents informed about the learner 's weakness, achievement or progress.

**Teacher 04:**

1.provides resources and support to parents in an effort to reinforce learning goals and the development of positive study habits at home.

2. Open communication for understanding the expectations and concerns from the parental side.

3.provides resources and support to parents in an effort to reinforce learning goals and the development of positive study habits at home

**9. Beyond academics, what resources or support systems can teachers recommend to students struggling with anxiety or fear of failed?**

**Teacher 01:** giving emotional support: giving careful attention to students and listen to their struggle, problems, fears...

- Encouraging students to seek support from school counselors or psychologists who are trained to provide mental health counseling and support. These professionals can offer strategies for managing anxiety and building confidence.

- Encouraging peer support through cooperative and group work.

**Teacher 02:** In order to fight anxiety and fear of failure, teachers can go beyond academics. They can connect students, mindfulness workshops, stress-busting techniques, or peer support

groups. By opening communication and creating a safe space for students to share their worries, teachers empower them to discover healthy coping mechanisms and build resilience.

**Teacher 03:** Consulting health service, participate in workshops or seminars about how to cope with academic pressure.

**Teacher 04:** It can also recommend counseling services, mindfulness apps for relaxation, peer support groups, build resilience to students who have anxiety or fear of failure. This will also be very helpful for students outside their academic endeavors

**10. Based on your experience, what are some successful interventions or strategies you've implemented to address fear of failure and academic dishonesty?**

**Teacher 01:**

- I use humor to reduce anxiety.
- I advise students to be honest and hard workers
- I speak about my own past experience with failure.
- I emphasize progress over perfection and I encourage celebrating effort and improvement, not just outcomes.
- I try to be vigilant during exams and assignments to prevent cheating.

**Teacher 02:**

- Focus on the learning journey
- Break down complex topics into achievable goals and try to build confidence and reduce fear of failure associated with large assessments.

**Teacher 03:**

- Establishing clear rules about academic dishonesty (e.g., plagiarism, cheating)
- Promote a positive learning environment

- Getting the learners accustomed with the exam environment through familiarizing them with similar tasks and practices.

**Teacher 04:**

1. Encourage student to defeat fear of failure
2. Reducing fear, anxiety and pressure by creating a fun atmosphere
3. supporting students to rely on themselves and avoid any types of academic dishonesty
4. boost self-confidence through feedback and motivate students to work hard.

# Discussion

## 1. Psychological Impact and Motivation

- **Fear and Anxiety** The fear of failure creates significant psychological stress among students. This fear can lead to anxiety about academic performance and the consequences of failure, such as disappointing oneself or others.
- **Motivational Factors** Students may resort to academic dishonesty as a coping mechanism to avoid failure. This includes cheating on exams to achieve better grades or plagiarizing to meet academic requirements without fully understanding the material.

## 2. Cultural and Institutional Context

- **Pressure to Succeed:** Educational institutions often emphasize academic achievement and grades, fostering a competitive environment where success is paramount. This pressure can exacerbate the fear of failure and increase the likelihood of dishonest behavior.
- **Norms and Expectations:** Institutional norms and expectations regarding academic performance can inadvertently promote a culture where dishonesty is seen as a means to an end, rather than valuing learning and personal growth.

## 3. Impact on Academic Integrity

- **Undermining Ethical Values:** Academic dishonesty compromises the integrity of education by devaluing the importance of honesty, effort, and learning. It erodes trust among students, educators, and institutions.
- **Long-term Consequences:** Students who engage in academic dishonesty may not develop essential skills and competencies needed for future academic and professional success. Moreover, repeated instances of dishonesty can damage their reputation and credibility.



## **Conclusion**

The insights that were gained from the experiences and viewpoints of instructors suggest that fear of failure is a key factor behind academic dishonesty, which shapes both the conduct of students and the dynamics of the classroom. This worry is often exacerbated by factors like as high expectations, competitive situations, and cultural influences, which causes some students to turn to cheating as a method of dealing with the anxiety that comes from not matching the standards that they believe to be in place. However, the responses also highlight the fact that teachers play a significant role in addressing these pressures. Teachers can assist students in viewing mistakes as opportunities for learning rather than as threats to their sense of self-worth by cultivating a supportive classroom environment, encouraging a growth mindset, and placing a higher value on effort and progress than they do on perfection.

In order to address the underlying reasons of anxiety and academic dishonesty, it is vital to implement techniques such as the creation of an effective evaluation, open communication with both students and parents, and the incorporation of emotional and psychological support networks. At the end of the day, placing an emphasis on integrity, teamwork, and resilience not only improves academic achievements but also prepares students for ethical and meaningful participation outside of the classroom.

