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Cheating in Exam The Route of Unethical Dilemma

Dissertation submitted to the department of English Language and Literature as a partial fulfillment of the requirement for the degree of Master in Didactics.

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Declaration of Originality :

I hereby declare that this submission is my own 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.

Signature :.....

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Dications :

This work is dedicated :

To my parents ; my father who hold all my love and gratitude, and my dear and best mother ever.

To all the members of my family ; my brothers who are my support in life, and my beloved sisters for encouraging and motivating me .

To my little angels : Moataz, Ali, Houcine, Yasser, Amine, Abd Allah, Iyad, Chamso, Djawad and the princesses : Meryoma, Safia, Fatima, Hadjer, Soujoud and Hafsa.

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Abstract :

Today, the phenomenon of dishonesty ends in social facts that take place in a clear state of human existence. One of them is in education, that involves a great problem that had become from the smallest thing which called cheating, and this latter turns down the honesty value in education and it causes the failure to realize the purpose of the proper education. Cheating in exam is a big problem which touches the educational system. It is widespread in many countries, especially at the universities and it has an negative impact on the academic honesty. The studies about this subject confirm that we will continue to face this phenomenon even after the end of academic track ; that means that we will encounter its bad effects on the workplace because cheating will become a habit for students even after graduation, Consequently ; that will damage the community institutions and create an unethical dilemma. To confirm that we should dig dipper in this study . So we recourse by this previous research of Dr Abdelhak Hammoudi from one of our Algerian universities that designed to; Firstly, to get an assessment of the extent of cheating in examinations from the point of view of university students . Secondly , to find out the reasons which push the students to cheating . The results indicates that the majority of the students have cheated during the examinations , they confess that they will cheat whenever an opportunity develops, additionally; they declare that cheating in exams is caused by academic overload, and that the way of examinations are designed is considered as the main cause of cheating, because it depends on putting questions that test memory rather than comprehension .

Key words : academic honesty, cheating in exam, dishonesty, unethical dilemma.

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General Introduction :

Cheating in exam is considered as an academic misbehaviour which take place in teaching and learning process. It starts from the elementary levels of education to the advanced ones. Cheating behaviour becomes serious problem because it destroys the ethics of education, so that students will be dishonest, have weak personality and bad morals. The researchers find that technology has the great share in the increase of this misconduct, because students waste their time in social media and playing on line games, so there will be no preparation to the exams, consequently ; they tend to cheat. This immoral crisis lead to the lost of the respectation of status and educational institutions, so that if strict and deterrent measures are not taken to fight this phenomenon, the society will accuse the responsible authorities of being behind the low of education, as well as the low morals of the rising generation, and this does not stop here, but all state institutions will be harmed as a result of this recklessness.

1) The Aim and Significance of the Study :

The purpose of this study is to know how can cheating in exam be as a route of an unethical dilemma, and the extent to which its negative effect can spread . The case study is English foreign language (EFL) students at Saida university.

2) Research questions :

This study was conducted in order to answer the following primary research questions :

- 1- What is cheating / cheating in exam? What are its forms, reasons, and results ?
- 2- How it affect on academic honesty?
- 3- Who have the big role on developing this unethical act and how can we reduce it?

3) Research Hypothesis:

H1: Cheating in exam is immoral crisis which affects the academic honesty by creating dishonest students who have bad behaviours and they tend to do irresponsible and unauthorized actions only for their own self-interest without caring to the ethics of learning.

H2: The responsables on the development of this unethical act are; the Ministry of education , the administrative staff, teachers, and students, i.e; each one of them is contribute in the increase of cheating in exam by some way.

H3: The appropriate way to reduce this unethical dilemma is that the responsables that we have mentioned above should cooperate and promise to fight this misconduct in order to save the education institutions and their state in general.

4) Research methodology and design

➤ Data gathering tools

The nature of the subject with its different stages led requires the implementation of quantitative approach (teachers and students' questionnaires) and how to reach results that confirm or refuse the hypotheses.

5) Structure of the dissertation

The dissertation is divided into three main chapters. The first chapter represents the theoretical background of the research study, which consists of two sections.

The first section deals with cheating in exam , its meaning, forms, reasons, consequences..etc. The second section is about the academic honesty ; its meaning, importance ,and the academic dishonesty, its definition, forms..etc.

The second chapter show the research methodology, the methods and the tools that the researcher should use it in his research. The third chapter deals with the practical side of the study through gathering data from both teachers and students' questionnaires.

Chapter one:

Literature review

Introduction:

Exam plays an important role in student's lives and is one of the necessary assessment methods. However, the phenomenon of cheating makes it a big problem due to its link to determining the level and destiny of the student and his scientific and academic future, in addition to his position in society. So; in this chapter, we try to gather all the information about the phenomenon of cheating in exam, we will mention its definition, the reasons behind this misconduct, the consequences of it, additionally; we state the different ways that the cheaters use it during the examinations, and show the bad effects of cheating in exam on student and on his/ her academic track. Then, we try to find its relation with the academic honesty, in order to know the extent of its danger and its impact on the individual in particular and on the state in general.

Section One: Cheating on Exam

1.1 Definition of Cheating:

Cheat / Cheating (adj): is a deception for profit to yourself.

Cheating (noun): is an act of deception, fraud, imposture, imposition (the Cambridge English Dictionary). Cheating refers to an immoral way of attaining a goal, such as cheating in exam. It is typically used for the breaking of rules to achieve unfair benefit in a competitive situation, cheating is the getting of reward for capability by way of dishonest means. Sutton (1991) describes cheating as the worldwide or non-international software of unapproved information, materials, or strategies in educational activities, and according to Semerci & Seglam (2005, p.163) this process is one of the most important problems of inefficiency and productiveness that continuing from primary education to the latest stages of higher education.

O'Rourke (2010, p.47) defines cheating in exam as it is the use of unauthorized materials secretly and by illegal way. Using this prohibited or in inappropriate ways in exams make cheating considered as fraud, deceit or dishonesty in an academic assignment. Another definition which is stated by Eminoglu & Nartgun (2009, p.215) was that cheating in exams is usually called taking a look at a source secretly during the exams as opposite to the rules. In other words of Croucher (1994, p.13) cheating

in exams is an action that includes many activities such as cheat sheet. For Ozden (2015, p.88) It is an advantage that college students achieve for themselves or for another scholar via unethical movements before or throughout exams so as recognise success.

1.2 The Different Forms of Cheating in Exams:

Almost everybody in the world has cheated in some kind of way . There are many different ways that students use to cheat in exam , some of them are simple, traditional and common , and others are very developed which keep up with the technological development .

1.2.1 Low –Tech Cheating :

a) Direct Ways :

- Passing of scribbled notes from one person to another .
- Writing notes on a part of the body (palm , arms , legs ...etc) or in a sheet of paper .
- Attempting to communicate with one of the classmates .
- Copying directly from someones answer script .
- Writing down on the table .
- Taking prohibited materials into the exam such as text book or unapproved calculator.

b) Indirect Ways :

Impersonation : it involves getting someone else to complete your work and then you submit the work as if you had completed it yourself , or it include asking someone else to sit an exam for you .

1.2.2 High-Tech Cheating :

- Using the electronic devices such as a smartphone or smartwatch , to access to the information that related to the exam .

- Discussing during the exam with someone else outside the exam venue by using a hidden earpiece which is connected with the Phone .

1.3 Reasons behind Cheating in Exam :

Students tend to cheat because there are lot of things that push them to do that , we can relate them to the following two factors:

1.3.1 Internal Pressures :

The main reason that lead student to cheat on exam is the desire to get good grades because they fear from having low exam results, and their orientation focused only on how to succeed and pass to the next level by an easy way, rather than focusing on the important thing that they learn to gain it which is knowledge . Additionally, the gender also has an effect and that was confirmed by some statistics which stated that males tend to cheat more than females, and we can say that the capacities and the intelligence of females are more than males.

Otherwise, ethics and moral developement are also an important pressure, because when the student respect the standard values of learning, he will not cheat rather than to the others who do not take care to them.

1.3.2 External Pressures :

a) The family environnement :

Parents usually urge their children that they need to have good marks , and promising that they will punish them if they do not . That may be was a kind of selfishness or selfinterest , when they want to boost by the good grades of their children in front of people without carring to their childrens potential or capacities .

b) School :

The bad teaching process lead students to cheat on exam, and that will happen in this following cases. Firstly, when the teacher does not explain the courses well, students will not understand and will dislike this module. Socondly, when the teacher pays attention only to the excellent students and don't care to what do the weak students need or if they get understood or not.

