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Cheating in Examination: Perception, Causes and Possible Solutions.
A Case Study of English LMD Students at DR. Mouley Taher
University Saida

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in
Didactics.

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Academic Year: 2019/2020

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

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Dedication

I dedicate this humble work to my family, friends and everyone who provided me morally.

Acknowledgements

My thanks go to my supervisor DR. Bouchefra for his help in completing this research work.

I would also like to thank the members of the committee, DR. Khiati and Mrs Gacem who have given their time to read and evaluate this humble work.

Last but not least, I would like to express my regards and gratitude to all of those who provided me with support during the completion of this research work.

Abstract

One of the main common issues in the educational institutions is the academic dishonesty and one type of this dishonesty is cheating in exams phenomenon which has been a widely spread issue that impacts the ethical side of the educational field.. The purpose behind conducting this study is to investigate the reasons behind students cheating and attempts to provide suitable solutions to reduce it. The sample consists of 40 students from the English department of Dr. Mouley Taher University, Saïda, and 11 teachers from the same department selected based on the convenience sampling. The research tools relied on in collecting data are questionnaire and a test for students and interview for teachers. The researcher has opted for both quantitative and qualitative methods to analyse data. The findings of this paper demonstrate that cheating has been occasionally adopted by English LMD students at DR. Mouley Taher in their exams and it is a product of various factors that contribute to its persistency such as laziness, anxiety, inadequate teaching strategies. It can be reduced through the application of certain measurements that are mainly sanctioning the cheater with appropriate penalties, spreading awareness of the the future consequences of cheating on the occupational level.

Keywords: Academic dishonesty, cheating, educational system, reasons, solutions, widespread.

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General Introduction

General Introduction

Academic integrity is a great aspect that all academicians should possess in order to serve the purpose of maintaining the honesty, the validity and the credibility of the educational system which is the backbone of the society. Nevertheless, the Algerian educational system has too many flaws that refrain it from achieving its original goal of developing knowledgeable generations to participate in building a more sophisticated and well educated society. One of the flaws referred to is cheating in examination which is a persistent and commonly spread phenomenon in every academic institution within the Algerian society and it has great impacts on the society, for instance, cheaters after graduation will possess certificates that allow them to engage in the professional world and that is where the problem occurs, i.e, if a cheater is to become a teacher, s/he has the biggest responsibility of shaping and developing future generations - future doctors, electricians, engineers, teachers...- s/he will not have the capacity nor the proficiency to lead their learners towards a better future, instead, they will be the reason behind the creation of incompetent future professionals and careless, unethical and corrupted individuals. Moreover, Cheating requires additional efforts to be suppressed; however, those efforts could be exploited in learning instead. Lastly, encouraging and developing the morals and attitudes of students is the core aim of the education while cheating is the contrast. Therefore, the objectives behind conducting this study is to investigate students' perception of cheating in exams and to seek out the reasons behind adopting such unethical behavior in examinations, as well as looking up for convenient measurements that could be taken in order to limit such phenomenon from further spreading. For that sake, the following research questions are formulated:

1. What are students' perceptions of cheating in examinations?
2. What are the reasons behind students cheating in exams?
3. What are the possible solutions that can be adopted to eliminate cheating in exams?

To achieve that, three research hypotheses are adopted:

1. Students perceive that cheating, despite it being unethical, is necessary at some situations.
2. Lack of responsibility from both students and teachers; the former by their laziness and grade obsession and the latter by their lacking teaching strategies.

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3. Raising students' awareness of the serious consequences resulting from such behavior on their academic and occupational levels and the application of serious punishments

In conducting this study, a sample of 40 English language LMD students, sixteen (16) students from second year and twenty four (24) master two students, and twelve (12) teachers from the same department have been selected to elicit data. Concerning data collection instruments, the researcher has opted for three, questionnaire and perception test designed for students and a semi-structured interview for teachers to gather both qualitative and quantitative data, thus, the approach opted for is a mixed-method design.

This dissertation consists of three main chapters. The first chapter entitled the literature review where the main conceptual framework of cheating in exams are presented relying on previous studies including the definition of the phenomenon, the factors contributing to it and its techniques. Along with that, its dispersion and effects are addressed besides the possible solutions for it. The second chapter, Methodology, deals with the methodological procedure of this research. It addresses the research design, the target population and the sampling issue as well as the adopted research instruments. The last chapter is devoted for data analysis, findings and recommendations.

In Mouley Taher University, some studies have been conducted to investigate the academic dishonesty issue focusing mainly on plagiarism. No study has been conducted concerning cheating in exams despite it being a persistent and spreading phenomenon in the campus. The findings of this study can help instructors and administrators in controlling or reducing this phenomenon in the campus.

1.1. Introduction

The educational field has been and is still suffering from the academic dishonesty phenomenon which is a serious issue that needs to be looked at and treated for the sake of saving the educational system from declining. It is a kind of misconduct and a bad behaviour that students adopt in proceeding with their academic assignments, homework, quizzes, research papers, or exams. This misconduct manifests itself in different forms such as plagiarism, data fabrication, deception, and cheating in exams. In this study the focus is on cheating in exams, therefore, this chapter attempts to explore this phenomenon and shed the light on different aspects in relation to it such as definition, factors that influence it, cheating techniques, its prevalence, its impact and possible solutions to reduce it , based on the results and findings of previous studies that have tackled the same issue.

1.2 Definition:

Cheating in exams as an academic issue has been defined by different research. Amu-Sekyi and Mensah (2016), for instance, refer to cheating as the usage of unauthorized ways to obtain results. The Online Oxford dictionary for Learners defines the term cheating as gaining privilege in something either game, competition examination, by fraudulent means. (O'Rourke, et al., 2010, as cited in Kayıoğlu, Temel, 2017) add to those definitions the aspect of “the attempts”, i.e., even if an individual did not actually cheat, but attempted or had the intention to use such means to do so, it is considered as cheating. Moreover, Anderman and Murdock (2007) define it, on the bases of its effect on both learners and teachers, as “Cheating undermines the use of assessment data as both indicators of student learning and as sources of feedback to teachers for instructional planning”. They have also mentioned that cheating prevents students from applying both the cognitive and self-monitoring strategies of an efficient learning, and learners cheat either because they do not want to waste time on using such strategies or they actually do not know how to use them. Therefore, they have called it “as a cognitive short cut”. So accordingly, the stated definitions hold almost the same idea that cheating is an unethical act that students resort to for the sake getting good grades through prohibited ways. Cheating has two forms:

1. The planned cheating: where the act of cheating is intentional and planned prior the exam.
2. The spontaneous cheating: it is neither planned nor intended. To illustrate, an individual may cheat solely if it is a surprise test /quiz, or they forgot certain items.

1.3 Factors influencing cheating in exams:

Cheating in exams as a form of the academic dishonesty has been revealed to be influenced by different factors. The main factors that are deemed influential in cheating in exams, - according to some previous studies that have tackled the same issue-, are discussed below.

1.3.1 Motivation:

Motivation is known to be the desire or the urge that pushes the individual to perform something and it is one of the factors that contribute to cheating. Two types of motivation have been distinguished, mastery goals (intrinsic motivation) and performance goals (extrinsic motivation) as cited in a number of studies (Anderman, et al., 1998, as cited in Jordan, 2001; Dweck, 1998 as cited in Rettinger & Kramer, 2009). These studies claim that students with the former type are less likely to cheat unlike those with extrinsic motivation (the later type). That is to say, if the students' purposes behind studying are self-development and knowledge broadening, then they do not cheat, however, if their purpose is more materialistic, such as gaining a job, in this case students are revealed to be more prone to cheating (Newstead, 1996, as cited in Jordan, 2001). In addition, Rettinger and Kramer (2009) mentioned that Rettinger, et al (2004) reported in a study they have conducted where the informants were asked to determine whether the student, in scenarios presented to them, would cheat or not. The results were, when the student was described as being extrinsically motivated and is confronted by suitable cheating conditions, the participants pointed out that the said student would cheat, however, they stated the opposite (that the student will not cheat) when s/he was described as being intrinsically motivated even when there was a chance to do so. Besides, when the themes taught are considered interesting to students they would cheat less (Pulvers and Diekhoff, 1999). Moreover, Jordan asserts that mastery motivation was higher in courses where students did not cheat, but in the courses they have cheated in, performance motivation was higher than mastery one. Ultimately, in contrast to the extrinsic type, intrinsic motivation is linked with honesty and integrity (Murdock and Anderman, 2006, as cited in Orosz, et al., 2013). What is deduced from the mentioned studies is that motivation is a significant factor that influences cheating in exams. The influence is positive when it is intrinsic motivation and negative when it is extrinsic motivation.

1.3.2 Knowledge of institutional policy:

In every academic institution, there should be a policy that students ought to follow to avoid problems such as the academic misconduct by introducing an honour code system. This

code helps in reducing the cheating rates (Bowers, 1964 as cited in McCabe, Treviño and Butterfield, 2001). Studies such as Jordan's (2001) revealed that 95% of the respondents stated that, before enrolling in the university, they have had knowledge about the honour codes system of the university and 73% have read the system. This shows that the honour codes system does not have an impact on students' cheating. Furthermore, according to McCabe and Treviño's (2001) investigation, a school with a fixed honour codes system, implemented years ago but was not well explained and delivered to learners, demonstrated higher rates of cheating. On the other hand, a school with no official honour codes, but has promoted the academic integrity among their learners, reported lower cheating rates. Therefore, to them, the matter is how effectively the honour codes system is explained to students and to what degree they are aware of it, since non-cheaters demonstrated a better understanding of this system than cheaters (Jordan, 2001). Lack of comprehension and understanding of the honour codes leads students to cheat.

1.3.3 Attitudes:

An attitude is what the individual (student) feels towards something (cheating in examination). It is also considered to be one of the factors that have an influence on the cheating in exams. What the literature revealed is that students who do not prefer cheating and have a negative attitude towards it are apparently not going to cheat, unlike those with positive attitudes towards it (Nonis and swift, 2001; Whitley, 1998), which means that cheating can be justified through students' attitudes towards It (Graham, 1994).

Neutralizing attitudes refer to the state where cheating behaviour can be explained and defended by cheaters (Hsiao and Young, 2011). Students provide whatever excuses escaping the guilt that follows their behaviour, or blaming others for it (blaming teachers, cultures, systems...). For example, in Russia, Poltorak's (1995), (as cited in Orosz et al, 2013) state that the educational system -during communism- promoted ideology related themes within the curriculum, so all the contexts of their studies were based on communism, however, students did not accept such implementation, and justified their misconduct as a form of a reaction against the themes-based ideology, and they have blamed their educational system for their cheating act, but they could have reacted in different and more fruitful effective ways to show their objection.

1.3.4 Risk of detection and punishments:

Several researches revealed that risk of detection is related to cheating because it is commonly known that students would be too apprehensive of getting caught red handed and facing embarrassment. According to Becker (1968) and Kichler (2007), as cited in Orosz et al (2013), a factor that can help diminishing cheating from spreading is the risk of detection. Punishments are the consequences that the faculty set up to deal with cases that involve any form of misconduct within the institution. It is known to be influential in reducing cheating as well (Title and Rower, 1973). Hence, if the penalties are applied, others would definitely take into account the aftermath of cheating before doing it.

1.3.5 Demographic variables/ factors:

Along with the above factors, the demographical ones are also linked with cheating by different studies.

1.3.5.1 Gender:

It has always been a major debate which of the two genders tend to cheat more in exams, males or females? Hence, gender has been examined as a factor that can help in indicating whether males, or females get involved in academic misconduct. It is commonly known that males tend to have lower ethical values compared to females (Borkowski and Ugras, 1992; Nonis and Swift, 2014; Shepard and Hartenian, 1991; Stevenson, 1999; Teixeira and Rocha, 2010). Besides, Rettinger, et al 's (2004) found that 89.8% of the reported cheating were men and 72.2% were women because they claim that unlike women, men are more interested in grades (extrinsically motivated). In the same respect, Badia et al (2013) revealed that females demonstrated lower rates of cheating unlike males even though the number of male participants (119) is less than the number of females (187). Most if not all, male students always choose to sit at the back of the classroom, and it seems to be enough reason for Diego (2017) to classify them as cheaters. Perhaps, the teacher neglects them by working with the frontline of the class only especially if the class is overcrowded, or simply they have chosen such a place so as not be bothered by the teacher. On the other hand, findings of other studies reported the contrary, such as Mokula and Lovemore's (2014) which showed that 74.7% is the percentage of female cheaters while only 25.3% are males' percentage of cheating. McCabe and Treviño (1997) stated that Lester and Diekhoff (2002) claims that men cheat via online (technological cheating) while women rely on traditional techniques instead. Cheaters choose whatever strategy that helps them cheat regardless to their gender.

What is concluded is that cheaters cannot be identified by their gender nor cheating is affected by it, both males and females are equally likely to cheat. Therefore, gender is not a reliable factor in predicting cheaters from non-cheaters.

1.3.5.2 Age:

Several studies have examined this variable in relation to the academic cheating; however, there seem to be kind of a controversy among them. On one hand, some of the studies stated that youngsters are more likely to get involved in the academic misconduct. For instance, as cited in Jordan's 2001, it is claimed that older students tend to cheat less than the younger ones (Bowers, 1964; Haines, et al., (1986); Newstead, et al., 1996). Baird (1980) and Lipson and McGavern, (1993) as cited in Albers and Miller (1997) have also reported that seniors are less likely to cheat than juniors in schools. The same result has been deduced by Franklyn and Newstead (1995); Sheard, et al., (2003) as cited in Miller, et al., 2007) in comparing senior and junior students (in university context) where they have concluded that the older the student get, the less their cheating behaviour occurs. Furthermore, in a 2006 study conducted by Hughes and McCabe, test cheating rates were presumably lower for graduates (09%) and undergraduates (18%) compared to high schoolers (58%). Accordingly, high schoolers demonstrated higher rates of cheating than graduates and undergraduates did which means that younger students tend to cheat more than older students. On the other hand, other researches claimed the opposite such as Texeira and Rocha's (2010) exposed that students at the age of 18-19 years old cheat less (55,1%) than other age ranges of 20- 21(61,2%), 22-23 (67,2%), 24-25 (70,6%), and 26- and above (59,4). Moreover, Tang and Zuo (1997) as cited in Jordan`s (2001) came to the same conclusion. So, there cannot be a definite judgement as far as this variable (age) is concerned, and it has been deemed by Jordan (2001) that it is an inconsistent predictor of the cheating act.