## Summary of Findings

According to Wazir Ali et al(2024), Hasyim, I. A. N. (2024) and Purba, et al. (2022), we got:

Because they are terrified of failing, students are encouraged to engage in academic dishonesty as a method to reduce perceived risks and ensure speedy achievement. This is because they are afraid of failing on their assignments. Students are more likely to engage in academic dishonesty when they are afraid of the consequences.

**Psychological Stress and Anxiety:** Students are more likely to suffer psychological stress and anxiety as a result of their fear of failure, which in turn effects their decision-making processes during the test process.

The rules, procedures, and educational culture that are implemented by educational institutions have a substantial effect on the development of students' attitudes regarding academic integrity. This means that educational institutions have a considerable influence on the development of students' views.

Educational interventions that are successful should have a key emphasis on the development of a growth attitude, the cultivation of resilience, and the provision of support networks for the management of academic stress. These are the primary focus areas.

**Goals for education over the long term:** In order to build a learning environment that places a premium on honesty, effort, and ethical behavior, it is essential to address the fear of failing and to encourage academic integrity. Students will be better prepared to deal with challenges in their academic and professional life in the future as a result of this.

## **GENERAL CONCLUSION**

The purpose of this thesis was to investigate the complex link that exists between academic dishonesty and the fear of failing, with a specific emphasis on first-year English as a Foreign Language students at Mohamed Khider University of Biskra. Students are commonly motivated to participate in dishonest actions during examinations as a reaction to internal pressures, high expectations, and a desire to avoid unfavorable results. The findings suggest that fear of failure is a potent psychological factor that may push students to engage in such behaviors. The study demonstrates that academic dishonesty is not a straightforward matter of morality but rather a multifaceted phenomenon that is influenced by a variety of elements, including those that are social, environmental, and emotional in nature.

This research highlights the significance of cultivating educational environments that are both understanding and helpful by analyzing both the psychological factors that contribute to atelophobia as well as the actual reality of academic settings. The incidence of academic dishonesty may be considerably reduced by the implementation of interventions that address the emotional needs of students, foster self-belief, and stress the need of a growth mentality. These interventions can also assist students in developing healthy coping mechanisms for the dread of failing.

A comprehensive strategy that places a premium on integrity, empathy, and resilience is ultimately required in order to effectively prevent academic dishonesty. Punitive measures alone are not sufficient to tackle this issue. As a result of this study, educators, politicians, and institutions who are looking to establish academic environments in which honesty is preserved and students are encouraged to learn from both their achievements and their failures will benefit greatly from the insights that have been presented.

## References

- Berger, S., & Freund, A. M. (2012). *Fear of Failure, Disorganization, and Subjective Well-Being in the Context of Preparing for an Exam*. Department of Psychology Institute of Educational Evaluation, University of Zurich, Switzerland.  
[https://www.researchgate.net/profile/AlexandraFreund/publication/254735681\\_Fear\\_of\\_Failure\\_Disorganization\\_and\\_Subjective\\_WellBeing\\_in\\_the\\_Context\\_of\\_Preparing\\_for\\_an\\_Exam/links/54be335b0cf218d4a16a53a2/Fear-of-Failure-Disorganization-and-Subjective-Well](https://www.researchgate.net/profile/AlexandraFreund/publication/254735681_Fear_of_Failure_Disorganization_and_Subjective_WellBeing_in_the_Context_of_Preparing_for_an_Exam/links/54be335b0cf218d4a16a53a2/Fear-of-Failure-Disorganization-and-Subjective-Well)
- Bledsoe, T.S., & Baskin, J.J. (2014). Recognizing student fear: The elephant in the classroom. *College Teaching*, 62(1). 32-41.
- Brenkert, George G. (2008). *Marketing ethics*. Malden, MA: Blackwell.
- Carver, C. S., & Scheier, M. F. (1998). *On the self-regulation of behavior*. New York: Cambridge University Press. <https://www.semanticscholar.org/paper/On-the-Self-Regulation-of-Behavior-Carver-Scheier/c03b5c99f39491aea3cc9d8d4a68fac0e3f2fce2>
- Cherry, K. (2023, December 7). *Fear of Failure: What It Looks Like and How to Deal*. Verywell Mind. Retrieved June 15, 2024, from <https://www.verywellmind.com/what-is-the-fear-of-failure-5176202>
- Cock, D., & Halvari, H. (1999). Relations among achievement motives, autonomy, performance in mathematics, and satisfaction of pupils in elementary school. *Psychological Reports*, 84, 983–997.  
<https://journals.sagepub.com/doi/10.2466/pr0.1999.84.3.983>
- Covington, M. V., & Omelich, C. L. (1988). Achievement dynamics: The interaction of motives, cognitions, and emotions over time. *Anxiety Research*, 1, 165–183.  
<https://www.tandfonline.com/doi/abs/10.1080/08917778808248717>