Thirdly, the bad management of the classroom during the exam which began from the nature of the exam questions, which are either difficult or focus on the memory rather than comprehension. In addition to the narrowly spaced exam seating and the worst thing is the low teacher vigilance, to explain more; when teachers assigned to guard during the exam they do not do their work honestly and get out from the exam venue, here they will give to students the occasion to cheat .

c) The Friendship / classmates :

There is a kind of solidarity between the classmates (friends), that propose to help each other , and when one of them do not give the answer to the others , he will get shunned by all of his friends. Moreover when a student find all their classmates cheat , he get stressed and that will disturb him and may be will forget the information that he had stored , and that will lead him to cheat as the others do.

d) The Globalisation Development:

It causes a bad habits as laziness. In other words the technological developement declines the capacities of the students such as: creativity, thinking , their attentiveness ana awareness during the course and also in the exams , by giving developed materials that facilitate cheating for them .

1.4 Factors that Affect Cheating Behavior

a) Moral understanding or the system of values :

According to Kohlberg theory (1971) there are three basic moral levels :

1) The moral decisions of humans: are shaped around basic human needs and cultural rules .

2) Ethical decisions: are mostly shaped in accordance with perceived conditions and expectations of family community or nation .

b) Other Sub-Dimensions :

1) Individual factors :

1.1 Gender :

Gender variable has an effect on the cheating behavior in exams , according to this research of Whitely and Nelson (1999, p.657) , males have a more likely tendency to exhibit cheating in exams than do females in terms of their moral values But this is not a proven study ; because females may take advantage of the opportunity to cheat when teachers tightening the guard on males during the exams .

1.2 Age :

According to the scholars , there is a negative relationship between age and cheating behavior in exams. A research of Antion and Michael (1983, p.476) showed that younger students have a greater tendency to cheat in exams than older students. But according to me this is not a definitive and confirmed information because the maturity of a person don't prevent him from cheating on exam , it may turn to a way for cheating ; for example when an old man who had a big body study with younger who were less than him , he may use his strong build to frighten or threaten them to give him the exam answers.

1.3 The Educational Level :

Diekhoff (1996, p.487) indicated that there is a negative relationship between educational level of students and the augmentation of cheating behavior in exam. To explain more I give an example ; students of first grade have a higher tendency in cheating in exam than the students from the upper grade , we can attribute this to their lack of sufficient knowledge or they didn't understand the courses well .

2) Situational Factors :

2.1 Peer oppression :

We know that friends influence each other, so if a friend who has a bad behavior he will misguide his friend who has a weak personality , and there could be a bad results. Cheating behavior in exam is one of the misconducts that can be transferred between friends. We confirm that by the research of Kibler (1993, p.252) and Stevens (1987) who found that the peer oppression on students reinforce their tendency to cheating behaviour in exam as a normal and natural act , when they respond to who tell them that cheating in exam is wrong by the following expression “ wrong ! but everyone does “. Although many students believe that cheating in exam is actually a bad act and that the peer oppression is an old cautionary tale .

2.2 Class Size :

According to Coalter and Lim (2007, p.03) the tendency of cheating behaviour in exam is increasing in classes of more than 50 students , so the crowded classes have a big negative effect and it causes the developement of this misconduct.

3) Implemented and Monitored Corporate Policies :

3.1 Exam Rules :

Each administration even in school or in university should apply the institutionalization and institutional policies, to show the students what is the right from what is wrong, and to set limits to their bad behaviours.

3.2 Ethical Codes :

It was reported that they are found in institutions in terms of functioning. To a precise sense, according to McCabe and Trevino (1993, p.461) the pre – established and announced ethical rules in school are composed of a number of behavioral effects that reduce cheating behavior in exam. But, when the administrative stuff , teachers and students do not respect the policies and do not cooperate to reduce this problem of cheating in exam they will encounter its bad results .

1.5 Results behind Cheating on Exam :

A) **On Student :**

Cheating in exam affects on student psychologically by making him more lazy and cause a lack of efforts to study and discouraged them. It erodes their independence and they will not believe on their reasoning capacities and that they can't do their exams on their own. It causes psychological torture and stress; when a cheater get feared from the reactions of his family or friends when they know the bad act that he/she did. Additionally, It affects the student intellectually and mentally and weakens his ability to comprehend and that will cause missing information, consequently; when a student success by cheating in exam he will not keep in mind the information that he had learn and he can't use it in his life after leaving the university. Moreover, cheating is considered as a form of disrespect for teachers and for the students who have worked hard to achieve what they have got, and that when student who cheats get success and take accolades without making efforts .

B) **On students who Get Caught :**

The worst dishonest situation is when the cheater is being caught , he / she incur several procedures that are applied by the teacher and the administration against the cheaters on the exams . The procedures are as follow :

a) **Panishment :**

It depends on teacher and the school's academic dishonesty policies. The teacher may give to student who had cheat a failing grade on the exam , or fail him for the entire course .

b) **Suspension :**

It involves sent away students who cheated from school for a particular period (varies as per institution).

c) **Expulsion :**

It involves that cheaters sent away

d) **Academic probation :**

It may be considered as a chance for cheaters to correct his mistakes and return to the right way , when the school administration give them some requirements that they should fullfill before their probationary status ends. But, if they not complete it within the spicified time frame they will be dismissed from the school and lose all previous academic progress , and they won't be able to take courses from the college that dismissed them .

C) On Student Career and Academic Track :

Jordan (2001, p.235) stated that from a very young age , teenagers have been taught that cheating is wrong , but as they get older , most of them deviate from this route . In fact , most of them became addicted to dependency , so much so that they felt the need to perfect it . Most of the time , if a scholar cheats and will never be caught he is likely to cheat his entire life .

Cheating in exam is a result of disbelief and creates significant problems in person's career in order to acheive true grades , since dishonest students supposed to provide a perfect presentation and to confirm that they merit this grades and they can not because they don't have the ability to do that , here they will get embrassed.

The bigger problem is that the personality may affect a person's career in the future by damaging his / her image and reputation . When his / her transcript shows that he / she cheated in collegue . It is almost impossible to find a job , no one wants to hire an incompetent person . Even if he / she fix it later , it will still be difficult because they become inefficient , and they will not perform.

Section Two: The Academic honesty

1.1 Definition of Academic Honesty / Integrity

A) Integrity :

Is defined by the Webster's New World Dictionary (1994) as :

- 1: The quality or state of being complete , unbroken , wholeness , entirety
- 2: The word integrity suggests the wholeness of the person in such a way that can be said that person with integrity are whole as human beings.

According to Verhazen (2008.) integrity stimulates trust and is essential to the reputation of individuals and organizations , and to the country's economic development and the credibility of information and reports. It claims to help build trust because it is related to honesty, truthfulness, consistency and predictability or accuracy of one's action. In short, integrity is the quality of being honest and having strong moral principles, moral uprightness. It is generally a personal choice to uphold oneself to consistent moral and ethical standards ; that means that having integrity make people trusting their community and ensuring that their actions comply with those principles and standards. While the researcher Becker(1992, p.16) found that there is no standard definition of integrity because it is treated as a synonym with other values such as honesty and fairness , which make it very difficult to measure it .

B) Academic honesty :

Honesty is one of the most important pillars of the teaching and learning profession in general. It is achieved in the academy by maintaining high professional values and behaviours , including detachment from interest , whims and prejudices , adherence to honesty and transparency and advancing the public interest and creating justice and equality . Usually all institutions set ethical codes and legal aims to maintain the highest standards of integrity , and monitor any violations , and the punishment of their perpetrators. To explain more ; academic honesty is a commitment and it is based on five fundamental values (honesty , trust , fairness , respect and responsibility). By

other sense, it is someone who is motivated and takes responsibility when doing his work by demonstrating the highest integrity without cheating and treating other's works as it is his own. For example ; a student should do his homework alone without textbooks and respecting the citation of resources , and do not depend on the helps that are offered to him from his friends. In short, doing the right thing , even when no one is looking , and from that we deduce that academic honesty determines what kind of students you are and the important thing is that it also determines what kind of persons you are outside of school .

Melissa Medrano (2014) stated that students should be grateful for the opportunity to further their education and not miss out on strengthening skills that will benefit them later in life and that she would rather take advantage of this opportunity she has and take in as much as she can to prepare her for the working world. Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching , learning and assessments .