1.3.6 Other factors contributing to cheating:

The curriculum is also considered to contribute to students' cheating. In the study of Maeda (2019), the findings reveal that it is due to the over-loaded curriculum in the secondary school, that contained too many subject matters which some students considered to be unimportant and not related to their real life, students resorted to cheating, but they did not cheat during their primary school tuition or university claiming that the curriculum was not as complicated, in this respect, one the respondents in the same study proclaimed that the university curricula have subjects that are related to their work life that is why they did not cheat. Along with the overwhelming curricula, the educational system that is based on the rote

learning, where learners are required to simply memorize and recite information, encourages cheating behavior within the institutions (Kayışoğlu, Temel, 2017). Rehmani (2013) have also supported the idea by stating that with less accentuation given to learner's understanding and comprehension capacities, students rely on other ways (cheating) to acquire their certificates by any ways possible. In addition to that, the over-crowdedness of classrooms is one of the reasons that pave the way for cheating (Newstead, 1995 as cited in Starovoytova and Namango, 2016, b; Houston, 1976 as cited in Becker, et al., 1992).

On some occasions, teachers are, in a way or another, contributors to students cheating as well. For instance, teachers' relation with students, if the student was comfortable with the teacher, it would be unlikely for the teacher to embarrass the student when caught cheating, therefore, ignoring cheating acts within the classroom (Davis, et al., 2009 as cited in Maeda, 2019). However, such a relationship could prevent students' cheating to avoid embarrassment and losing respect from the teacher (Stearns 2001 in Maeda, 2019). Besides, teachers' empathy for students can also lead to the persistence of cheating, I.e., the teacher is aware of the consequences of cheating acts, therefore, they would feel empathy towards the student and their educational career so they would refrain from reporting them (Maeda. 2019). Along with that, Students, if caught cheating by the supervisor, may cause problems for the invigilator who caught them and applied punishments on them, such as physical harassment outside the school and this leads teachers to avoid reporting cheaters (Maeda, 2019). Another reason that relates teachers with learners' cheating behaviour is the teachers competency and their teaching methods, for instance, If the teacher is not competent and well-practiced in his/her teaching, guilt will not torment students when they cheat in the said teacher's subject, that is what 70% of students in Starovoytova and Namango (2016. b) revealed.

Punishment as a way of achieving order in the classroom for better teaching and learning, it can also be a motive to their cheating, I.e., some students may resort to cheating for the sake of avoiding punishments in cases of failure, one of the answers in Maeda (2019) study stated that the students did not like to cheat but they had to do it, because if they fail, their teacher resorted to punishing them by hitting, ear/hair pulling...

Studies as; (Schab, 1969 as cited in Cizek, McCabe, et al. 1999; Cizek, 1999; Abiodun, 2011; and Anderman and Murdock, 2007, as cited in Starovoytova and Namango, 2016), have mentioned other different reasons as to why students cheat such as; laziness, because students prefer to get grades easily and effortlessly through cheating, witnessing other peers cheating -

especially in cases where cheaters do not get punished for it-, bad time management skills -for example, revising for an exam is left till one day before the exam while having loads of knowledge to be processed-. Parents' pressure, lack of self-confidence, and fear of failure are also considered to have a negative influence on students cheating. Besides, the findings of Smith & Ridgway's (2008) study shows that 92.5% of students cheat because they are pressured to pass; 87.4% selected laziness as to why they cheat, and 83% cheat because of lack of time due to bad time management, while and 50.9% cheat due to the lack of confidence in their capacities.

1.4 Cheating techniques:

Students during examinations rely on different and various methods and techniques to help them cheat successfully. The main used techniques according to Amu-Sekyi and Mensah' (2016) study are non- verbal/sign language (43.7%) as well as whispering followed by the giraffe technique (stretching one's neck as a giraffe to look at the paper of the one sitting ahead of them) along with sign language. Diego (2017) mentioned other techniques from his findings such as: utilising headphones in order to listen to already recorded lectures or taking pictures of those lectures to refer to them during the exam; students also tend to write answers on small sheets and pass them among themselves, tables are exploited as well by jotting down notes on them, some students go to the extent of coming earlier to the examination hall/room to do so (Starovoytova and Namango, 2016). Writing on body parts is another common technique among cheaters, like writing on the arms and hands, etc. For instance, a student was reported to have written answers on his calf which was too hairy for anyone to notice (Shariffuddin and Holmes 2009). It was also reported in the same study that some students consult their notes, in cases of strict surveillance, by the excuse of using the bathroom, or they distract the supervisor to allow their friends to cheat this is one of the cases in which multiple supervisors are required. Students are creative when it comes to cheating, they stock up small sheet notes inside their wristwatch, thus, it would be difficult to detect. Furthermore, girls have the advantage of writing on their fake fingernails (Mokula and Lovemore, 2017) which is unpredictable place to hide notes, but nowadays exam controller need to expect anything from students especially those who are determined on cheating. Students take advantages of what they are permitted to bring during the exam, calculators, clothes, dictionaries, etc. by using them to hide disallowed notes (Shariffuddin and Holmes, 2009). Also, other way of cheating is by getting aided by another colleague to cheat or aiding someone to cheat (Davis, et al., 2009) such as ``giving, taking and receiving`` (Cizek, 1999) which represents the

knowledge provider/knowledgeable (giving) and the ones who receive the information (taking and receiving), for instance, students who rely on this strategy usually set themselves in a linear manner in the exam room.

1.5 Prevalence of cheating:

Cheating in exams is a widespread phenomenon that the whole world is suffering from (Harold and Max, 2011 as cited in Starovoytova and Namango, 2016, a) and it is not limited to certain Cultures and geographical areas (Chalghaf, 2013 as cited in Starovoytova and Namango, 2016, b), multiple research works indicate so. Shariffuddin and Holmes (2009) mentioned in their work that several studies (Hughes, et al., 2007; Teixeira and Rocha, 2008; William, et al., 2003; Lin and Wen, 2007) have confirmed that cheating in exams is indeed a prevalent phenomenon in different countries, among them Poland, Germany, Spain, Portugal, the middle east, Nigeria and Taiwan. The difference between these countries is that some of them are considered developed countries and others are underdeveloped ones. Thus, cheating is not limited specifically to the less developed countries as most people believe, but it is widely spread among both (developed and underdeveloped countries). Hughes and McCabe (2006) investigated the academic misconduct in Canada found that test cheating rates are lower for graduates (9%) and undergraduates (18%) compared to high schoolers who estimated higher rate (58%). However, as stated previously the rates of cheating in written assignments have increased (graduates 35%, undergraduates 53%, high schoolers 73%). Consequently, the stated results of their study are evidence that cheating exists in Canada despite it being classified as a developed country. Another study conducted in the U.S (McCabe and Treviño, 1997), that adopted Bower's survey, noticed an increase in cheating, especially in tests, in 9 schools from this study. This is to indicate that the U.S in spite the degree of its development, the academic cheating prevails within their institutions. In a Russian context, the usage of inhibited notes during an exam was estimated by 75% and 60% copied in exams in the study of Orosz, Farkas, and Lévy (2013). Also, cheating in college is estimated in East Europe with $\frac{3}{4}$ (Grimes, 2004 as cited in Orosz, Dombi, Toth-Kiraly, Bothe, Jagodics, Zimbardo, 2016).

According to Teixeira and Rocha (2011) as cited in Starovoytova and Namango (2016, b), corruption is associated with cheating, they have stated that the less corrupted the country is, the lower cheating rates are, unlike the highly corrupted countries where cheating rates are high. In addition to the geographical dispersion of examination cheating, Starovoytova and

Namango (2016, b) have cited in the literature of their study that cheating has been investigated since 70 years ago which indicates that did not appear recently but it existed for a while.

1.6 Impacts of cheating in exams:

Cheating in exams as any other phenomenon results on various impacts on different aspects, it has a great role in negatively influencing individuals, education, and society. These aspects are correlated because the individual as a core component of the society his/her honesty and dishonesty impact the education which is one of the pillars that societies stand on, consequently the corruption of the former logically leads to the corruption and destruction of the latter. Scholars who have investigated this phenomenon deduced such impacts such as the self-confidence of the individual in their own academic abilities is lowered due to the academic misconduct especially cheating in exams, that is what most of the informants in the study of Diego (2017) students would feel that they are not competent enough to accomplish any other work; besides, they will not feel satisfied with whatever results they achieve. Motivation is also affected by cheating (Starovoytova and Namango, 2016, a) in the sense that if cheaters gain good grades and get praises for their work, non-cheaters would be less motivated to put efforts in their studies, they might even shift to cheating in the exams. They have also indicated that cheating leads to the unreliability and invalidity of the assessment tools, i.e. the results obtained through a test or exam are not a solid judgment of students' level especially in cases where cheaters were not caught. What is deduced from the ideas above is that the educational system of the country will be deemed to be ineffective (Magnus, et al, (2002) as cited in Teixeira and Rocha, 2010) and its quality will be damaged and degraded.

1.7 Solutions:

A serious issue as academic cheating needs to be treated as soon as possible to cure the educational field from such a problem. It may not be completely eliminated, but some measures can be introduced to at least reduce it to a certain degree.

Prior the exam, according to Starovoytova and Namango (2016, a), the faculty respondents proposed strategies such as the implementation of oral examinations (it can be due to the fact that oral assessment is spontaneous since questions are answered directly). They have also suggested the idea of proposing questions that require thinking and problem solving as well as

ones that cannot be easy to copy, Kayıçoğlu and Temel (2017) have proposed the same idea stating that critical thinking and analysing are what an exam or any evaluating tools should be based on rather than rote learning. Furthermore, By Providing less but adequate course work and limiting grade competition, a teacher may have a role in limiting cheating (Whitley, 1998). Cheating can be also reduced if learners are given a chance to make up for their failure, for instance, a teacher allows students to repeat assignment in cases of failure (Whitley, 1998). A study of Whitley (2010) provided other suggestions such as, in setting up the exam topic, the teacher can diversify the form of the exam or provide different sequencing of its questions. Another point is raising students' awareness concerning the consequences to be applied in cases of cheating can be adopted as a way to reduce cheating in exams (Badia, et al., 2013)

During the exam, students should be searched before entering the classroom to do an exam and since mobile phones are of a great help in cheating, institutions should provide a mobile phone detector to prevent students from utilizing them (Starovoytova, Namango, 2010). Once inside the classroom, the supervisor should assign each student to a certain place (Whitley, 1998), they should not be seated close to each other but separately to avoid the "giraffe cheating" as well as whispering and passing notes (Starovoytova and Namango, 2016, a). Becker et al, (1992) have proposed the same measurement, to be applied to avoid cheating, occurrences stating that a seat needs to be kept empty between each two students. They have also that the simple act of roaming through the ranges in the examination room can decrease cheating in the exam. Furthermore, for an effective surveillance, CCTV cameras need to be implemented (Starovoytova and Namango, 2016, a) – that is if the financial capacity of the institution allows so-. Additionally, the supervisor of the exam should be strict in controlling, because when the teacher is not strict enough, cheating chances increase (Baldwin, 1996 as cited in Starovoytova and Namango, 2016, b). In the same vein, a participant in the study of Shariffuddin and Holmes (2009) stated that it is easier for her to cheat when the invigilator is less strict.

After caught cheating, severe punishments should be applied to as to reduce cheating in exams (Badia, et al., 2013). Starovoytova and Namango (2016, a) have suggested that in order to prove that the punishments are applied when cheaters are caught; their personal data, photos, and the type of punishment given to them, should be exposed to the whole school to witness and to present them as an example of what to be expected once caught cheating.

1.8 Conclusion:

This chapter has tackled the main theoretical concepts concerning the cheating in exams issue. It is concluded that this is a deviated road to success impacted by several reasons and factors that contribute to its dispersion among students who resort to various ways to do so despite the impact that it has on the learner as an individual and as a future contributor to the society. It has also been revealed that it is a worldwide phenomenon that is not limited only to the underdeveloped countries as some may believe. Lastly, this phenomenon can be eliminated via the application of some measures suggested in the literature. After dealing with the literature review, the following chapter will be concerned with the methodological part of this study.

2.1. Introduction

In every research paper, there is a methodological aspect followed by the researcher and after discussing the review of literature concerning cheating in exams within the first chapter, this one is set up for the sake of introducing the methodological part regarding this research paper where the research design is clarified as well as the reasons behind the selection of such a design, then, the participants and the sampling issues are also elaborated. Furthermore, the research tools selected to gather data with the rationale behind employing each instrument are also demonstrated within this chapter in details.

2.2. Research design:

In conducting a research paper, the researcher ought to specify which research design to follow based on the nature of the research problem and the type of the data to be collected, whether it is qualitative or quantitative or mixed-methods.

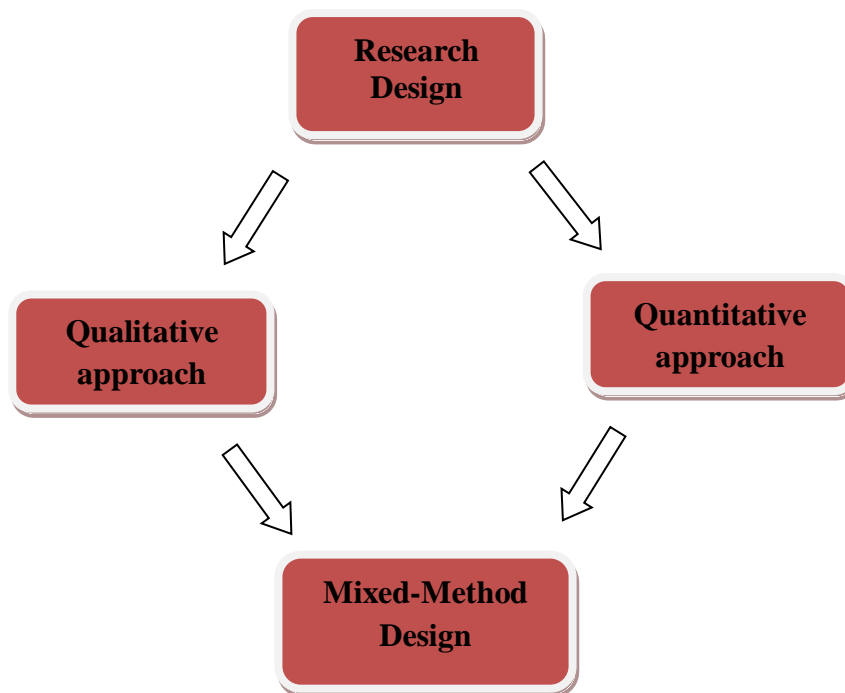


Figure 1.1: Research approaches

2.2.1 Qualitative and quantitative research approaches:

In every research, there are three main approaches to be followed; the quantitative approach, the qualitative or the mixed-methods approach.