- Danieli, Y., Norris, F., & Engdahl, B. (2017). A question of who, not if: Psychological disorders in Holocaust survivors' children. *Psychological Trauma: Theory, Research, Practice, And Policy*, 98-106. doi: 10.1037/tra0000192
- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276–302.  
<https://psycnet.apa.org/record/1999-10106-007>
- Dweck, C. (2006). *Mindset: The new psychology of success*. Random House Digital, Inc.
- Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218–232.  
<https://www.semanticscholar.org/paper/A-HIERARCHICAL-MODEL-OF-APPROACH-AND-AVOIDANCE-Elliot-Church/a4482ae1eeaaed5df0d72b14e93f484104ddda4>
- Harrison, T. (n.d.). How To Get Over Fear Of Failure. *the minds journal*.  
<https://themindsjournal.com/how-to-get-over-fear-of-failure/>
- Hasyim, I. A. N. (2024). Hubungan fear of failure dan prokrastinasidenganacademicdishonesty siswa Madrasah Aliyah [Relationship between fear of failure and procrastination with academic dishonesty among Madrasah Aliyah students] (Undergraduate thesis). Universitas Islam Negeri Sunan Ampel Surabaya.
- How to use fear as a motivator By [Elizabeth Perry](#), ACC December 30, 2022 - 18 MIN READ.  
[https://www.researchgate.net/publication/232594159\\_Achievement\\_goals\\_and\\_discrete\\_achievement\\_emotions\\_A\\_theoretical\\_model\\_and\\_prospective\\_test\\_Journal\\_of\\_Educational\\_Psychology\\_983\\_583-597](https://www.researchgate.net/publication/232594159_Achievement_goals_and_discrete_achievement_emotions_A_theoretical_model_and_prospective_test_Journal_of_Educational_Psychology_983_583-597)

- Isla, B. (2024, FEBRUARY 24). *Fear of Failure in Students: Understanding and Overcoming*. Skill Success Blog. Retrieved June 15, 2024, from <https://blog.skillsuccess.com/overcoming-fear-of-failure-students/>
- Keith, T. (2018, November 16). *Literature Review: Academic Dishonesty – What Causes It, How to Prevent It / Academic Technology Solutions*. Academic Technology Solutions. Retrieved June 15, 2024, from <https://academictech.uchicago.edu/2018/11/16/literature-review-academic-dishonesty-what-causes-it-how-to-prevent-it/>
- Lang, J. W. B., & Fries, S. (2006). A revised 10-item version of the Achievement Motives Scale: Psychometric properties in German-speaking samples. *European Journal of Psychological Assessment*, 22, 216–224.
- Lanier, M. M., & Briggs, L. J. (1998). The influence of course-work on cheating among community college students. *Community College Review*, 25(4), 1–12. <https://doi.org/10.1177/009155219802500401>
- Lathrop, A., & Foss, K. (2000). *Student cheating and plagiarism in the Internet era: A wake-up call*. Englewood, CO: Libraries Unlimited.
- Maramark, S. (1993, August). Academic Dishonesty Among College Students. *Office of Educational Research and Improvement, U.S. Department of Education*, 1-14. <https://files.eric.ed.gov/fulltext/ED360903.pdf>
- McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2006). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action. *Academy of Management Learning and Education*, 5(3), 294–305. <https://doi.org/10.5465/AMLE.2006.22697018>