1.1.1 The Importance of Academic honesty (Integrity) :

Academic honesty is important because it is the basic guarantee of the rights of individuals and institutions. Moreover these rights are related to the attribution of ideas and innovations to their owners and discoverers. It is obvious then to find a close relationship between the power of institutions in terms of the degree of integrity of their employees and those who are responsible for them. In contrast, the prevalence of corruption at the individual and institutional level leads to undermine any attempt to advance science and the state institutions in general. The academic honesty is also important for other several reasons. Firstly, When the others trust you and be confident that you will do what ever you have said , and that will make your actions consistent with this belief confidence . It is also the way for successful path , when you have got a good reputation all people will like your behaviors and want to work with you. Secondly, it is important because it can add value to your degree , and there will be a positive influence goes beyond the mission of your organization or company. Thirdly, it reduces many unnecessary stresses on a person life when he know that he is doing the right thing . He will not get fear from the community's punishments and

policies, and that will make him happy and have a good health because he has a clear conscience .

Adittionly, academic honesty (integrity) is essential to the structure and integrity of the University . All students must adhere to a sound and appropriate academic integrity policy and integrity code of conduct . All members of the University community are responsible for creating and maintaining an honest environment and all must work together to ensure the success of policies and codes of conduct . It make the researcher respect the scientific community and show that he values the contribution of knowledge without forget the efforts and researches of the others that help him to form his own understanding, and he should provide the real source of information for his readers to find and investigate .

1.2 Definition of Academic Dishonesty :

According to Nuss (1988, p.03) academic dishonesty includes forms of cheating or plagiarism to provide or receive credits for things that are not theirs , which are not approved for their academic activities .

Pavela (1978) proposed four components that consist of academic dishonesty . We should include it as **forms of academic dishonesty** ;

1) Cheating :

Is the various actions of peoples that break down the rules, i.e ; not based on or behaving according to the principles in order to gain illegal benefits

2) Fabrication :

It means the falsification of data information , or citations in an academic assignement . It involves a deliberate inclusion of any false information or citation.

3) Facilitating or encouraging Academic Dishonesty :

It means deliberately or knowingly providing assistance or attempting to aid others by different ways that allow to do their dishonest works and neglecting the academic honesty .

4) Plagiarism :

Is a term used to describe a student who cheats by using the ideas and actions of others by illegal way , and claiming that they are his own. In fact, whether this process was intended or unintended , it is considered as a violation against the academic honesty at the university because every student is expected to have a degree of responsibility during his scientific research and he should be aware of the stipulated limits when using someone else's work

4.1 Forms of Plagiarism :

- Transferring information from the internet and publishing them in another place without citing the sources and without using the quotation marks, For example ; a student say (I find that ...) rather than saying (according to " name of researcher or source")
- Submit an article that has been transferred in whole or in part .
- Transcribe the same word or sentence from a text written by another person without reformulate it or paraphrase it, For example ; a student says : " no wrong, if I take my friend help to get good marks "
- To have someone else (higher level student or professor) to write a paper for you and hand it over as your research .

4.2 The causes behind Plagiarism :

Students make excuses to justify their resort to plagiarism. Firstly, they say that the internet is public and open field so there is no wrong in using the information that they have found without mentioning the source because they don't have time to do that. Secondly, they want to achieve better results and show their parents and teachers what a good student they are. But, they don't know how to say or to write by their own style due to their weak vocabulary credit, So ; they tend to plagiarize.

All these excuses are unacceptable because students should respect the academic honesty by Showing the quotation or the paraphrase that had been taken from another writer and paraphrasing the works of other writers to make them easy to understand for the reader and draw his attention to the important points, and show

how he has benefited from the work of other writers in forming his opinion, and they should cite the work of the others and refer to them as references.

4.3 Factors Encouraging Plagiarism :

According to Parker, Lenhart, and Moore (2011) plagiarism has increased over the last few years, primarily due to multiple global factors , including online resources and the availability of research treatises covering almost every topic. Overbey and Guilling (1999, p.22) indicate that the student's lack of education and research experience are also other important factors that encouraging this misconduct.

According to the EFL students , Heitman and Litewka (2011) and Pepovac (2008) find that students tend to plagiarize for some main factors which are as follow :

- 1- The worldwide prevalence of plagiarism gives students the impression that it is accepted .
- 2- The absence of the policies that eliminate the illegal activities such as plagiarism.
- 3- The non-native speakers of English encounter difficulties in writing reports in English, so they need to copy down from others's work .
- 4- The leniency of teachers when they accept the academic work of their students without checking whether it contains plagiarism or not .
- 5- Do not know how they avoid plagiarism .

Conclusion :

After the preliminary investigation that we did it about cheating in exam phenomenon, it become clear to us that it represents the first stage or step for all immoral acts. So, this misconduct is the route to rampant corruption in society.

Chapter Two:

Research Methodology

1 Introduction:

This chapter includes the research methodology of the dissertation, which is the way to solve the research problem systematically, it also shows how research is done and it contains the various steps that are adopted by the researcher during his investigation. Moreover, in this chapter, the researcher should justify the design choices by showing that the selected methods and techniques are the most suitable for the research objectives, and it will provide effective and reliable results.

2.1) Research Meaning :

The research refers to the search for knowledge or we can say it is a voyage of discovery, by other words, it is a systematic search for pertinent information on a specific topic. According to Redman and Mory (1923, p.10) a research is a “systematized effort to gain new knowledge”. In short, the research is the first contribution of existing and developing knowledge systems and also it pursues the truth through study, observation, comparison and experiment.

2.2) Research Objectives :

The main purpose of research is to find the hidden and undiscovered truths, and find out answers for questions, by applying the scientific procedures. Hence, the objective of our research is to gain familiarity with the phenomenon of cheating in exam, to achieve new insights into it, or to find solutions to fight this unethical act. Thus, the studies with this object in view are termed as explanatory research studies.

2.3) Research Motivation :

The motivation in research refers to know what is the reason that leads the researcher to undertake this specific research? . So, the motives for doing this dissertation are as follows; firstly, the desire to get a good Master degree, secondly, we choose this particular phenomenon because it damages the educational system and the state in general, in addition of that; we aspire to gather more information about this immoral crisis in order to find solutions to fight and reduce it.

2.4) Research Types :

There are many different types of research ,which are differ from the nature of research , the purpose, the environnement in which the research is done...etc .

In this paper, we dealt with the common types , and they are as follow ;

1) Descriptive vs Analytical's Research :

The descriptive research focuses on describing the characteristics of the population or phenomenon studied, without covering « why » i.e : the researcher has no control on the variables, he only report what is happening. The descriptive research usually does not have a previous hypotheses. On the other hand, the analytical research test hypotheses by selection and comparison of groups, to explain more ; the researcher use the facts or the information that are already conducted about the studied topic , search for more details, try to form new ideas about this topic and analyze them to make critical evaluation of the material, in order to make the research more reliable.

2) Applied vs Fundamental's Research :

The applied research aims to answer on specific questions which are designed to provide solutions and solve practical problem that facing individual, groups, society or an industrial business organisation. It is often reffered to the scientific method of research because it has three types are ; firstly, the evaluation research , it analyses existing information about the research topic in order to obtain objective results and reasonable decisions. Secondly ;research and developement , it focuses on the developement of new object. The third type is action research which is set to solving specific problem. Whereas, the purpose of fundamental research (pure or basic research) is to answer on the questions « why ? what ?how ? ». The basic research is defined as the theoritical work which used to understand , generalize and formulate the principals of the observable phenomenon in order to gain new knowledge.

3) Quantitative vs Qualitative's Research :

The quantitative research based on the measurement of quantity or amount, i.e ; it deals with numbers and statistics, in the quantitative method , the researcher design carefully all the aspects of his study. Then, he uses some tools such as questionnaire, interview or observation, classify features , count them , make hypotheses and test it systematically by collecting and analyzing the numeric data to explain what is observed. On the other hand, the qualitative research is concerned with the kind or the quality of a phenomenon, i.e ; it aims to describe , complete and give more details for a studied phenomenon , and the data will in the form of words, pictures or objects. The researcher can be subjective and mention his personal opinion, judgements, and interpretations.

2.5) Research Process :

The research process is consist a set of important steps and actions to make a research effectively, which are as follow, firstly ; the researcher should specify the interest area by singling out the subject or the problem he wants to study and define it, secondly ; he should take a review by checking the previous findings on his topic and write a brief summary on it, additionally ; he should formulate hypotheses because is guide him by delimiting the field of research and keep him on the right path, then ; the researcher moving on the practical side, i.e ; gathering the information and collect data by using some tools such as questionnaires, interviews..etc. Thereafter, on the last steps he analyse data with the help of the statistical measurement, and test the proposed hypotheses which the researcher either accept it or refuse it. After that, the researcher arrive at the generalisation when he establish a theory. Finally, he write down a report which suould be written objectively by simple and clear words that any one can read it easily and understand it. This report should also includes all what has been done by him. It should organized as follow ;

1- The introductory pages :

This pages should include the title followed by acknowledgements and foreword. Thereafter, the table of contents followed by list of tables and list of graphs.