2.2.1.1 Qualitative research approach:

The qualitative research is a research that is relied on in the elicitation of a qualitative, descriptive and non-numeral data (Mackey and Gass, 2005). It is characterized with the acquirement of precised and in-depth information unlike the quantitative approach. Moreover, it is concerned with creating new theories and concepts rather than testing them. Its main advantages as it is stated in the book of Mackey and Gass (2005) are; presenting the issue, to quote Mackay and Gass's (2005) words, "in a holistic and natural" manner. It also paves the way for further investigations to be tackled since some new questions/inquiries may emerge during the investigation, and it is known as the best approach to investigate attitudes and perspectives concerning a given phenomenon. Nevertheless, it relies on a smaller number of respondents which indicates the lack of generalisability of its results (Dörnyei, 2007). Moreover, it is considered to be non-standardized which leads its findings to be described, as stated by Dörnyei (2007) "fuzzy" and not accurate.

2.2.1.2 Quantitative research approach:

It is an approach that is applied in the collecting and analyzing statistical/numeral data and it is based on the forming specified research questions and hypotheses. Along with that, it focuses on testing already existing theories and hypothesis in order to either affirm or reject them (Dörnyei, 2007; Mackey and Gass, 2005). It also allows a larger number of participants to be included in the study and gather a considerable amount of data. Furthermore, the results elicited through this approach are deemed precised and accurate due to its systematic nature which gives it its generalisability aspect, i.e. its findings can be applicable to different situations (Dörnyei, 2007). Lastly, it ensures the anonymity and confidentiality of the participant.

However, despite of its benefits that attract researchers to adopt it, it still possesses some shortcomings such as neglecting the meanings behind the numeral data and the answers provided are not surely valid. So in the process of selecting the qualitative research method, the researcher should take such a point in consideration and weather it is affective or not for his/her research.

2.2.1.3 Mixed-method design:

The previous approaches, the qualitative and quantitative approaches, have always been viewed as opposing methods and always being compared to see which of them is more efficient, but, as Mackey and Gass (2005) have reported, they should be seen as correlated approaches that can be applied to examine difficult research problem.

In this study the research design employed by the researcher is the mixed method design which Cresswell and Clark (2011) define as “a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” and it has been referred to with multiple terms such as methodological triangulation, multi-methodological research... (Cresswell, 2013 as cited in Dörnyei, 2007). The mixed method design allows the researcher to collect both of the qualitative and quantitative data because, unlike employing each method solely, mixing both methods is deemed to provide a better understanding of the research problem (Cresswell, 2012) as well as ensuring the validity and accuracy of the results as Dörnyei (2007) claims. In the same vein, the qualitative method allows a large number of participants to be included as well as the generalisability of the results which allows the study to reflect the cheating in exams phenomenon among all English language students at Dr. Mouley Taher University, while the quantitative provides in-depth and rich details concerning the phenomenon (cheating in exams) .

The researcher believes that the pointed method previously was helpful in approaching and obtaining a very specific data from the participants, English language students at Dr. Mouley Taher University, by answering all types of questions that were used in “the questionnaire” including a “Test about student’ perception” which allowed understanding of this phenomena (Academic cheating) in-depth and to be a valuable study that is rich with information that might be helpful for further studies in the future .

2.3. The participants and sampling:

In any study, selecting the sample to work with makes it much easier to manage and organize data especially when the population is large, it means including a certain category of students amongst a larger one “ involves the selection of a number of study units from a define study population” (Phrasisombath, 2009). In this study, the participants are English

LMD students at the Dr. Mouley Taher University of Saïda, however, due to the sampling, 40 English students (38 females, 1 male and 1 is anonymous; 16 second year students and 24 master two students) and 12 English language teachers are selected to be part of the study based on their accessibility and availability. Therefore, the sampling is a convenience sampling which is a non-probability sampling that allows the researcher to select the sample based on their availability and convenience (Dörnyei, 2007) and it is the rationale for selecting this sample.

2.4 Data collection tools:

In conducting a study, the researcher decides on the appropriate and effective tools for data collection while taking into account the problem under investigation. In this research, the researcher relied on three research tools which are deemed useful in data gathering for this study in order to achieve methodological triangulation of research tools. The later is defined "...it entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings" (Mackey and Gass, 2005), which is considered as an evidence of the research accuracy and validity (Cresswell, 2012) and it allows different aspects of the investigated phenomenon to be tackled. Those tools are questionnaire and test for students and an interview with teachers.

2.4.1 Questionnaire:

The questionnaire is one of the commonly used instruments in data collection in the field of research, in other words it is applied by various researchers around the world and that indicates its efficiency. It is defined as a set of questions designed to collect data from a group of individuals (Oxford Learner's Dictionaries, 2020) and Brown (2001) as cited in Dörnyei (2007) has defined it in a more elaborated and precised manner stating that it is "any instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".

The reasons for its wide spreading and frequent use are due to the vast benefits shown in the results of previous studies. Its main pros are summarized in Dörnyei's (2007) book which are; firstly, it is less time consuming specifically in the data collection process, it also ensures the anonymity and confidentiality of the study subjects' answers that makes them more comfortable in sharing the information needed. Most importantly, its main strength is its flexible nature, that is to say, it can be applied to investigate different research issues and subjects in different contexts and addressed to different categories of population.

Additionally, the data elicited via this tool are not to be evaluated nor judged, it is simply analyzed and presented as it is and this reflects the originality and authenticity of the research. Thus, the researcher has opted for this tool in collecting the data. However, it also has some restricting features such as the fact that it requires simpler and comprehensible items limits the researcher from acquiring about detailed aspects of the research question(s) (Moser and Kalton, 1971 as cited in Dörnyei, 2007).

2.4.1.1 Design of students' questionnaire:

The students' questionnaire designed for this study consists of two sections, the first section is concerned with the demographical information of the participants (age, gender and the studying level), this information is needed so that the researcher can investigate whether these demographical elements has a relation to students' cheating in exams or not. The second section comprises of a set of 16 questions about cheating in exams phenomenon (Appendix A).

The types of questions introduced in this section are diversified, including:

- **Close-ended questions** where participants are not required to provide answers but to select from the answers provided by the researcher, which makes it easier and quicker to be completed. Some of these open-ended are:
- **Likert scales:** participants are required to select to which extent do they agree or disagree with a certain idea (Qs 6, 7, 12, 14).
- **Multiple-choice questions:** this type of questions provides the participants with various answers to choose from by ticking on the selected answer (Qs 1, 4, 5, 8, 13, 15).
- **Yes/No questions:** questions where the only answer is yes or no (Qs 2, 3, 10, 16).
- **Open-ended questions:** to answer this type of questions, respondents are required to provide answers on their own without any options (2nd is followed by a justification and the 10th and 15th are accompanied with sub-open-ended questions). (See Appendix A).

2.4.1.2 Description of the questionnaire:

The first section of the questionnaire includes three questions set up to inquire about the participants' age, their educational level and their gender. Since these variables are investigated within the literature review as factors that influences the cheating behavior of students, they are asked to investigate whether these variables can be related to students' cheating or not.

The second section includes sixteen (16) questions designed in a logical manner. The first question is asked to inquire about students' perception of the term cheating. The second question is about whether the respondents believe that cheating in exams is a justified act or not and they are asked to justify their answers in the couple of lines provided to them. The third question is set to inquire if the students have ever cheated in exams, if they reply that they do cheat in exams, the following question (Q4) is put to inquire about their feelings after committing cheating and they select from three answers provided by the researcher, did they feel bad because it is morally unethical, did they feel good because it gets them good grades, or did they feel neutral. The fifth question is in the form of a statement that indicates if the student goes to pass an exam with the intention of cheating without revision or do they resort to it only in cases where they forget what they have revised. The sixth and seventh questions are frequency Likert scale where students are asked how strictly are they monitored and checked prior and during the exam. Question 8 is designed to see how students reacted when witnessing a colleague cheating, did they report them, pretended like they did not see it, or tried to benefit from the situation themselves. Question (9) is put to know where students cheat most, classrooms or amphitheatres. Question (10) is asked to see if students are aware of the consequences that follow cheating in exams or not, within this question there are three sub-questions, the first one is about if they are aware of the consequences that results from getting caught cheating, then why do they still cheat and if they are not aware of those consequences, do they think that such awareness influences cheating in examination and in the third one, students are asked to state other consequences that they may know about other than the ones mentioned by the researcher.

Question (11) is put to see which gender cheats more in exams, males or females. Questions (12, 13, 14) are about teachers' influence on students' cheating, the former is a statement denoting that teachers can influence cheating, and students are asked to show to which extent do they agree or disagree with this statement and the thirteenth question is asked to see how can teachers influence this act (examination cheating) with three options presented, the teacher who proposes questions based on memorization, the one who proposes

practical/related to understanding questions, or the one who does not deliver knowledge appropriately, while question 14 inquires about whether students cheat or not in cases of the teacher leaving the examination. The fifteenth question (15), students are presented with multiple statements and they are asked to state their agreement (from strongly disagree to strongly agree) with the statements under which they would be tempted to cheat or already have. The last question (Q 15) presents some cheating techniques and they are required to select the ones that are mostly used among them and they are provided with couple of lines to state other techniques that they may know about.

2.4.2 Test about students' perceptions towards academic dishonesty:

The test is a qualitative research tool that is adopted to investigate the extent to which the respondents are able to perform a task and to gauge their knowledge and capacities (Dörnyei, 2007). The test applied in this study is used to find out students' perceptions of academic dishonesty.

2.4.2.1 Description of students' perception test:

Two questions are posed in the test, question (A) students are asked to indicate whether the scenarios provided are academically dishonest or not by ticking "agree or disagree" in order to test their awareness of the academic dishonesty so that the researcher later can investigate if it is a reason for students' cheating or not. Along with that, five frequency items of a Likert scale are presented for them to indicate the frequency of confronting such scenarios by writing the correspondent number of the answer provided by the researcher (question B).

The twenty (20) scenarios presented in this test are adopted from Brimble, Kremmer and Clarke's (2007) study presented in the form of a table that consists of four (4) columns. The first column is where the scenarios are displayed, the second and the third columns are devoted for the answers of question (A) where respondents are going to state whether they agree or disagree that the scenario is academically dishonest. While the fourth (4th) column is where the answers of question (B) are put. (See appendix B).

2.4.3 Teachers' Interview:

The third instrument relied on to gather data is a one-to-one semi-structured interview. An interview is a qualitative research tool that helps in gathering verbal and non-verbal data. There are three types of interviews (Dörnyei, 2007; Mackey and Gass, 2005)

- **Structured Interview** in this type of interview, the researcher prepares a set of questions prior the interview session; the same questions are asked to all the interviewees (Dörnyei, 2007; Mackey and Gass, 2005). Those questions are of a rigid nature which means that there are no emergent questions during the interview.
- **Unstructured interview:** it is also called “ethnographic interview” (Dörnyei, 2007), this type, the questions are not prepared but spontaneously asked while interviewing and it is non-systematic type. (Dörnyei, 2007; Mackey and Gass, 2005).
- **Semi-structured interview:** questions in this interview are prepared beforehand the interview; however, interviewees have the opportunity to provide further detailed concerning the issue investigated. Unlike the structured interview, It is more flexible allowing the researcher to ask further inquiries that emerges during the interview ((Dörnyei, 2007; Mackey and Gass, 2005)

Among the previous types of interview presented above, the researcher has adopted the semi-structured one since it combines the merits of both structured and unstructured interviews and the respondents are not restricted in answering the asked questions. The interview sessions were recorded and analyzed manually by the researcher.

2.4.3.1 Description of the interview

The interview consists of four open-ended questions, and the second question has two sub-questions, addressed to teachers so as to explore their viewpoints on the cheating in exams phenomenon, reasons behind such an unethical act and the solutions that they can suggest to reduce it. (See Appendix C). The time of the interview was arranged with the teachers prior to interviewing them.

The first question is asked to probe about their perceptions concerning cheating in exams; the second question is put to ask how often teachers encounter/caught students cheating during their teaching experience. This question is followed by two sub-question to see what was their reactions when the student is caught red-handed and why did they react in such a manner. Moreover in the third question, teachers are asked about why they think students resort to cheating in the exams. Lastly, the final question is devoted for the solutions that can be applied to eliminate or at least reduce this phenomenon in their point of view.

2.5 Data collection procedure:

Before dispatching the questionnaires and the tests, students were kindly asked to help in participating by answering questions of both instruments and due to the sensitivity of the topic, they were reassured of the confidentiality and anonymity of their answers. Then, the questionnaire was distributed along with the test in the classroom without time limits, some of them (master students) answered the questions immediately and handed it back to the researcher, whereas others (second year students) took the questionnaire home and returned it back the day after. However, sixteen (10) students did not report back to the researcher resulting in the reduction of the sample number from fifty (50) to forty (40). The two instruments are analysed using Statistical Package for the Social Sciences (SPSS) due to its effectivity and rapidity in analyzing the results. Concerning the interview, every teacher was asked to arrange a suitable time for to conduct the interview and so it was conducted during their available time where the designed questions were asked. These interviews were audio-recorded (after seeking permission from the interviewees) to avoid skipping any detail uttered by the interviewee. Then, they are transcribed and analysed manually.