- Nathanson, C., Paulhus, D. L., & Williams, K. M. (2006). Predictors of a behavioral measure of scholastic cheating: Personality and competence but not demographics. *Contemporary Educational Psychology*, 31(1), 97–122. <https://doi.org/10.1016/j.cedpsych.2005.03.001>
- Olivia-Dumitrina, N., Casanovas, M., & Capdevila, Y. (2019). Academic writing and the internet: Cyber-plagiarism amongst university students. *Journal of New Approaches in Educational Research*, 8(2), 112–125. <https://doi.org/10.7821/naer.2019.7.407>
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2006). Achievement goals and discrete achievement emotions: A theoretical model and prospective test. *Journal of Educational Psychology*, 98, 583–597
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2006). Achievement goals and discrete achievement emotions: A theoretical model and prospective test. *Journal of Educational Psychology*, 98, 583–597.
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101, 115–135.
- Purba, et al. (2022). The effect of fear of failure on academic dishonesty in junior high school students. *GESJ: Education Science and Psychology*, 64, 60-70.
- Roz Shafran, Warren Mansell, Perfectionism and psychopathology: a review of research and treatment, *Clinical Psychology Review*, Volume 21, Issue 6, 2001, Pages 879-906.
- Söylemez, N. H. (2023, April). A Problem in Higher Education: Academic Dishonesty Tendency. *Bulletin of Education and Research*, 25(N1), 23-46.  
<https://files.eric.ed.gov/fulltext/EJ1382211.pdf>

*Specific Phobia - National Institute of Mental Health (NIMH)*. (n.d.). National Institute of Mental Health. Retrieved June 15, 2024, from <https://www.nimh.nih.gov/health/statistics/specific-phobia>

Stephens, J. M. (2017). How to Cheat and Not Feel Guilty: Cognitive Dissonance and its Amelioration in the Domain of Academic Dishonesty. *Theory into Practice*, 56(2), 111–120. <https://doi.org/10.1080/00405841.2017.1283571>

Stephens, J. M., & Nicholson, H. (2008). Cases of incongruity: Exploring the divide between adolescents' beliefs and behavior related to academic dishonesty. *Educational Studies*, 34(4), 361–376. <https://doi.org/10.1080/03055690802257127>

Stipek, D. (2002). *Motivation to learn: Integrating theory and practice*. Allyn & Bacon.

Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, & Coping*, 21(1), 37-53.

Whitley Jr., B. E., & Kite, M. E. (2010). *The psychology of academic cheating*. Academic Press.

Yamina and chaima master thesis Investigating the Fear of Failure as a Factor of Students' Academic Dishonesty in Exams Case of EFL Master I Students at Barika University Center, Algeria.

Wazir Ali, A., Aftab, A., Nur, A. C., Ibrahim, A. R., & Mohamed, A. A. (2024). Investigating factors leading to develop academic dishonesty and cheating behaviors during board



examinations in Balochistan, Pakistan. *Journal of Language and Linguistic Studies*,  
15(1), 126-138. <https://doi.org/10.20884/1.jli.2024.15.1.10904>

## الملخص

لا يزال الغش الأكاديمي بين الطلاب، مثل الغش والانتحال، يمثل مشكلة منتشرة في الأوساط التعليمية. تستكشف هذه الدراسة الخوف من الفشل كعامل نفسي مهم يؤثر على قرارات الطلاب بالانخراط في سلوكيات غير شريفة أثناء الامتحانات. يبحث البحث في كيفية ظهور الخوف من الفشل على شكل قلق وتوتر، مما يدفع الطلاب إلى اللجوء إلى ممارسات غير أخلاقية لتجنب النتائج السلبية المتصورة المرتبطة بالفشل.

يحدد التحقيق جوانب تحفيزية مختلفة وراء الغش الأكاديمي، حيث ينظر الطلاب إلى الغش أو الانتحال كاستراتيجيات لضمان النجاح الأكاديمي أو لتخفيف ضغط التوقعات الأكاديمية. ويتناول هذا الكتاب السياقات الثقافية والمؤسسية داخل البيئات التعليمية التي تساهم في الخوف من الفشل، بما في ذلك أنظمة التصنيف التنافسية والضغوط المجتمعية لتحقيق التحصيل الأكاديمي العالي.

ومن خلال التحليلات النوعية والكمية، تكشف الدراسة عن التأثير الضار للخوف من الفشل على عمليات اتخاذ القرار الأخلاقي لدى الطلاب. ويسلط الضوء على الحاجة إلى التدخلات التعليمية التي تعزز المرونة والتفكير الأخلاقي وعقلية النمو للتخفيف من الخوف من الفشل وتعزيز ثقافة النزاهة الأكاديمية.

وفي نهاية المطاف، فإن فهم الخوف من الفشل ومعالجته باعتباره أحد العوامل المحددة للخداع الأكاديمي أمر ضروري لتصميم استراتيجيات فعالة لدعم التنمية الأكاديمية والشخصية للطلاب مع الحفاظ على المعايير الأخلاقية في التعليم.

**الكلمات المفتاحية:** رهاب الأتيلوفوبيا، الخوف، النقص، النزاهة، عدم الأمانة.