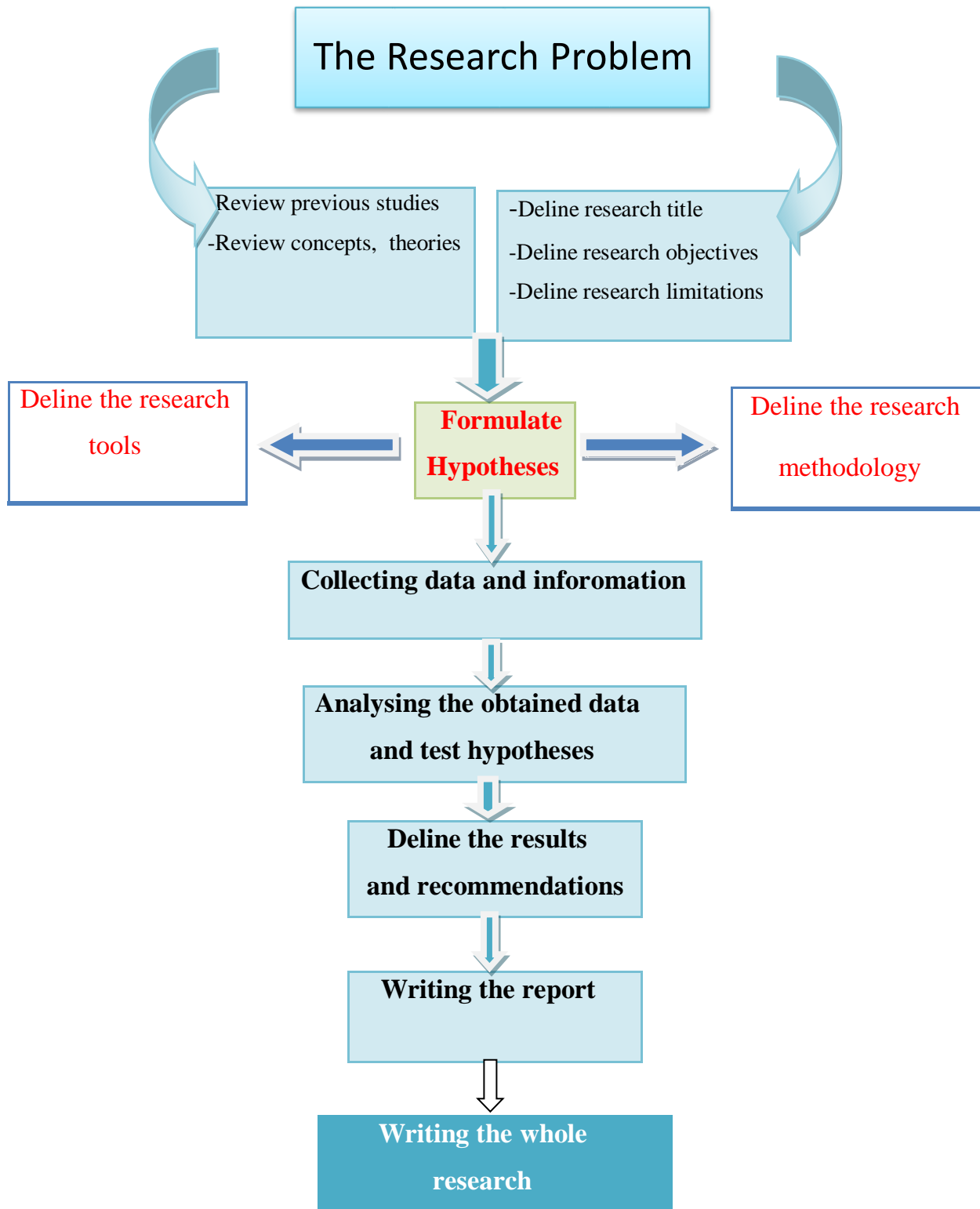
2- The main text :

It includes firstly the introduction which is contain an explanation of the research purpose and indicate the methodology adopted in building this research. Then, the area of the study and limitations. Secondly, a brief summary of the findings and recommendations. Thirdly, the principle part in the report which should be well organized and consist clear and succession ideas. Finally, there should be a conclusion when the researcher sum up the results of his research .

3-The end of report :

At the end of the report, the researcher should appear the appendices, bibliougraphy (list of journals, books,reports..etc)and the index

Figure(1.1) : a plan show the steps of the research process



3) Methodology and Data Collection :

3.1) Methodology :

It refers to the initial stage of research. It means a set of organized steps through which a specific topic is studied. The methodology should involve all the possible branches which are related to the research topic, in order to enrich it and gain valuable results that contribute in solving the problem. But, the researcher should respect the interest area so he do not go out of his search.

3.2) Data Collection :

As we say before , data collection is an important step in the research because it keeps its integrity. It involves gathering information which concern with the interest area that the researcher design it. This collecting should been from different sources because that will enable the researcher to know the different points of view on his topic, thus he measure and analyze these data to find answers for his research problem, then he should reformulate it by his own style to avoid plagiarism. There are two methods of data collection that help the researcher in his research process.

3.2.1) Data Collection Methods and Tools :



3.2.1.1) The Primary Data :

It refers to the original data i.e, the information that the researcher gather it directly from the sources by his ownself. The primary data is characterized as it is undisclosed yet , credible, true and more reliable,and the important feature is the objectivity because it has not undergone to any treatment or manipulation.The primary data is collected in two particular types of research which are the descriptive and the experimental's research . For making this process the researcher need to some tools such as ; questionnaires, interview and observations..etc

The questionnaire :



It refers to a set of questions that are either typed or printed, in sequential order, that is mean ; the questions should be arranged according to its importance. Additionally, it sould been related by the research topic, thus, the researcher send it to a particular group of people who have relation with the matter at hand, even by email or distributed directly. The questionnaire should been simple, short and at the same time been attractive i.e ,contain simple questions which written by clear language, that requires avoiding abbreviations , the vauge and complex expressions, in addition of that , the researcher should focus on the good organization of the questionnaire paper, so as to attract the attention and the interest of the respondents, then they can read it, understand it and answer on it easily without boredom.

Types of Questionnaire :

There are two main types which are

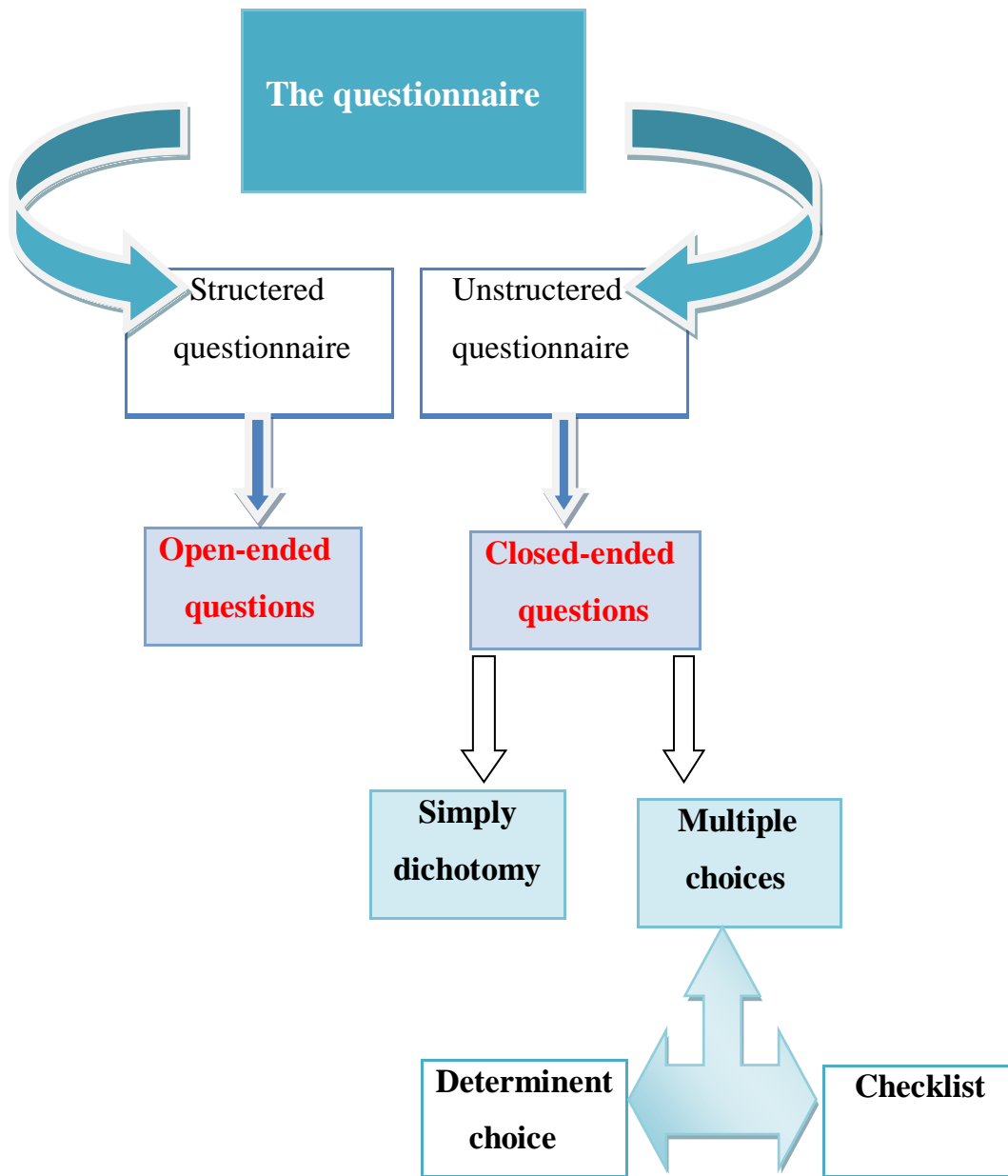
a) The Structered Questionnaire :