2.6 Conclusion:

This chapter has introduced the methodological part of this research paper including the research design adopted and the participants with the sampling issue. The research instruments relied on in data collection are presented with the benefits and description of each tool. The data gathered will be analysed and interpreted within the next chapter.

3.1 Introduction:

This chapter is the third chapter of this study and it is devoted for analyzing data quantitatively and qualitatively, considering that the research applied the mixed method and the interpretation of the results obtained via the employed research tools (questionnaire, test, and interview), the finding and results are also discussed within this chapter.

3.2. Analysis and interpretation of students’ questionnaire:

3.2.1 Questionnaire analysis:

Level:

	Number	%
Master 2	23	57%
2 nd Year	17	42.5
Total	40	100%

Table 3.1 Students’ level.

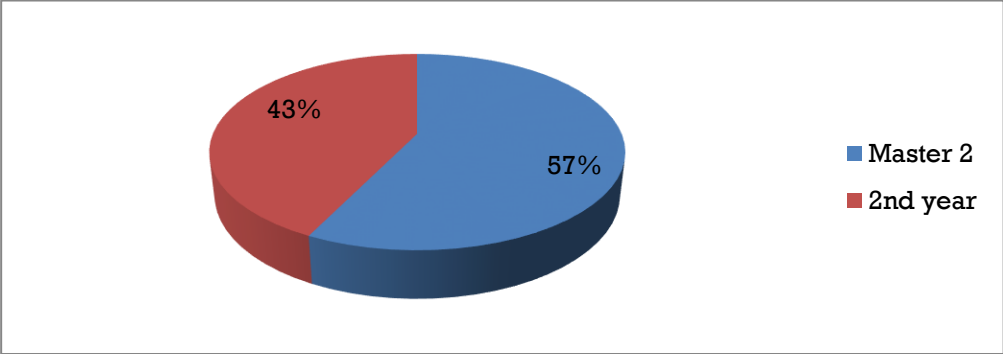


Figure 3.1 Students’ level.

As shown in the table and figure above, master students included in this study are 23 and second year License students are 17. They were selected based on their availability.

Age :

Age ranges	Number	%
18-20	15	37.5%
21-22	17	42.5%
23-25	8	29%
Total	40	100%

Table 3.2 Students' age ranges.

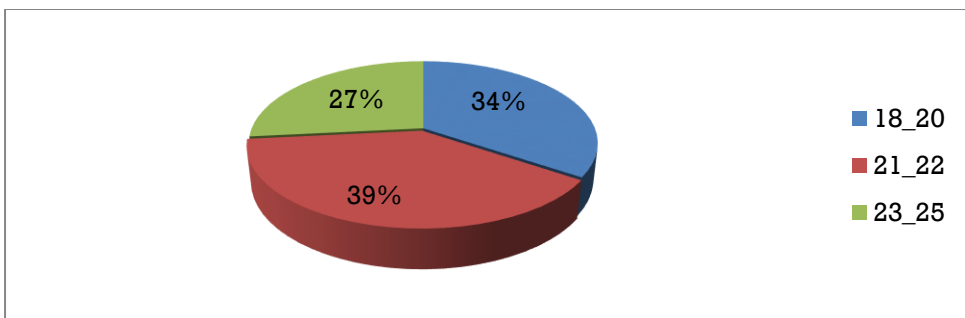


Figure 3.2 Students' age ranges.

Table 3.2 demonstrates that students' age wiggled between 18 to 25 years old. The dominant age range is 21-22 years old (42.5%) and then the age 18-20 by the percentage 37, 5% while students' age among 23-25 scored the least percentage (29%).

Gender:

Gender	Number	%
Female	39	97.5%
Male	1	2.5%
Total	40	100%

Table 3.3 Students' gender.

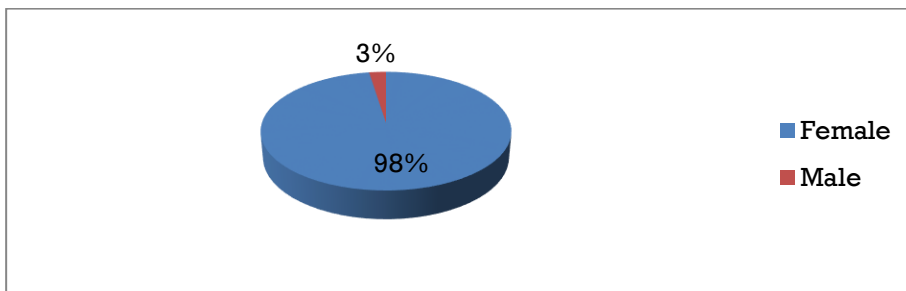


Figure 3.3 Students' gender.

Through table 3.3, it can be seen that 39 participants are females and only one is a male, because the number females is the dominant in the classrooms.

Q 01: According to you, what is cheating in exams?

Options	Number	%
1. Unethical behavior	25	62%
2. The act of stealing information	09	22%
3. A form of academic dishonesty	16	15%
Total	40	100%

Table 3.4 Students' perception of cheating in exams.

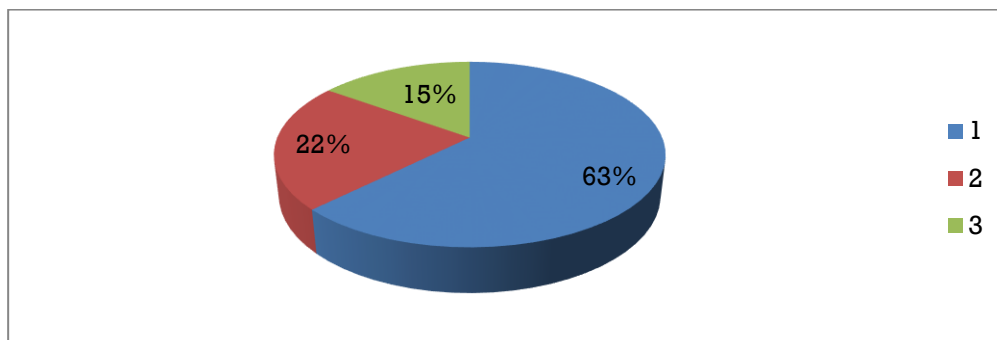


Figure 3.4 Students' perception of cheating in exams.

The table above shows that 62,5% regard cheating as unethical behavior, 22,5% selected that it is the act of stealing information while 15% said that it is a form of academic dishonesty.

Q02: Do you think cheating is a justified act?

Options	Number	%
Yes	05	12,5%
No	23	57,5%
NNot sure	12	30%
Total	40%	100%

Table 3.5 justifying cheating acts.

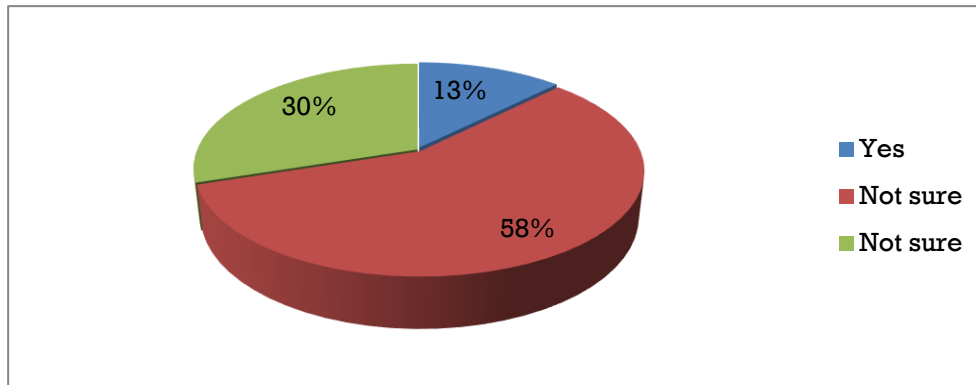


Figure 3.5 justifying cheating acts.

According to the table 3.5 , 12,5% selected yes as an answer to the question number 02 and 57.5% chose (No) while 30 % of them were not sure about it ; the results shows that majority of the participants believe that cheating is a justified act.

Q3: Have you Ever cheated in exams ?

Option	Number	%
Yes	19	47,5%
No	12	30%
Often	9	22,5%
Total	40	100%

Table 3.6 Students' cheating .

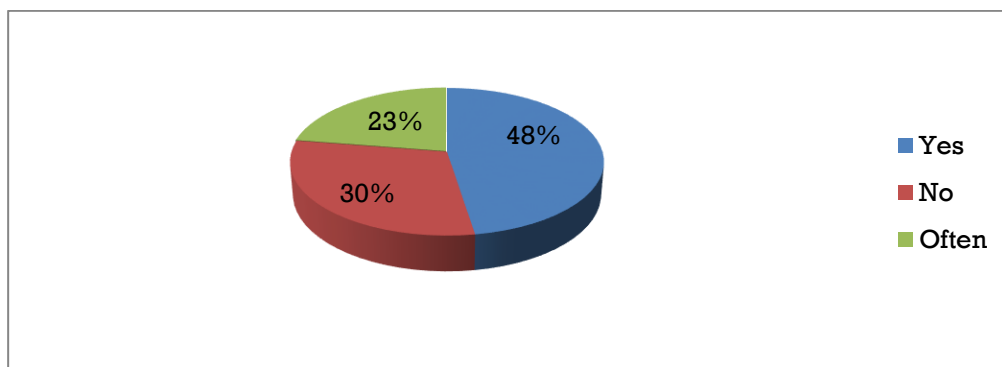


Figure 3.6 Students' cheating .

The results displayed on table 3.6 and figure 3.7 reveal that 47, 5% of the participants have involved in cheating occurrences, and 22% admitted that they often cheat, while 30% answered with no. These results indicate that majority of the participants do cheat in exams.

Q 04: If you have cheated, how did it make you feel?

Options	Number	%
1. I felt guilty, because it is morally unethical	22	55%
2. I felt good because I would get good grades.	9	22.5%
3. I felt neither good nor bad (Neutral)	9	22.5%
Total	40	100%

Table 3.7 Students' feelings after cheating.

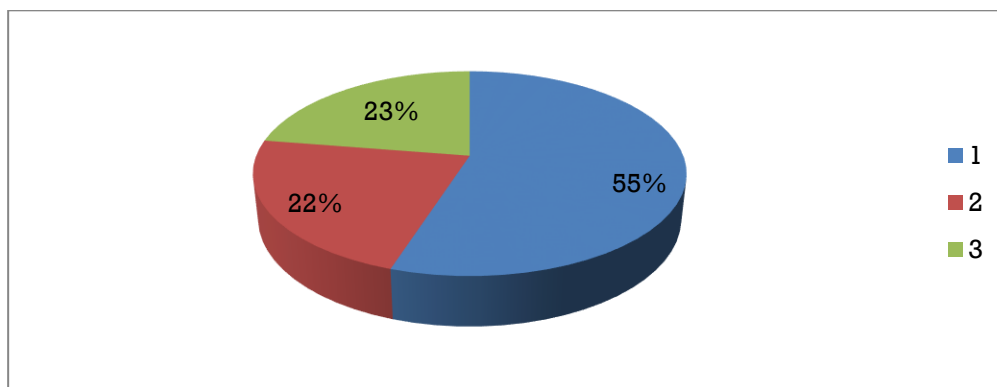


Figure 3.7 Students' feelings after cheating.

It is shown in table 3.7 that more than half of the participants (55%) felt guilty about their cheating act while 22,5% of them felt good about it and 22,5% had neutral feelings.

Accordingly, despite of their unethical behavior, they still have conscious. This is a good sign that shows the possibility to get them back to the line.

Q 05: Do you go to passing an exam?

Responses	Number	%
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1). With the intention of cheating.	12	30%
2) You resort to it only when you forget Something you have revised.	28	70%
Total	40	100%

Table 3.8 Cheating is spontaneous or pre-prepared.

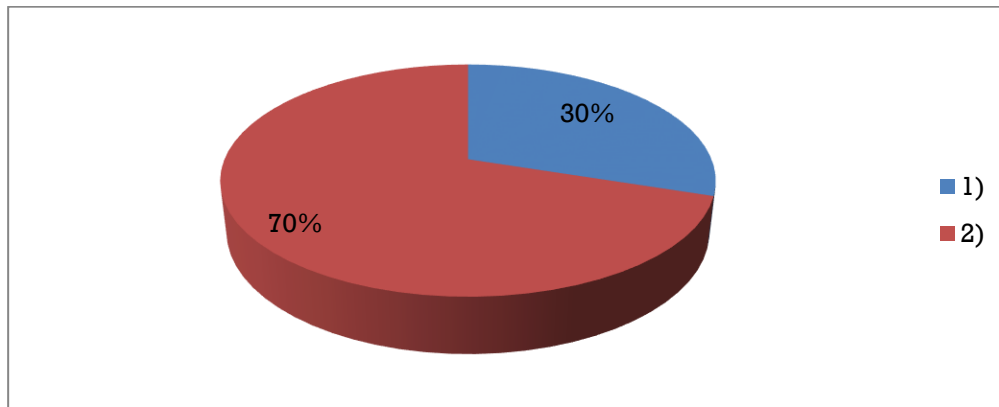


Figure 3.8 Cheating is spontaneous or pre-prepared.

The table above reflects that 70% of students had no intention of cheating, unless they forgot something revised. Only 30% go to the exam with the intention of cheating without revising lessons. This results relay that most of students' cheating is spontaneous and not pre-prepared.

Q06: How strictly are you monitored and checked before taking the exam?

	Number	%
1). Very strictly	12	30%
2). Quite strictly	20	50%
3). Not very strictly	4	10%
4). Not at all monitored	4	10%
Total	40	100%

Table 3.9 monitoring prior the exam.