It refers to the **open-ended** questions , this kind of questions do not accept simple answers such as « yes or no » whereas it requires detailed answers. Moreover, it gives the opportunity to the respondents to answer freely and express their opinions and perspectives on the research problem and what they feel. It often placed at the end of the questionnaire, thus the researcher can consider it as suggestions and he will benefit by their new words to formulate new ideas rather than the usual answers and understand their way of thinking. But, there are some disadvantages of this type such as ; consuming a lot of time, it depend more efforts from the researcher in the decoding process of the answers, because there will be coded messages and many grammar and vocabulary mistakes, and it also requires efforts from the respondents and that may make them bored and the worst is that they may refuse to answer on.

b) Unstructured Questionnaire :

It refers to the **closed-ended** questions when the researcher allow the respondents to choose one option or more from the listed and limited serie of responses that the researcher has proposed it , even by a sign such as (tick mark, arrow..etc) or by color or circle the box of the chosen answer. There are two types of the closed-ended question which are ,firstly ; simply dichotomy, the responses on this questions were only with two choices, for example ; answering by « yes » or « no ». Secondly, the multiple choice ; in this case the researcher give to the respondents more than two options to select from. This type is also devided into two different parts, the first one is the determinant choice, here the respondents are required to choose only one option, while the second one which called checklist question allows the respondents to select more than one option.

Figure(1.2) : a plan show the types of questionnaire



The interview :



It is a meeting or conversation designed to obtain information by questioning orally a person (individual interview) or persons (groupal interview). The participants in the interview called ; the interviewer, represents the person who organized this interview and is the one who asks the questions, and the interviewee, is the person who is interviewed and he was asked to express their feelings about the interview, and the other questions should be about his personal life, work , experiences , goals ..etc , or the interviewees who asked about specific subject or phenomenon that is in their interest and may touch their society in order to take the public opinion . It may a direct contact i.e, face-to-face or through media such as Skype or telephone.

Types of Interview :

a) The Structered Interview :

It is well organized interview, when the interviewer should respect the order of the prepared questions. This type helps the interviewer by collecting similar and useful information , and that will facilitate the research process, therefore, it is more efficient and effective than the unstructured interview.

b) Unstructured Interview :

In this type the questions are asked in an impromptu way,i.e; the interviewer do not respect the order of the prepared questions, his conversational way is free, spontaneous and casual because he use complimented questions which are based on the answers of the interviewee, thus, the interviewer can add questions or omit it if that is necessary. The unstructured interview is characterised by the absolute freedom when recording the obtained answers, for the reason that the interviewer has the right to choose the answers that he will include it in his report. On the other hand, this type require a skillful interviewer who is eloquent, has a big amount of knowledge and know how to deal with the evasive interviewee. Additionally, It becomes difficult and consume a lot of time in analysing.

The Observation :



It is defined as the act of watching someone or something. The observation consider as an important tool in collecting the primary data because it is simple, direct and reliable, thus; the researcher see the events, phenomenons,or the physical characteristics of the participants in their research directly, i.e ; see by his own eyes and hear by his own ears, then he taking notes and try to understand what does he observe. For more explanation , we give the example of the observations that made during our research ; the main participants in our research

that is about cheating in exam are the students. So, when distributing the questionnaire papers, we noticed that there are some students did not take it seriously and there were a kind of sarcasm expressions in their faces as they say we are cheaters. We confirmed this observation when we hear one of the students say to his colleague while answering the questionnaire : “ Look who wants to fight cheating !” as he is exposing him as a cheater. As a result, we can say that the observation enables the researcher to study and describe the participants’ behaviour and attitudes towards the research topic minutely, without any doubts . There are two different categories of observation. Firstly, the overt observation, here the participants are aware that they are being observed. Secondly, The covert observation, here the researcher hide his true identity and play the role of one of the participants in order to get more reliable results, because the participants will behave naturally when they do not know that they are being observed.

Types of Observation :

There are two main types of observation , they are as follow ;

a) Structered Observation :

It called also controlled observation, the researcher uses pre-arranged plans and he is the responsible on choosing the place , the time and the participants who are sellected randomly. This type is overt, because the researcher present his research aim ,so ; the participants are know that they being studied, and that make them answering and acting artificially and by unspontaneous way. Consequently; there will be a lack of validity and reliability. But the positive side is that the structered observation do not take a lot of time in analysing its results.

b) Unstructered Observation :

It called also naturalistic observation, from its name we can deduce that is happened naturally, i.e ; it involves the spoutaneous behaviour of the participants, therefore; it is valid and enable the researcher to formulate new ideas which not thought before and that will give a kind of vitality to the study. But the negative side is that it will be without system.

Thus, the researcher records all the relevant behaviours which some of them will be out of the study area, additionally, this process will consume a lot of time.

3.2.1.2) The Secondary Data :

It refers to the data that has been already collected by someone else. These data can be published on the libraries, educational institutions such as the universities and on the websites in the form of documents. It characterised that is fast and easy for search, and it much more effective than the primary data, because it has been studied many times and it has been filtered and passed by several analysis to confirm their authenticity and consume less time, therefore ; organizations and researchers use it. However, despite all these advantages, the researcher must also use the primary data because it reflects his own capacities and achievements in the research process.

4) Conclusion :

The research methodology has a great importance in the scientific researches, and the reason behind designing a methodology for doing a research is that this later need to the accuracy, the sequency of the research steps, and organization, in order to help the researcher to find out solutions for his research problem, and guide him by the suitable way to make a good research which should be different from the other researches, i.e ; characterised by singularity away from any form of plagiarism, and newness by giving new ideas , so it show the personal and the unique style of the researcher and that he respect the academic.

See Pages (31-53)

See appendix :

- **A) Students Questionnaires**
- **B) Teachers Questionnaire**

Chapter Three :

Data Analysis

and

Interpretation

1 Introduction :

In this chapter the researcher will analyse the two questionnaires that we made it with students and teachers to know their attitudes and opinions towards cheating in exam and how it can be an unethical dilemma . Therefore, this chapter aims to accurately describe the results of the questionnaires completed by students and teachers . Also we try to provide more specifically details on these results, and allow the hypotheses to be confirmed or rejected . We try to provide honest questionnaires' answers to give reasonable data to to my research questions .

2.1 Students' Questionnaire

2.2.1 Population of the Study :

The researcher sheds light on the EFL students in all levels, on the academic year 2020-2021 at the departement of English at Dr Moulay Tahar University, Saida and at the University Center , El Bayadh. We had chosen all levels because the phenomenon of cheating in exam is extended in all of them , and each student has an experience on this phenomenon ; may be they were cheat or just remark someone cheating. Taking into consideration the preceding reasons , a sample of 80 students answered the questionnaire , 70 of them answered under my direct observation and the rest (10) answered online.

2.2.2 Description of Students' Questionnaire :

This questionnaire is simple, clear and straightforward, so that it can be answered by every student. The design of this questionnaire is based on the theoretical part of the current research. It consists of ten (10) questions which are close-ended as they include a set of options that lead to quantitative findings.

The first question was set to know if the age of student has an impact on the phenomenon of cheating in exam. The second question was set to know which student' gender tend to cheat on exam more than the other. According to the third question was set to confirm the fact which declares that student who succeeds by cheating in exam is considered a failure. Whereas, the forth and the sixth questions were asked to find out

the relationship between the dishonest student or cheater and dishonesty on the workplace, and the fifth one was a direct question which was asked to know if the academic dishonesty affects also the honest students . Then the seventh question was set to know who is the responsible behind the developement of this misconduct. According to the eighth and ninth questions, they aimed to know the causes and consequences of cheating on exam behaviour. The last question was about the solutions that can help us to reduce this unethical act.

2.1.3 Students' Questionnaire Setting :

The setting of this questionnaire took place on juin 7th, 2021 at the University Center of Npur El bashir , El Bayadh , were the students' answers were under my direct observation , and the online respondents were English students at the University of Dr Moulay Tahar, Saida.

(The questionnaire was written in English.)

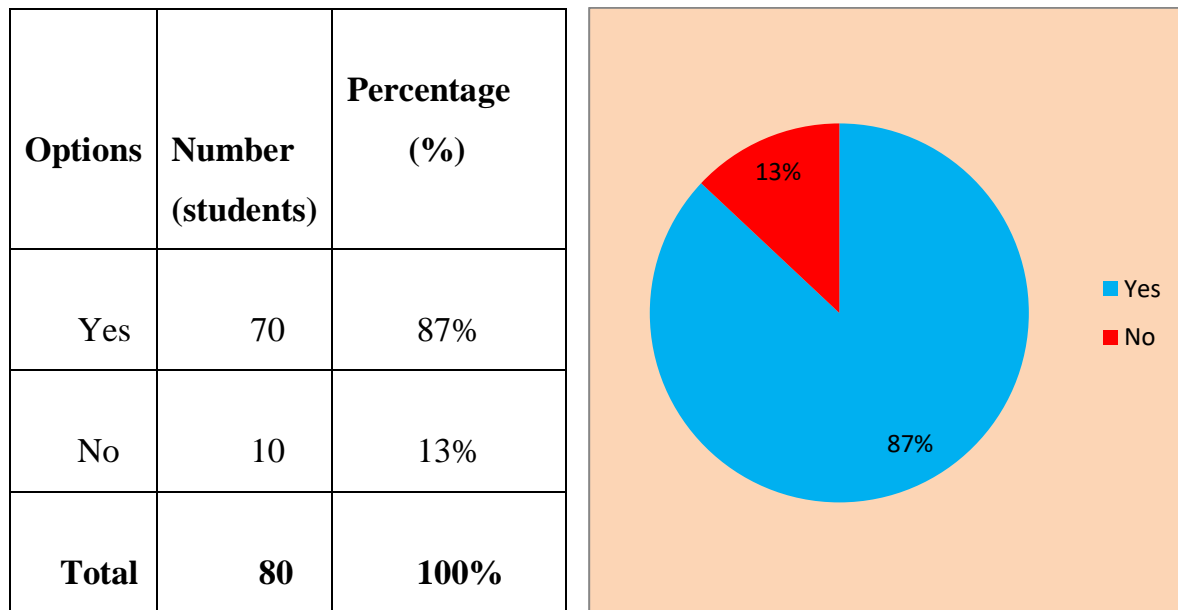
The process took a big time because students were in exams duration and we had wait for them to finish, but the positive side is that it went easily without any objection from the students and they didn't encounter any ambiguity, as the questionnaire has been revised and corrected many times, and the same thing with the other online respondents which took only 15-20 minutes.

2.1.4 Data Analysis and Interpretation :

* Analysis of Results and Findings of Students' Questionnaire

Question one : Does the age of student has a role on the phenomenon of cheating in exam ?

Table / Graph (2.1) : The effect of the student age on this unethical act

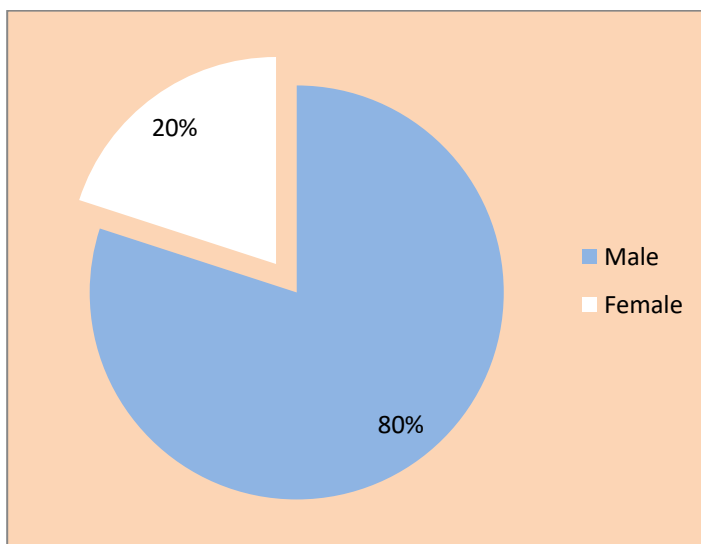


The findings above indicate that the majority of students (87%) say « yes », the student age has a role on the phenomenon of cheating in exam , and they assert that teenagers tend to cheat more than adults. This implies that adolescence has a huge impact on the behaviour of cheating on exam because students do some foolishness in this period of time and because they don't distinguish the right from wrong. While (13%) of students say « no », the age of the student is not involved in cheating behaviour, and they declare that any one can cheat when ever he gets the chance to do. This means that both teenagers and adults cheat on exam . Because adults may be ashamed of failing and repeating the academic year, and study the next year with whom are less than their age.

Question two : Which student' gender (male/female) tend to cheat in exam more than the other ?

Table / Graph (2.2) : The impact of the student gender on cheating in exam'behaviour

Options	Number (ofstudents)	Percentage(%)
Male	64	80%
Female	16	20%
Total	80	100%

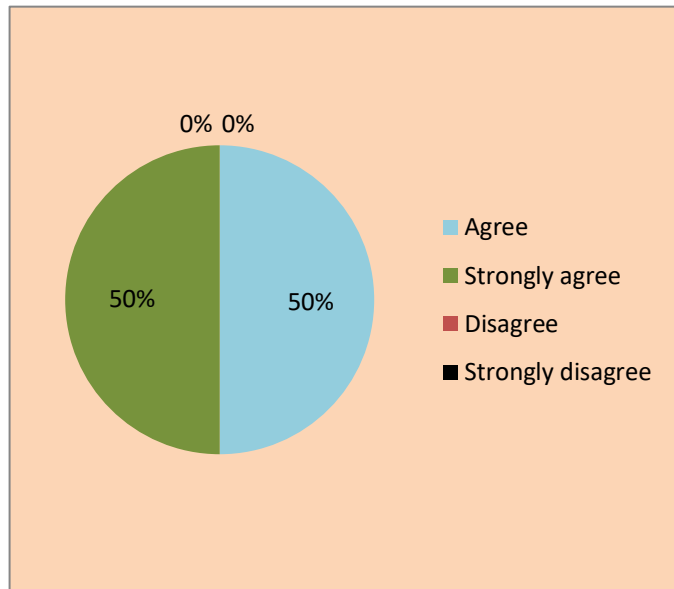


The findings on the table and the graph above indicate that (80%) of students declare that males tend to cheat in exam more than females. This means that females are diligent in their studies and they do not cheat, or they are afraid of being caught , while males challenge the teachers and cheat because the important thing for them is to success, no matter what is the method . On the other percentage which about (20%) of students assert that females also cheat. This implies that they are not innocent, and they seize the opportunity of the tight security for males and cheat.

Question Three : Successing by cheating in exam is considred as a failure ?

Table / Graph (2.3) : Students views about the fact that students who succeed by cheating in exam considered as failure

Options	Number (students)	Percentage (%)
Agree	40	50%
Strongly agree	40	50%
Disagree	No one	0%
Strongly disagree	No one	0%
Total	80	100%

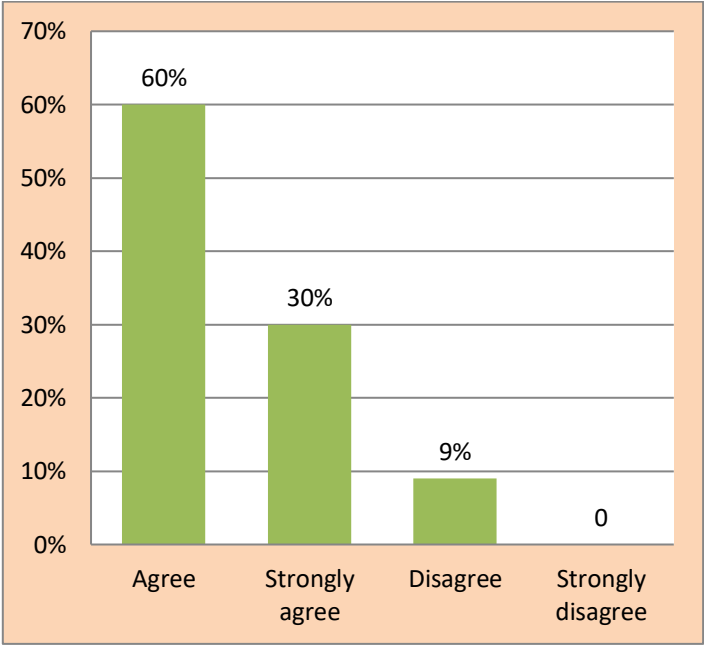


The findings that are shown in the table and the graph above indicate that all students confirm this fact because their answers were ranged from agree (50%) and strongly agree (50%). This implies that students who cheat in exam and get succeed will look like they are lying on themselves, because they will pass to the next year but their level will stay weak, and will have poor sufficient credit, consequently ; they will suffer from this fact even after graduation.