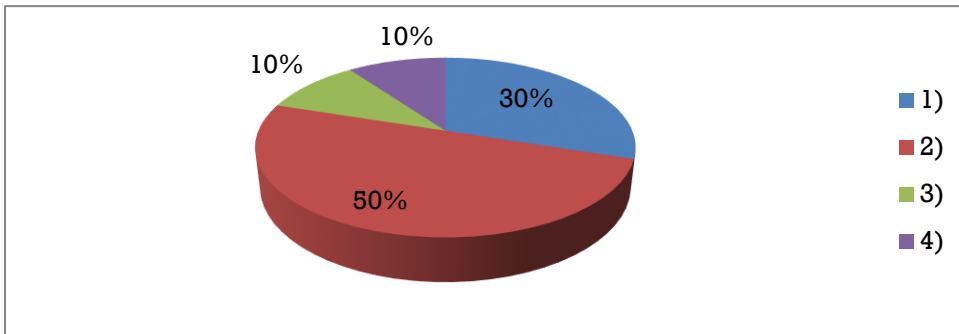


Figure 3.9 monitoring prior the exam.

Table 3.9 reveals that half of the students said that they are monitored and checked quite strictly and 30% answered that they are monitored very strictly. While 10% admitted that they are not monitored very strictly and the remaining 10% state that they are not monitored at all.

Q 07: How strictly are you monitored and checked during the exam?

Responses	Number	%
1). Very strictly	10	25%
2). Quite strictly	24	60%
3). Not very strictly	5	12.5%
4). Not at all monitored	1	02.5%
Total	40	100%

Table 3.10 Monitoring during the exam.

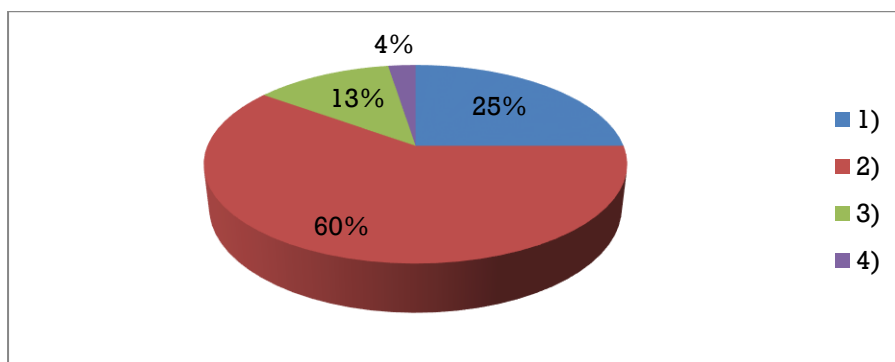


Figure 3.10 Monitoring during the exam.

Table 3.11 shows that most of the students (60%) state that they are monitored quite strictly during the exam, 25% reveal that they are monitored very strictly and 12, 5% mention that they are not very strictly monitored. Only, 02,5% say that they are not monitored.

Q08: If you have seen one of your colleagues cheating during an exam, what did you do ?

Responses	Number	%
1). Reported them.	5	12.5%
2). Pretend like I did not see.	27	67.5%
3). Tried to benefit from the situation.	8	20%
Total	40	100%

Table 3.11 Students' reaction towards peers cheating.

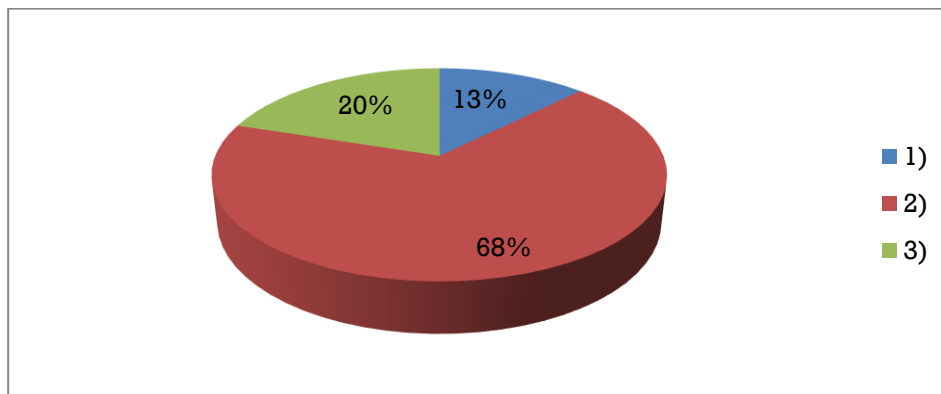


Figure 3.11 Students' reaction towards peers cheating.

Q 09: Where do students cheat most?

Responses	Number	%
1). Classrooms.	13	32.5%
2). Amphitheatre.	27	67.5%
Total	40	100%

Table 3.12 The suitable place for cheating .

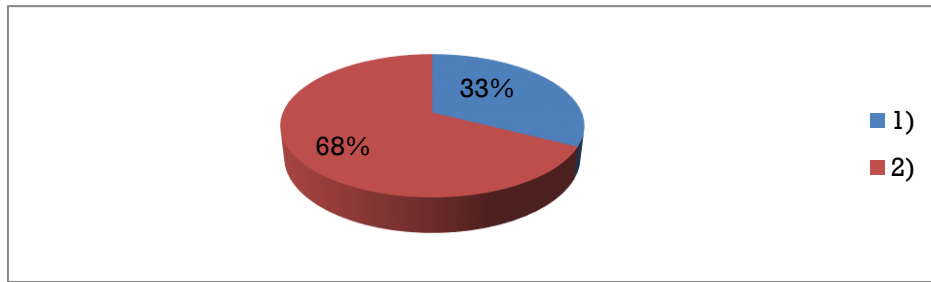


Figure 3.12 The suitable place for cheating.

According to the table 3.12, 67,5% selected the amphitheatre as the place where students cheat most and 32,5% selected the classroom. It means that amphitheatres are the suitable place for cheating maybe due to their spacious space that aid their cheating behavior.

Q 10: Are you aware of the consequences that follow cheating in exams?

Responses	Number	%
Yes	28	70%
No	12	30%
Total	40	100%

Table 3.13 Students’ awareness of cheating consequences.

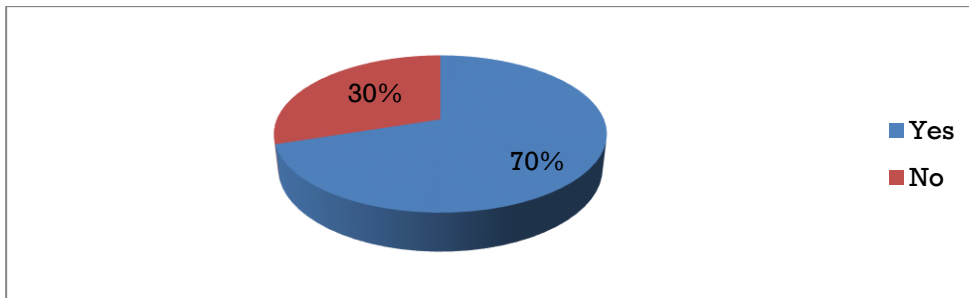


Figure 3.13 Students’ awareness of cheating consequences.

The results of this question (10) show that most students (70%) are aware of the consequences that fellow cheating in exam whiles the others (30%) are not aware. Those who cheat when asked to state why are they still cheating despite of their awareness; they mainly risk it to get grades. Students take cheating consequences for granted, stating that being aware of such consequences does not affect their cheating.

Q 11: Which gender cheat more in exams?

Responses	Number	%
1). Males	25	62.5%
2). Females	15	37.5%
Total	40	100%

Table 3.14 the gender that cheats more.

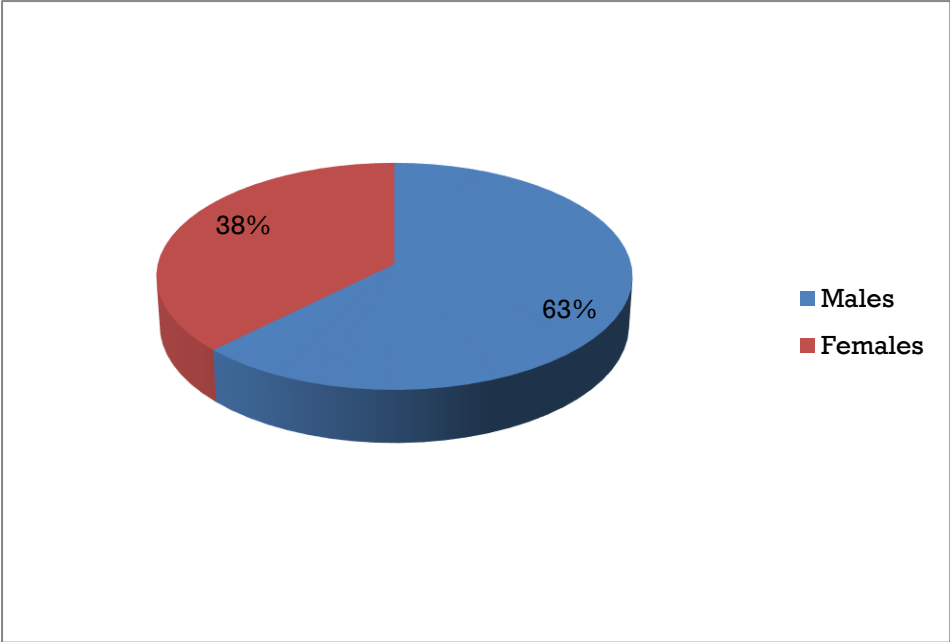


Figure 3.14 the gender that cheats more.

Table reflects that 62.5% believe that males cheat more and 37.5% believes the opposite. This could be due to biases, since all, except for one, participants are females, there should have been an equal number of both genders to elicit such information, but the males whom were given the questionnaire did not hand it to the researcher and only females were available.

Q 12: Teachers can influence cheating in exams ?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Number	4	6	10	17	3	40
%	10%	15%	25%	42,5%	7.5%	100%

Table 3.15 Teachers’ influence on cheating

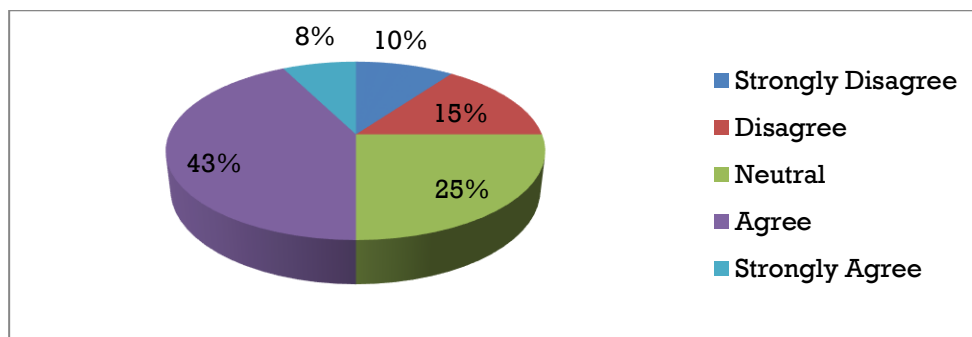


Figure 3.15 Teachers’ influence on cheating

As reflected in the table, most of students believe that teachers can influence cheating in exams (50%) and 20% believe otherwise. While the remaining percent (25%) are neutral.

Q 13: How can teachers influence cheating?

	1)	2)	3)	Total
Number	13	12	15	40
%	32.5%	30%	37.5%	100%

Table 3.16 The influence of teachers on cheating

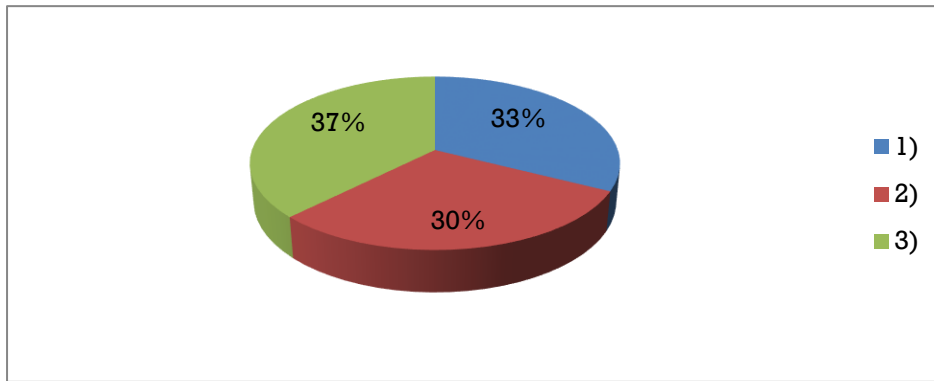


Figure 3.16 The influence of teachers on cheating.

15 students (37,5%) exclaimed that teachers influence cheating when they do not explain the lesson in a clear, appropriate manner, 32,5% stated that they influence cheating in case of providing memorization based questions, and 30% select teachers who provide practical questions related to understanding.

Q 14: state your agreement with the statements under which you would be tempted to cheat or already have.

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
A	11	27.5%	13	32.5%	04	10%	11	27.5%	01	02.5%	40	100%
B	02	05%	04	10%	05	12.5%	24	60%	05	12%	40	100%
C	09	22.5%	08	20%	05	12.5%	13	32.5%	05	12.5%	40	100%
D	14	35%	13	32.5%	08	20%	04	10%	01	02.5%	40	100%
E	12	30%	13	32.5%	02	05%	10	25%	03	07.5%	40	100%

				%						%		
F	04	10%	07	17.5%	07	17.5%	15	37.5%	07	17.5%	40	100%
G	07	17.5%	06	15%	03	07.5%	13	32.5%	11	27.5%	40	100%
H	02	05%	09	22.5%	04	10%	18	45%	07	17.5%	40	100%

Table 3.17 Reasons of cheating in exams

The previous table translates, in which circumstances the subjects would rather refrain or not from cheating in exams, and what excuses they used to cover it, a smaller percentage were Neutral while the bigger percentage wiggled between Strongly Disagree , Disagree and Strongly Agree , Agree .

Internal Factors (A, B, C, D)

. Statistically, for item A, 27.5%, strongly disagreed, 32.5% disagreed by the participants, while 27.5% agreed and 02.5% strongly agreed that they are not confident enough to cheat. Only, 10% were Neutral about it. It is deduced that The highest percentage disagreed that the cheat due to lack of confidence.