Question Four : Do you agree that students who are dishonest in class are more likely to engage in fraud and theft when they enter the workplace ?

Table / Graph (2.4) : Students views about that cheaters in exam will engage in fraud and theft on the workplace

Options	Number (students)	Percentage (%)
Agree	48	60%
Strongly agree	24	30%
Disagree	8	09%
Strongly disagree	No one	00%
Total	80	100%

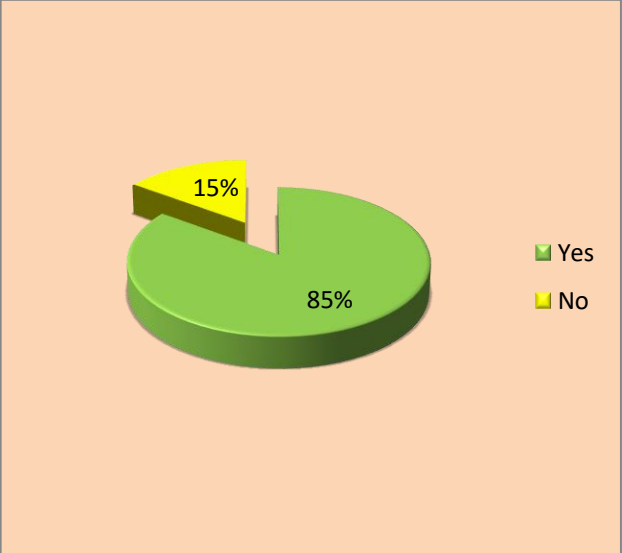


The findings above indicate that the vast majority of students (91%) whom their answers ranged from agree (60%) to strongly agree (30%) assert that students who cheat in exam and who are dishonest in the class are more likely to engage in fraud and theft when they enter the workplace. This means that dishonesty will be as a habit for them especially when it brings them material profit and that will lead them to engage in other immoral acts. While (9%) of students disagree, and say that this is not an absolute truth, may students tend to cheat because they are not intellectually adults, and it may be just some adolescence ideas influence them. additionally they predict that those cheaters will change after graduation and know that cheating in exam is a bad behaviour , and try to be more honest and responsible on the workplace.

Question Five : Does the academic dishonesty affect also the honest students ?

Table / Graph (2.5) : Students views about the impact of the academic dishonesty on the honest students

Options	Number (students)	Percentage (%)
Yes	68	85%
No	12	15%
Total	80	100%

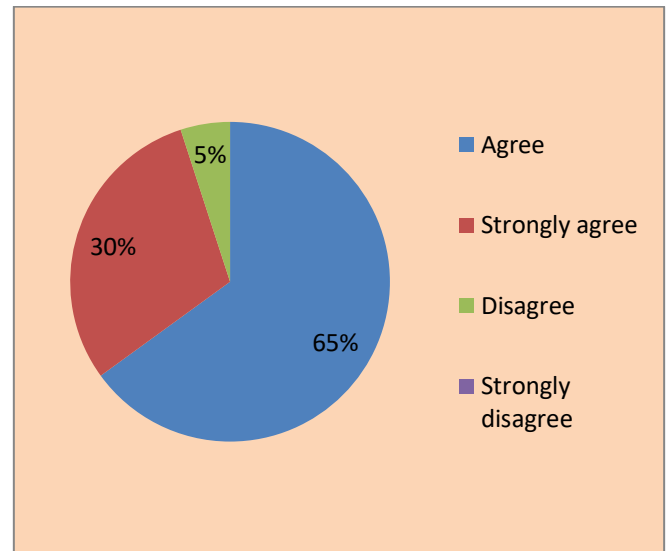


The findings show that the majority of students (85%) assert that the academic dishonesty affects the honest students . This implies that the cheaters in exam affects their classmates who do not cheat , This can happen through annoying or confusing them during the exam and that make them stressed , lose their focus and distract their thought. Furthermore ; when the cheaters get good grades without making efforts , rather than the honest students who stay up until morning to study and preparing for the exams. This will be unfair to them and that may affect their honesty and turn into cheaters ! While (15%) of students say « no » there is no effect . This suggest that the good morals and characters of the honest students are more strong than being influenced by cheaters misconduct , and that may be as a challenge for them that they can have good grades without cheating.

Question Six : Cheating in exam is an unethical act that its effects extend to state institutions

Table / Graph (2.6) : Students views about to what extent does cheating in exam effect on the state institutions

Options	Number (students)	Percentage (%)
Agree	52	65%
Strongly agree	24	30%
Disagree	04	05%
Strongly disagree	No one	00%
Total	80	100%

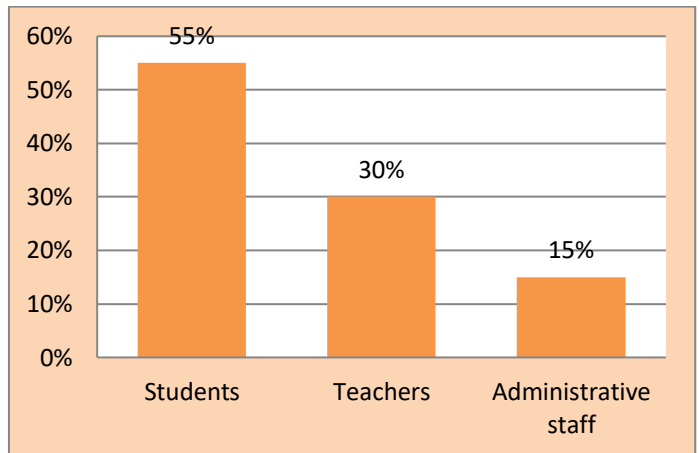


According to the findings displayed in the preceding table and graph (65%) of respondents agree and (30%) strongly agree that cheating in exam can affect on the state institutions. It could imply that the problems which the state institutions suffer from are due to this unethical act, to explain more ; we know that the universities are the hole from that future workers come out from , so the graduators should be at the level and be trusted persons in order to take place on the state institutions and to raise their level . Rather than the cheaters who are useless , and they contribute to the low level of state institutions. Whereas ,a small percentage (5%) disagree . Basing on that , we deduce that their position is too weak and we cannot take their answers into account.

Question Seven : According to you who has the greatest share on the development of this unethical conduct ?

Table/ Graph (2.7) : Students views about whom the responsible on the development of cheating in exam phenomenon

Options	Number (students)	Percentage (%)
Students	44	55%
Teachers	24	30%
Administrative staff	12	15%
Total	80	100%

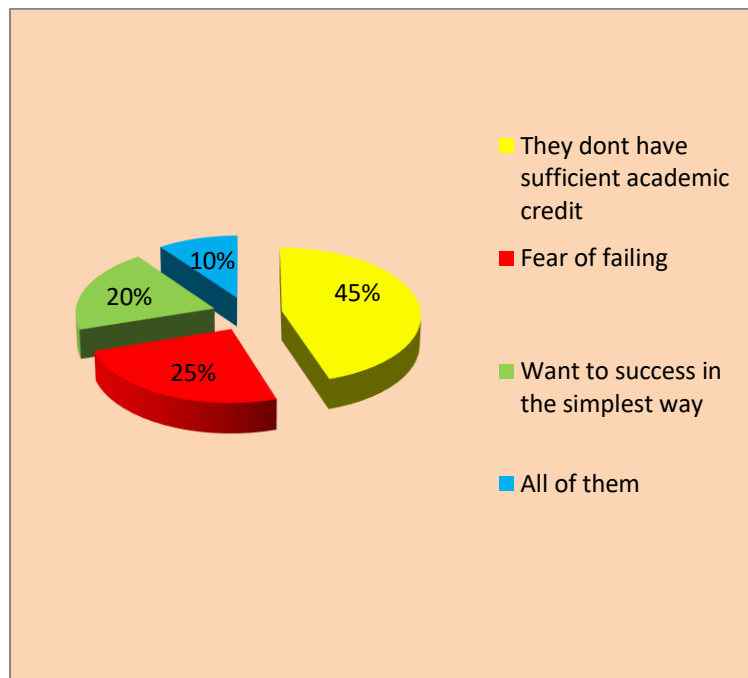


According to the findings above , (55%) of students confess that students are the responsible in the augmentation of cheating in exam. This means that nothing should stop this unethical act and students will cheat whenever they get the chance, and neither heavy security during the exams nor awareness about the dangers of this misconduct will benefit on them .The second percentage which is (30%) of respondents say that teachers play the big role on the development of this unethical act. This may be due to their low instructor vigilance during the examination guard , or the bad classroom management, additionally they make exam subjects which focus on memory rather than comprehension . All that can facilitate the cheating process. While The third percentage is about (15%) of answers which assert that the administrative staff has the greatest share on the development of cheating in exam phenomenon. This due to the bad organization of school or university , the lack of awareness compaigns against cheating on exam , the leniency with cheaters and forgiving them instead of punishing with severe penalties .