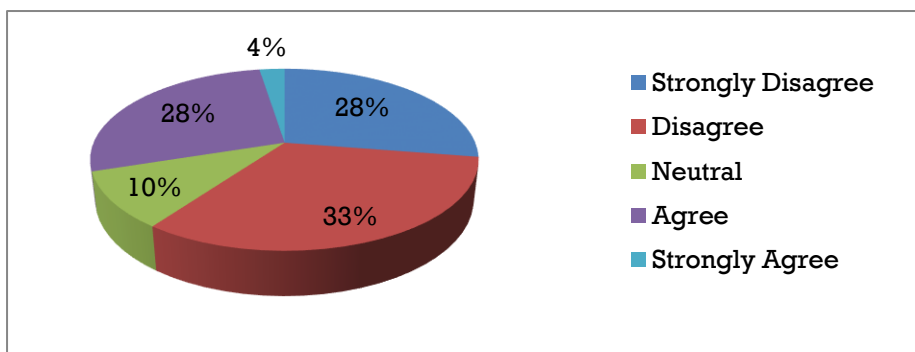


Figure 3.17.A Not confident enough

For item B, 60% of students agreed and 12% strongly agreed that one of the reasons that obliged them to choose cheating, is the feeling of being not prepared so they would practice cheating as plan (b) ,whereas 15% rejected the reason completely (strongly disagree , disagree). The other 12.5% were Neutral.

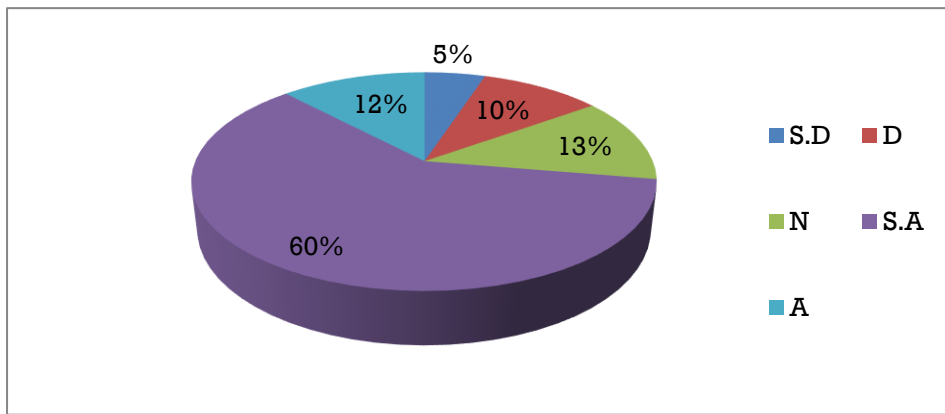


Figure 3.17.B Feeling unprepared.

For item C, 32,5% Strongly agreed that anxiety issues are the reason that would lead them to cheat and 12,5 simply agreed to it, on the other hand, 30.5% strongly disagreed and disagreed. The remaining responses (12.5%) were neutral. 45% of the participants claimed that anxiety issues could be undeniable reason that leads them to cheat in exams.

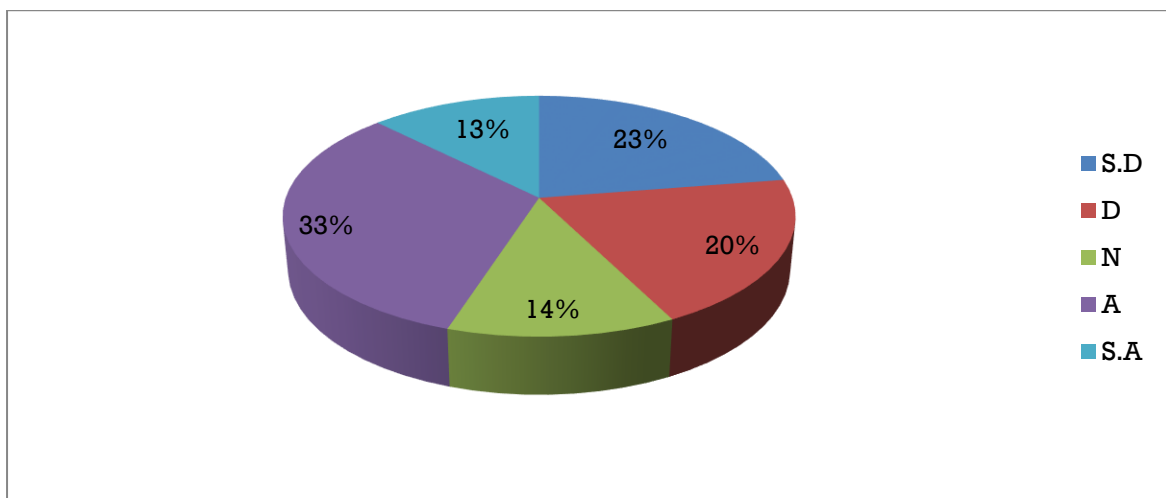


Figure 3.17.C Anxiety issues.

Concerning item D, only 12.5% of students agreed and strongly agreed that they cheat no matter what, while 67.5% disagreed and strongly disagreed. Other 20% decided to be Neutral.

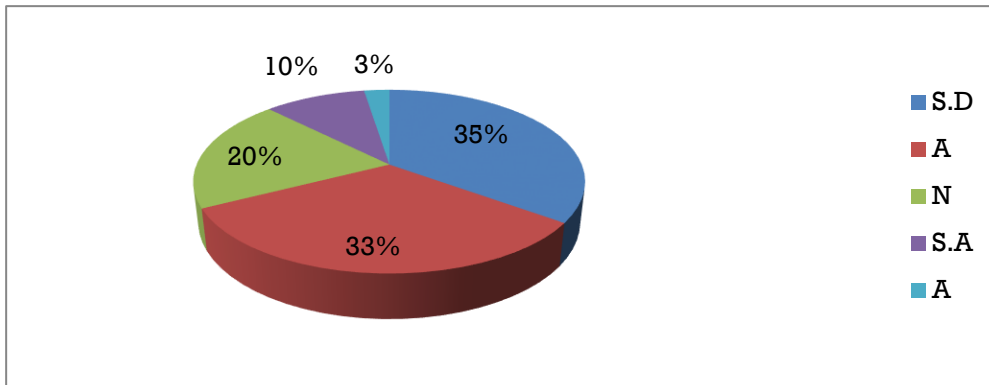


Figure 3.17.D Cheat no matter what.

External factors of cheating (E, F, G, H):

In the item E, according to the results of table 3.17, 32.5% agreed and strongly agreed that they cheat because others were cheating, however, the biggest part of the participants (62.5%) disagreed and strongly disagreed. This means that others’ cheating behavior does not lead them to do the same. Only 05% of them chose neither agree nor disagree.

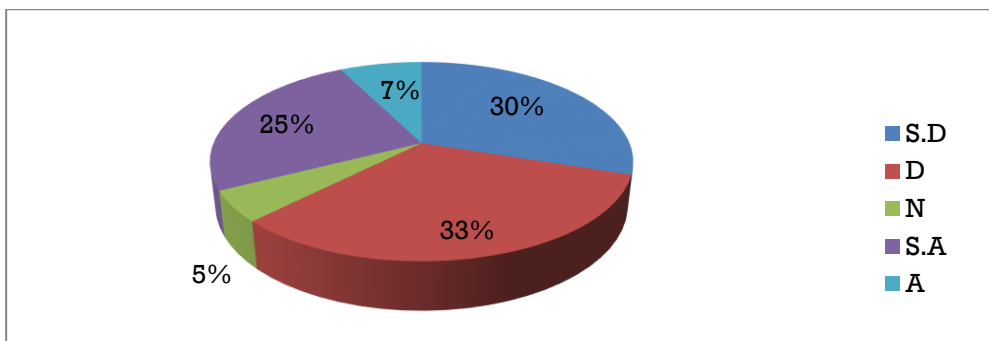


Figure 3.17.E Everyone was cheating.

Item F: 55% of the students (Strongly Agreed , Agreed) that The subject matter was not taught well comparing to 27.5% of them Disagreed (Strongly Disagreed) , 17.5% were neutral.

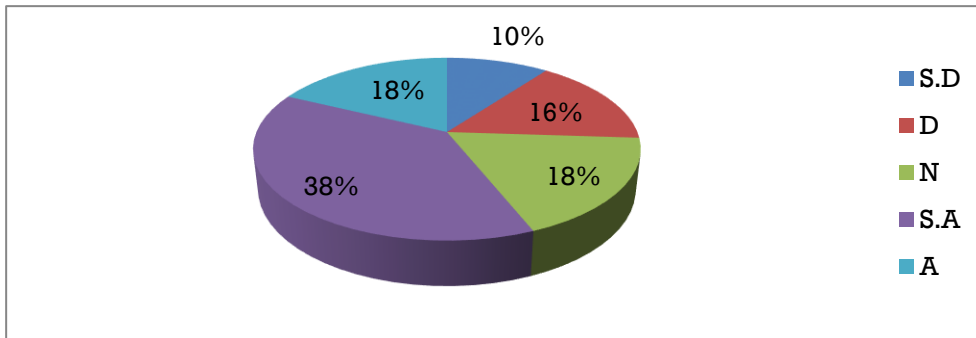


Figure 3 .17.F Quality of teaching strategies

AS for peer pressure (G), amongst 40 participants, 17.5% strongly disagreed and 15% disagreed that this factor is not a valid reason for cheating, others percentages 32.5%, 27.5% strongly agreed on the mentioned reason earlier. 07.5% had no saying in it.

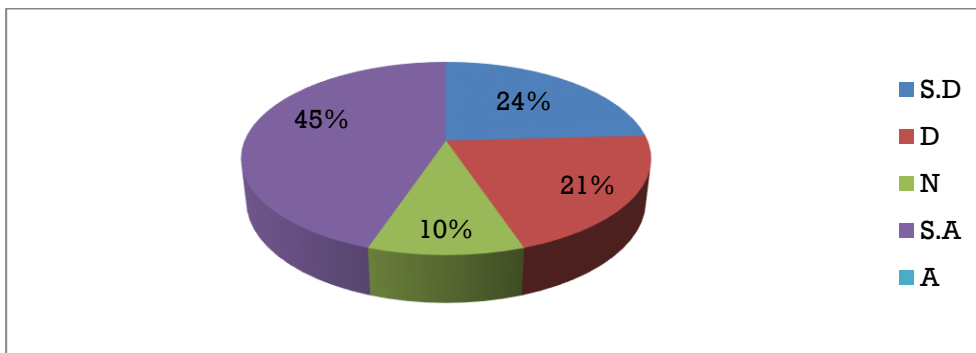


Figure 3.17.G Peer pressure

The last reason (item H) provided for the students is that what they study and what they are tested in are not the same , 27.5% disagreed and 5% disagreed with this, 45% agreed and 17.5% strongly agreed. 10% preferred to be Neutral.

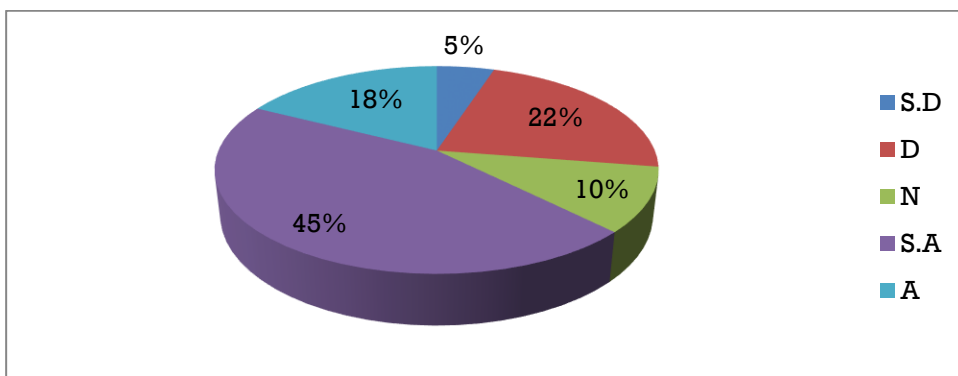


Figure 3.17.H Including new information in the exams

Q 15: In your opinion what are the most used cheating techniques?

	1. Writing on tables and chairs	2. Using headphones	3. Using search engines	4. Using cheating sheets	Total
Number	29	04	04	03	40
%	72.5%	10%	10%	07.5%	100%

Table 3.18 The techniques of cheating

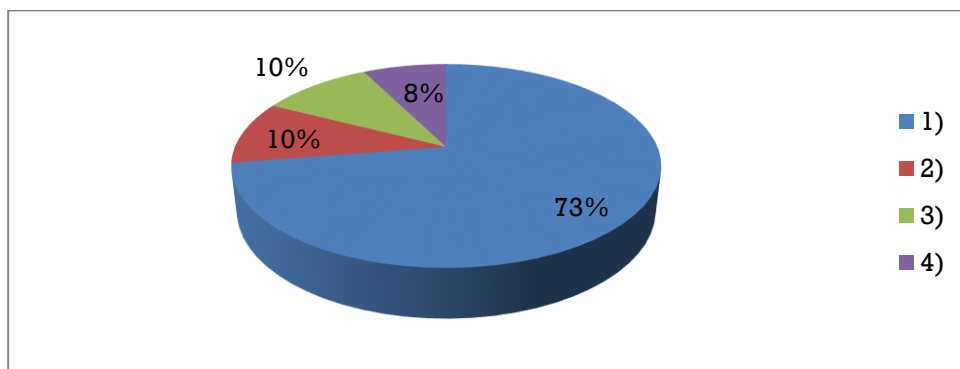


Figure 3.18 The techniques of cheating

As shown in the above table, 72, 5 % chose writing answers on tables and chairs as the most used cheating technique, 10% believe that talking through headphones and consulting search engines such as Google (10%) are the frequently used strategies. It could be due to the fact that it is accessible and easier way without getting caught.

For the external factors (A, B, C, D) 32,5% agreed that they cheat because of these factors, and 7,37% strongly agreed, while 23,5% and 22,5% strongly disagreed and agreed that these factors contribute to their cheating positively. 13,75% were neutral.

These factors 35% of the respondents agreed to these factors as being the reasons for their cheating, 17, 5% also strongly agreed to it. On the other hand, 21, 87% have disagreed. 10% of the respondents were neutral.

Q 16: If a teacher puts his trust in you and leaves the classroom (foran emergency) during the exam, would you cheat?

	Number	%
Yes	21	52.5%
No	19	47.5%
Total	40	100%

Table 3.19 Students' ethics and morals .

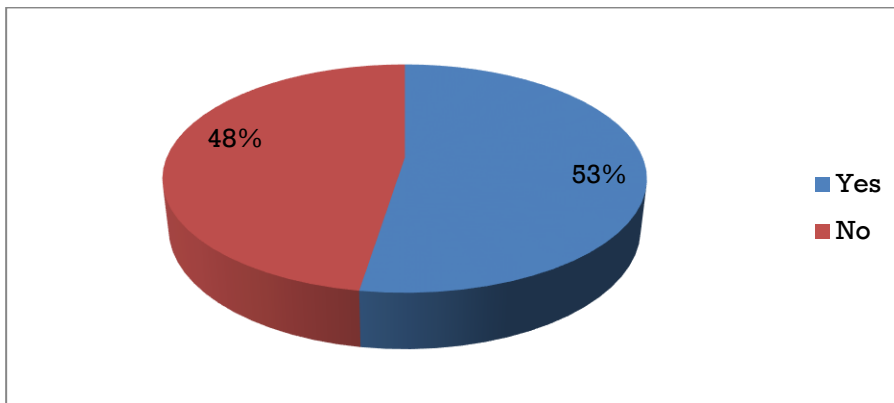


Figure 3.19 Students' ethics and morals

In table 3.19, 52, 5% would cheat if the teacher leaves the examination classroom and 47,5% would not do it.

3.2.2 Interpretation of students' questionnaire:

According to the data analyzed, 57% are master two students and 42.5% are second-year students, their age ranges from 18 to 25. Almost all of them are females (97,5%), only 2,5 are males.

In inquiring about students perception of cheating in exams, 62.5% regard cheating as unethical behavior, 22,5% selected that it is the act of stealing information while 15% chose that it is a form of academic dishonesty. Accordingly, more than half of them perceive cheating as against morals behavior; and others view it as an act of against the academic context. As reflected through the result analysis, more than half of the students (57,5%) view that cheating is a non-justified act, the rationale behind their answers are because it is against

the rules are unethical, besides, it has no advantages for students; and it is a waste of time. Also, justifying it is simply escaping guilt and exams are done to assess their progress, wasting time and without learning. Whereas, 30% selected they are not sure and only 12,5% believe that cheating can be justified, stating that on some occasions, cheating is necessary like avoiding parents' punishments and over-loads of courses and time constraints. Through the above analysis, it can be deduced that the external reasons scored the highest percentage in terms of agreeing (52,5%) that these are the factors that lead them to cheating unlike the internal factors which got the highest score (46,25%) in terms of disagreement which means that the external factors contribute to students cheating unlike the internal factor, it could be due to the fact that students cheat because of outside contributors and not internal one meaning that the issue can be resolved.

Most of the respondents (70%) have cheated in their academic career which means that cheating is prevalent in the university and only 30% did not cheat; 55% of them felt guilty after cheating, this is a positive sign that their guiltiness and consciousness can be used to prevent them from further cheating, in contrast, 22,5% felt good of their misconduct and 22,5% were neutral. 70% of the participants' cheating acts are spontaneous, I.e., they resort to it only in failing to recall what has been revised and 30% intend on cheating and have it planned prior to the exam. In analyzing the results of questions 6 and 7 in terms of monitoring and surveilling during and before the exam, the results were a relatively similar conclusion that there are measurements taken. In comparing the place where cheating occurs mostly, amphitheatres are suitable due to their large space.

70% of the participants are aware of the consequences that follow the cheating act. Yet, they still take the risks, for the sake of saving their grades. Such awareness can aid in reducing cheating according to some participants, while others believe that it does not. The greater number of students believes that teachers may have an influence on cheating in exams. According to the statistics, the researcher concluded that teachers may indirectly participate in raising cheating rates in exams (50% of participants).

As far as the current populations of study are concerned, the reasons behind cheating are mainly; anxiety issues, unpreparedness, peer pressure, and teaching strategies that are not compatible with students' level. Concerning the cheating strategies, writing on chairs and table is the commonly utilized technique. It could be because it is accessible and easier way without getting caught. Q16 demonstrates that students' ethics are not.

3.3. Test analyses and interpretations:

The results of the test should be all disagree, because all the provided scenarios are academically dishonest.

Analysis and interpretation of the question A:

	Agree		Disagree		Total	
	N	%	N	%	N	%
S 01	29	72.5 %	11	27.5 %	40	100%
S 02	33	82.5 %	07	17.5 %	40	100%
S 03	30	75%	10	25%	40	100%
S 04	28	70%	12	30%	40	100%
S 05	16	40%	24	60%	40	100%
S 06	17	42.5 %	23	57.5 %	40	100%
S 07	20	50%	20	50%	40	100%
S 08	26	65%	14	35%	40	100%
S 09	16	40%	24	60%	40	100%
S 10	15	37.5 %	25	62.5 %	40	100%
S 11	20	50%	20	50%	40	100%
S 12	19	47.5 %	21	52.5 %	40	100%
S 13	29	72.5 %	11	27.5 %	40	100%
S 14	26	65%	14	35%	40	100%
S 15	24	60%	16	40%	40	100%

S 16	29	72.5 %	11	27.5 %	40	100%
S 17	22	55%	18	45%	40	100%
S 18	20	50%	20	50%	40	100%
S 19	27	67.5 %	13	32.5 %	40	100%
S 20	25	62.5 %	15	37.5 %	40	100%

Table3.20 cheating scenarios

As can be seen in table 3.20, majority of the scenarios (S 1, 2, 3, 4, 5, 6, 7, 8, 13, 14, 15, 16, 17, 18, 19, 20) (see Appendix 2) were recognized as academically dishonest which is considered as a sign of the participants' awareness of academic dishonesty in its different forms. Yet, some of the scenarios were disagreed to be dishonest (9, 10, 11, 12) (see Appendix 2) although they are dishonest scenarios.

The scenarios from 13-20 are selected as academically dishonest by almost all of the students; it could be due to the fact that these scenarios are introduced in the Research techniques modules when tackling plagiarism issue.

The scenarios (1, 2, 4) (see Appendix 2) have the same aim but they differ in their wording to see the reliability of the answers, and it is revealed that majority of respondents agreed that those three scenarios are academically dishonest (72,5 %; 82%; 70%). However, there are some minor differences in the answers provided by the participants, which indicate that there are some kinds of contradictions within the answers.

Analysis and interpretation of question B:

	Frequency										Total	
	1		2		3		4		5			
	N	%	N	%	N	%	N	%	N	%	N	%
S01	04	10%	07	17.5 %	08	20%	09	22.5 %	12	30%	40	100

S02	03	07.5 %	10	25%	15	37.5 %	06	15%	07	17.5 %	40	100
S03	04	10%	07	17.5 %	08	20%	07	17.5 %	15	37.5 %	40	100
S04	04	10%	08	20%	16	40%	05	12.5 %	07	17.5 %	40	100
S05	11	27.5 %	04	10%	02	05%	06	15%	17	42.5 %	40	100
S06	03	07.5 %	01	02.5 %	02	05%	09	22.5 %	25	62.5 %	40	100
S07	02	05%	09	22.5 %	14	35%	09	22.5 %	06	15%	40	100
S08	04	10%	07	17.5 %	07	17.5 %	08	20%	14	35%	40	100
S09	01	02.5 %	03	07.5 %	10	25%	07	17.5 %	19	47.5 %	40	100
S10	04	10%	02	05%	06	15%	05	12.5 %	23	57.5 %	40	100
S11	04	10%	00	/	00	/	01	02.5 %	35	87.5 %	40	100
S12	03	07.5 %	01	02.5 %	08	20%	08	20%	20	50%	40	100
S13	09	22.5 %	02	05%	17	42.5 %	05	12.5 %	07	17.5 %	40	100
S14	04	10%	05	12.5 %	11	27.5 %	11	27.5 %	09	22.5 %	40	100
S15	05	12.5 %	06	15%	09	22.5 %	04	10%	16	40%	40	100
S16	04	10%	02	05%	03	07.5 %	09	22.5 %	22	55%	40	100
S17	04	10%	02	05%	03	07.5	01	02.5	30	75%	40	100

						%		%				
S18	04	10%	03	07.5 %	02	05%	03	07.5 %	26	65%	40	100
S19	03	07.5 %	11	27.5 %	11	27.5 %	11	27.5 %	04	10%	40	100
S20	03	07.5 %	04	10%	07	17.5 %	11	27.5 %	15	37.5 %	40	100

Table3.21 The percentage of encountering these scenarios

The percentage of the frequency “ALWAYS” in each scenario:

Percentages from 00% to 05% selected “Always” as the frequency for scenarios 09 and 07. The same frequency adjective was chosen by 07.50% to indicate the frequency of scenarios 02, 06, 12, 19, 20. Whereas, 10% expresses the frequency of other scenarios (S01. S03. S04. S08. S10. S11. S14. S16. S17. S18). 12.5% of them preferred S15, i.e. they resorted to it frequently. Lastly, 22.5% always encounter S05 and 27.5% chose S13.

The percentage of the frequency “Often” in each scenario:

From 00% to 05% used scenarios (06, 07, 10, 11, 12, 13, 16, S17) often. 07.5% used it to indicate the frequency of scenarios 09 and 18.

In the scenarios; 01. 03. 05. 08. 14. 15. 20 (see Appendix 2); 10% to 17.5%, the percentages of how frequent they are applied. From 20% to 27.5% selected “often” to demonstrate the frequency of scenarios 02, 04 and 19 (see Appendix 2).

The percentage of the frequency “Sometimes” in each scenario:

Based on the results of table 3.21, 00% to 05% revealed that the majority of scenarios (S05. S06. S11. S12. S13. S16. S17) (see Appendix 2) are sometimes adopted. Whereas, 07.50% to 17.5% indicate that they “sometimes” use scenarios (S08. S18. S10. S15. S20). 20% to 27.5% follow scenarios 13, 09. 19. 01. 03 (see Appendix 2), not always but sometimes. 35% to 40% indicated that they encountered scenarios 07. 02. 04 (see Appendix 2).It can be noticed that the scenarios which scored higher rates in this frequency adjective are allowing student to copy from them in a test, providing answers to a colleague by signals (S4) and continuouing to write after the exam finishes, however, the later is not really cheating.

The percentages of the frequency “RARELY” in each scenario:

As the table 3.21 shows, this frequency adverb “rarely”, scored the lower rates in the scenarios (11, 17, 15, 18, 02, 03, 04, 05, 09, 10, 13, 02, 01, 06, 07, 08, 12, 14, 16, 19, 20) scoring from 5%, 10%, 12.5%, 17.5%, 20% to 27.5%.

The percentage of the frequency “Never” in each scenario:

A larger percentage of students varying from 75% to 87, 5% have never paid someone else to complete their assignment (S11) (see Appendix 2), nor took a picture to get someone sending them the answers (S17) (see Appendix 2), followed by getting someone to impersonate them during an exam (S6) (see Appendix 2) and falsifying one’s own research (S18) (see Appendix 2) recording 62.5% to 65%. It can be deduced that the scenarios refer the fact that, students do not rely on others in their cheating. In contrast, the scenarios that got the less percentage (from 10% to 17.5%) are scenarios (19, 07, 2, 4, 13) (see Appendix 2). The rest of the scenarios wiggled between 30% to 37.5%; 40% to 47.5%; 5% to 57.5%.

The above analysis demonstrates that the scenarios selected as never or rarely occurred are an indication that there has been no confrontation and experience with those scenarios, while the other frequencies (always, often, sometimes) show that there has been interaction with the scenarios, however, only its frequency varies. Besides the Cronbach alpha score of the test is 0.8, as deduced through the SPSS, which is considered to be a good average and it indicates that the consistency and validity of the test is good.

3. 4 Interpretation of teachers’ interview:

Through the conducted interview, it can be deduced that all the interviewed teachers, when asked about their perception concerning cheating in exams, have provided one common idea in multiple terms to describe it. Their perception can be summarized as a fraudulent, unethical, illegal and unacceptable serious phenomenon that is becoming a habit, as one of the teachers called it a “fashion”, amongst students.

All the interviewed teachers revealed that cheating is a frequent phenomenon except for one teacher who has never caught any student cheating. This could be due to the fact that cheaters are clever in their cheating, i.e., they cheat successfully without getting caught, as one teacher mentioned. Their reactions against such practice vary. From giving a zero in the exam to excluding the cheater from the course as well as preventing them from finishing the

exam and inform the teacher responsible for the module, because, according to the teachers who provided such reactions, these seemed the suitable solutions at that time. Along with that, using verbal warning, taking the cheating tools (sheeting cheats or phones), and changing seating positions are also adopted by the interviewees to react to cheating, justifying these reactions is that students are considered to be victims of the educational system as well since it is reliant on memorization and rote learning rather than encouraging them to be more creative, to analyze and synthesize. Besides, it is the teacher's responsibility to provide analytical questions.. Only two teachers among them wrote a report against the student, but in one of the cases, nothing was done for the cheater. No matter what procedures were taken by the teacher when catching a cheater, they are not effective due to the norm of our society.

According to the interviewed teachers, students' cheating is a product of a set of factors and reasons. The apparent reason that most of these teachers pointed out is laziness, elaborating that students are irresponsible and they want to get grades and diplomas effortlessly. Moreover, they have also demonstrated that students' proficiency level is low, i.e., they lack linguistic skills and the communicative competences that result in students adopting cheating as an easy means to compensate for their lacks and they resort to cheating because they fear failure. In addition to that, the interview revealed that students are not aware of the importance of knowledge as well as exams, the latter is considered only as a mark, and its original function which is to evaluate their progress and development in learning is neglected. Along with that, teachers believe that the educational system is another factor that encourages students' cheating, in terms of the overload of its syllabuses and the evaluation system that bases on memorization and repetition (rote learning). Another suggested reason is the non-application of the regulations despite its existence.

When the teachers were asked to provide convenient solutions eliminate or simply reduce this phenomenon, one teacher mentioned that it is difficult to find solutions to eradicate the issue because it is related to students' ethical and moral traits and it is about their consciousness. Nevertheless, they had some propositions to provide such as, teachers should raise students' critical and analytical thinking and introduce them to a practical approach to learn to apply what has been learned rather than recalling it and to make them able to face and focus on the exam question instead of cheating. Teachers, as well as administrators, need to be rigid when dealing with cheating occurrences, the latter need to participate in raising learners' awareness and consciousness towards cheating, how dangerous and limiting it can be

for their academic and professional career. Teachers should provide moral messages to students and to create a friendly atmosphere so that they hold respect towards the teacher and stop cheating. However, it is the opposite of our society. Moreover, students need to be more accountable, conscious, and ambitious along with future goals that make them work hard to achieve them. Only one teacher mentioned that delivering moral messages would be more effective because acting rigidly will result negatively on students' psychological state.

An interesting solution suggested is the application of a continuous evaluation system, in other words, evaluating learners on a daily bases rather than only one exam each semester. In addition, applying a university admission test (after the baccalaureate) to gauge whether students' capacities and competencies allow them to study English or not so that they will be capable of depending on themselves in their studies.

3.5 Findings and general discussion:

Comparing the research results obtained from the three research instruments in this research paper, students are aware that cheating is unethical act and a form of academic dishonesty; they have also recognized almost all of the test scenarios to be academically dishonest, and according to the majority of them, cheating is a non-justified act. Despite of that, 70% of them are revealed to be occasionally cheaters, this refers to the fact that such awareness does not have a positive impact in seizing them from cheating. As one teacher stated in the interview, despite raising students' awareness through organizing study days concerning this phenomenon, yet, they do not care, which is a frequent statement mentioned by majority of the interviewed teachers. Along with that, the awareness of the cheating consequences seems to be fruitless in limiting cheating behavior as well, this contradicts the study of Title and Rower, (1973) who deduced the opposite, this maybe because of the time gap between their study and this study, people in the past are commonly known as being more ethical than nowadays generation.

The most selected technique of cheating, are seemingly jotting down answers on desks and chairs and copying from a colleague or allowing them to copy the answers (scenarios 02 and 04). In addition to that, the uses of cheating sheets as well as mobile phones are other strategies mentioned by the interviewed teachers. Teachers in the interview proclaim that the motivations behind students practicing such unethical behavior are mainly, laziness and carelessness, which is confirmed from the questionnaire where most of the students (72%)

select feeling unprepared as the cause behind their cheating. Accordingly, there is compatibility among the questionnaire and interview results, and yes laziness is one of the reasons behind students' cheating as proclaimed by the researcher within the second hypothesis. In the same respect, Smith and Ridgway 2008 revealed that 87.4% cheat due to laziness. Moreover, as discussed previously in the questionnaire analysis, the researcher found that along with laziness, the main reasons behind students cheating are apparently peer pressure, anxiety issues, the non-relation among the exam and the course content and teachers' inappropriate teaching methods which agrees with the result of Starovoytova and Namango (2016. b) that is stated previously within the literature review chapter, where the participants admitted that In case of teacher's lack of competence, they resort to cheating. There seem to be a contradiction in students' answers, because in question 14, 72% agreed that they cheat because of lack of preparation, and in question five, 70% declared that they cheat only in cases of forgetting something which could be due to the dependence on memorization. This inconsistency in answers indicates that participants' responses are not reliable concerning these two questions.

In terms of teacher's influence on cheating in exams, it appears to be that both students and teachers believe that the instructor has a role in impacting the students cheating, similar to the idea of Starovoytova and Namango (2016.b), mainly concerning their teaching strategies and the nature of the exam questions, because they do not attempt to raise learners' critical thinking and their way of dealing with the exam question limiting them to theoretical based questions that rely on memorization which is in harmony with the finding of Kayıçoğlu and Temel' (2017) study in declaring that rote learning encourages learning.

Lastly, males are revealed to cheat more than females; this finding is consistent with the studies of Rettinger et al, (2004) and Badiaet et al (2013). However, the researcher is in doubt concerning this result taking into account that 98.5% of the informants of this study are females. Thus, there should have been an equal number of the two genders, but the males given the questionnaire did not give it back.

Through the above findings, the three research questions are answered and the formulated hypotheses are confirmed.

3.6 Limitations:

This study has encountered certain limitations that have affected the research process and it can be summarized as follow:

For the researcher, lack of time was an obstacle in conducting the research paper, since she was included in a scholarship to Turkey for 06 months (February to June). Studying abroad consumed major part of the time devoted for the dissertation, from mid-term exams to assignments that required efforts and time. Thus the researchers' focus was deviated.

COVID 19 was undeniable obstacle, where the researcher faced a number of issues that affected her morally such as:

- The return to home was delayed as it is known the airports were closed. Thus the researcher spent 3 extra months.
- Fear of the infection and the anxiety that came along with it.
- The evacuation process where the researcher had to travel.

Concerning the research, the sample number was supposed to be 50 students and 15 teachers from the English department at Dr. Mouley Taher University. However, 10 of the respondents did not report back their answers and 4 teachers did not attend the interview meeting that they have arranged with the researcher. This reduced the number of students participating in the study to 40 out of 50 and only 11 teachers. Along with that, 98.5% of the study respondents are females and hinders the researcher from investigating which gender tends to cheat more, males or females (male respondents did not submit their answers).

Another limitation is the small size of the sample refrain the study results to be generalized on a larger context. Moreover, via the analysis of the questionnaire and test through the SPSS, the Cronbach Alpha degree of the questionnaire is 0.5 which indicate means that there is an inconsistency in the questionnaire results; nevertheless, it is considered to be an acceptable average. Thus, the questionnaire should have been prior-tested before dispatching them to the

participants, but due to lack of time, the researcher could not do it. In addition, the lack of resources locally has also contributed to the limitations of the study.

3.7 Recommendations and suggestions:

After searching, reading, analyzing and dealing with the results conducted from multiple research methods used in this research paper ; the researcher came up with a number of recommendations and suggestions for both parties “teachers and students” , mainly for students , in order to help in reducing cheating phenomenon in university of Dr.Moulay Taher Saïda.

- Investing in the ethical side and strengthen it through organizing sessions in university.
- Reducing or minimizing the course contents appropriately and adequately, so as not to overwhelm students and preparing for exams become less complicated.
- A frequent evaluation that stands on daily bases assessment to keep students' interest and concentration high rather than one-way evaluation.
- Raising students' awareness about the long term impact of cheating.
- University admission test can be applied so as to check whether the students' proficiency level allows them to further study a certain specialty in their college career or not. Through this strategy, students are to study the domain that they are good at and to raise the level of the higher education.
- Teachers and administrators should work collaboratively to reduce cheating in exams and they should include students' parents in this fight against cheating.
- Severe and serious punishments should be applied to in all cases of cheating.

The above recommendations are some of the suggested solutions proposed for the academic society in order to aid the anti-cheating movement.

3.8 Conclusion:

This chapter has tackled the data analysis and interpretation of each research tool, then, the findings deduced are presented. The findings revealed that cheating in exams is a persistent phenomenon among the English LMD students and it is a result of multiple factors that need to be paid attention to in order to elicit convenient solutions to it. After the investigation, the researcher has provided some recommendations that may aid in reducing cheating in examination from the academic institutions.

General Conclusion

General Conclusion

In the academic field, a set of studies have been conducted throughout the years, for the purpose of improving the academic sphere of the society such as investigating the efficiency of the curriculum, academic integrity and dishonesty. In this study, the researcher attempted to explore this issue of cheating in exams and to look up the reasons behind students cheating as well as providing some suitable solutions to reduce and eliminate it from spreading. For that sake, the following research questions have been formulated:

1. What is students' perception of cheating in exams?
2. What are the reasons behind students cheating in exams?
3. What are the possible solutions to reduce phenomenon?

In answering those research questions, the researcher assumed three hypotheses that are; students are aware of the illegality of cheating in exams but they still do it, the second hypothesis is that the reasons behind students are their laziness and grades as well as the questions of the exams proposed by the teachers and their leniency in invigilating. The last hypothesis suggests that the solutions are the application of serious punishments as well as elaborating the serious impacts of cheating in exams on their academic and occupational future.

This study entails three main chapters; the first one tackles the theoretical framework of the research from different angles. After having an insight on cheating in exams, the second chapter deals with the methodology followed by the researcher in conducting the study, and the last chapter deals with data analysis, interpretation and the suggestions provided by the researcher, in which the research hypothesis are confirmed, indicating that students' perception is, indeed, that cheating is unethical and they are aware of that, along with the main reasons behind students' cheating which are mainly laziness and grades, and the most suitable solutions to eliminate the problem are; the application of severe punishments and encouraging critical thinking.

General Conclusion

The findings of this research paper can be summarized in the idea that cheating is not stand alone phenomenon, it is only a part of a bigger issue that is the corrupted nature of the society. Because students are aware that cheating is immoral but they still do it, because their main

priority is not acquiring knowledge rather, it is obtaining grades and they are lazy to the extent of cheating to get their obtain. Moreover, the solutions deduced are sanctioning students severely and accentuating on critical thinking. These stated findings confirm the previously stated hypotheses. Thus the researcher recommends the actual applications of strict sanctioning against cheaters as well as encouraging analytical thinking and reinforcing the use of cognitive skills.

For future researches, this investigation can be a starting point to probe the issue further with a larger sample size as well as pre-tested research tools.

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Appendices

Appendix A: Students' questionnaire about Cheating in exams

Dear students,

I am generously seeking your cooperation to fill up this questionnaire so as to help me in conducting my research about cheating in exams. Your answers will be treated confidentially. Thanks in advance.

Section one:

Level: Age: Gender:

Section two:

1. According to you, what is cheating?
 1. Unethical behaviour
 2. The act of stealing information
 3. A form of academic dishonesty
2. Do you think cheating is a justified act?
 - a). Yes
 - b). No
 - c). Not sure

▪ Justify your answer please

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3. Have you ever cheated in exams?
 - a). Yes
 - b. No
 - c). Often
4. If you have cheated, how did it make you feel?
 - 1). I felt bad because it is morally unethical (guilty)
 - 2). I felt good because I would get good grades
 - 3). I felt neither good nor bad (neutral)
5. Do you go to passing an exam?
 - 1). With the intention of cheating (with no revision at all)

- 2). you resort to it only when you forgot something you have revised
6. How strictly are you monitored and checked before taking the exam?
- 1). Very strictly
- 2). Quite strictly
- 3). Not very strictly
- 4). Not at all
7. How strictly are you monitored and checked during the exam?
- 1). Very strictly
- 2). Quite strictly
- 3). Not very strictly
- 4). Not at all
8. If you have seen one of your colleagues cheating during an exam, what did you do about it?
- 1). Reported them
- 2). Pretended like I did not see
- 3). Tried to benefit from the situation
9. Where do students cheat most?
- 1). Classrooms
- 2). Amphitheatres
10. Are you aware of the consequences that follow cheating in exams?
- 1). Yes
- 2). No
- If yes and you cheat, why do you still do it while you are aware of the consequences?
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- If no, do you think that being aware of the consequences influences cheating in exams?
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11. Which gender cheat more in exams?

- 1). Males
- 2). Females

12. Teachers can influence cheating in exams

- 1). Strongly disagree
- 2). Disagree
- 3). Neutral
- 4). Agree
- 5). Strongly agree

13. How can teachers influence cheating?

- 1). A teacher who proposes memorizing questions
- 2). A teacher who proposes practical questions (related to understanding)
- 3). A teacher not explaining lessons in a clear appropriate manner

14. Please, state your agreement with the statements under which you would be tempted to cheat or already have.

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
A. Not confident enough					
B. Feel unprepared					
C. Anxiety issues					
D. Cheat no matter what					
E. Everyone was cheating					
F. The subject matter was not taught well					
G. Peer pressure (someone obliged you to provide them with answers during an exam.					
H. Information included in the					

exam have not been tackled during the course/lecture.					
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15. In your opinion what are the most used cheating techniques?

- 1). Writing on tables and chairs
- 2). Talking to someone through headphones
- 3). Consulting search engines such as Google
- 4). Copying notes on small sheets

16. If a teacher puts his trust in you and leaves the classroom (for an emergency) during the exam, would you cheat?

- 1). Yes
- 2). No

Appendix B: Test about students' perception

- A. Do you think the following scenarios represent a case of academic dishonesty? please, tick “agree” or “disagree” in response to the each of them
- B. Then indicate how often do you resort to each scenario by writing the appropriate number corresponding to one of the following frequencies:
1. Always
 2. often
 3. Sometimes
 4. Rarely
 5. Never

Scenarios	Agree	Disagree	Frequency
1. Copying from another student during a test.			
2. One student allowing another to copy from them in a test.			
3. Taking unauthorised material into a test – notes, pre-programmed calculator, cell phone etc.			
4. Giving answers to another student by signals in a test.			
5. You check all the books out of the library related to your research paper so no one else can use that topic.			
6. Getting someone else to pretend they are the student – impersonating the student in a test.			
7. Continuing to write after a test has finished.			
8. Gaining unauthorised access to test material before sitting - test paper, marking schedule, etc.			
9. Requesting special consideration/deferred exam (e.g. for illness) knowing that the conditions are not genuinely met.			
10. Padding out a bibliography with references that were not actually used.			
11. Paying another person to complete an assignment.			
12. Writing an assignment for someone else.			
13. Paraphrasing information from a web site, book or periodical without referencing the source.			
14. Copying information directly from a web site, book or periodical with reference to the source but no quotation marks.			
15. Copying information directly from a web site, book or periodical without referencing the source.			
16. Copying information directly from another student's assignment (current or past) without their consent.			
17. You take a picture of an exam to send to someone who will send the correct answers back.			
18. Falsifying the results of one's research.			
19. Working together on an assignment when it should			

be individual.			
20. You work with a group of other students on a research paper but you only do about 2% of the work and tell them to put your name on the paper.			

Adopted from Brimble, Kremmer and Clarke's (2007)

Appendix C: Interview with teachers

- 1) What is your perception of cheating in exams ?
- 2) During your teaching experience, how often did you caught students cheatng?
 - How did you react to it? Why did you react in such a way?
- 3) Why do you think students resort to such act?
- 4) What are the possible solutions that you suggest to reduce this phenomenon ?