Question Eight : What are the main reasons that lead students to cheat in exam ?

Table / Graph (2.8) : Showing the students point of view about the reasons that push students to cheat in exam

Options	Number (students)	Percentage (%)
They do not have sufficient academic credit	36	45%
Fear of failing	20	25%
The success by a simplest way	16	20%
All of them	08	10%
Total	80	100%

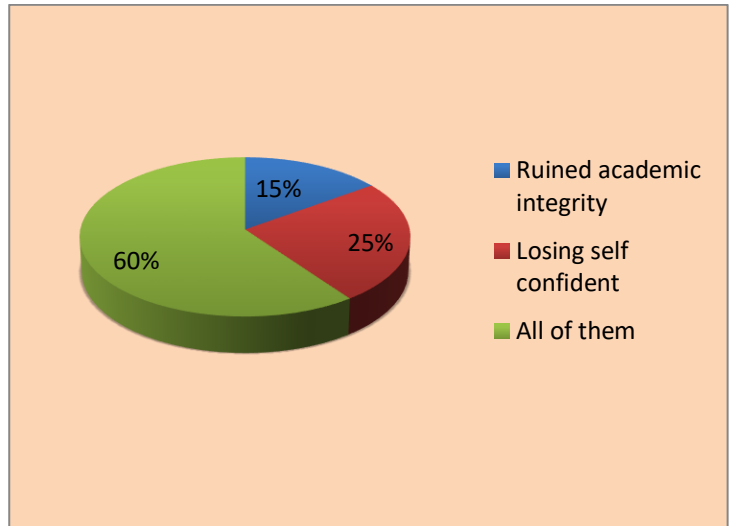


The findings above indicate that the vast majority of the students (45%) find that the three reasons that the researcher had suggested are true and can lead students to cheat on exam . (25%) of students assert that fear of failing is the reason behind this misconduct , This could mean that students tend to cheat because they have a fear of failure due to the parents who threaten their sons with harsh penalties if they do not get good marks. Another percentage of (23%) say that students want to success by the simplest way.This means that they don't want to make efforts (memorizing) and prepare to the exams, and they only prepare the cheating means such as « cheat sheet » or using the developed means. (7%) of students find that the reason behind cheating in exam is that students do not have sufficient academic credit , may be because they do not follow well when the teacher explain the lessons or the teacher don not care to the weak students and work only with the excellent students.

Question Nine : What are the main consequences of this unethical act ?

Table / Graph (2.9) : Students views about the main consequences of cheating in exam

Options	Number (students)	Percentage (%)
Ruined academic integrity	12	15%
Losing self confident	20	25%
All of them	48	60%
Total	80	100%

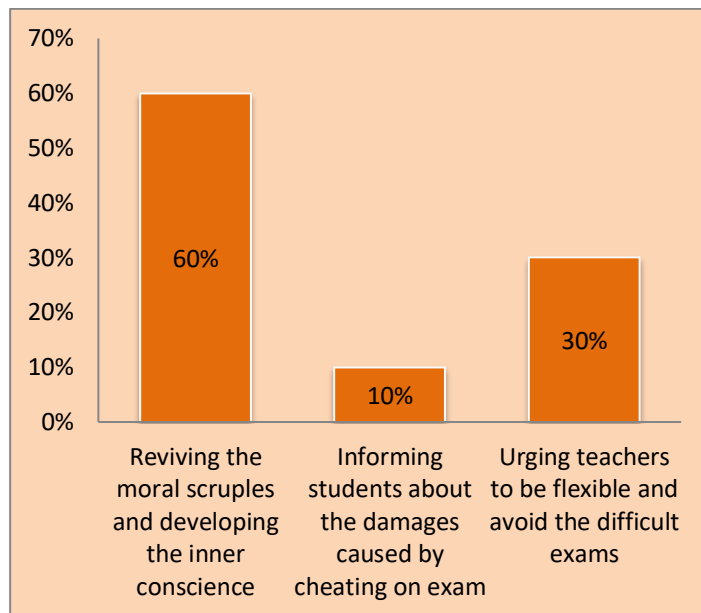


The findings indicate that the vast majority of students (62%) assert that both consequences that we had suggested can be considered as results to the phenomenon of cheating in exam. This means that this bad behaviour has bad results on the student himself and also on the academic honesty in general. (23%) of the students find that this misconduct affects only students and causes the loss of self -confidence. In other words, the cheater believes that he cannot succeed without cheating in exam. The third percentage (15%) of students say that cheating on exam ruined the academic integrity. This may be because when students cheat more and more and don't care to the punishment or to the warnings of their teachers and the administrative staff, so those matters will lose the control on the students, and that will break down the academic honesty.

Question Ten : What are the appropriate ways to reducing this unethical dilemma ?

Table / Graph (2.10) : Students views about the appropriate ways that can help us to reduce the phenomenon of cheating in exam

Options	Number (students)	Percentage (%)
Reviving the moral scruples etc	48	60%
Informing students aboutetc	08	10%
Urging teachers...etc.	24	30%
Total	80	100%



The table and the graph above shows that the majority of students (60%) assert that the appropriate way to reducing cheating in exam is reviving the moral scruples and developing the inner conscience . This means that the students have weak morals and do not applicate what did the Messenger Mouhamed *Peace Upon Him* said ; « If a person makes deceitful transaction with the Muslims, or put them to a loss, or cheats them, he is not of my followers. And when a person cheats a Muslim, Allah deprives him of Blessing in his livelihood, closes the means of his earnings and leaves him to himself ». For that we have to remind each other of this Hadith to know the right from wrong. Whereas (30%) of students find that the way that can reduce this bad behaviour is urging teachers to be flexible and avoid the difficult exams. This implies that students tend to cheat when they have difficult exam questions because it goes beyond their understanding and their preparations for the exams, additionally ; they declare that this is a part of the bad teaching process, so ; they wish that teachers will change the way they teach. The third percentage (10%) of students who say that the administrative staff and teachers should inform students about the damages caused by cheating in exam. This means that there should be a kind of awreens campaigns and

meetings about the dangers of this phenomenon , or instructions posted in school or the university campus or in its websites, because there are some students do not know the bad effects of this unethical behaviour on their academic path and on their life in general.

2.2 Teachers ‘Questionnaire :

2.2.1 Population of the Study :

Students are not the only ones who are supposed to answer this questionnaire. Teachers are also have a role on the phenomenon of cheating on exam and they should express and explore their views about this unethical act.They were from the University Center of Nour El Bashir, El Bayadh. Moreover, the questionnaire was distributed directly to the teachers and the process was randomly without any distinction.Yet, some of them were English teachers and the others were from different branches , because our research paper touches all the educational levels and branches. It is important to mention that our topic was well received by a large number of teachers , but we have received only 17 answers .

2.2.2 Description of Teachers‘ Questionnaire :

The questionnaire treats a sample of Algerian teachers in real instructional situations, which make the nature of the findings more tangible. Therefore it will be possible to deduce the teachers‘ attitudes towards cheating on exam behaviour. The design of this questionnaire is the same as the students‘ questionnaire. It is grounded on the theoretical part of this research and it consists of (10) questions which are close-ended questions , two of them should answered by (yes/no) and the others have a limited set of possible answers, that means we have given options for each question, as the respondents should choose one of them . These questions will lead to quantitative findings.

2.2.3 Teachers‘ Questionnaire Setting :

It was in the same day when students‘questionnaire was distributed i.e. on Juin 7th, 2021 at the university Center Nour El Bashir, The teachers whom we gave with

the current questionnaire were pleased, and I received positive feedback on the dissertation topic.

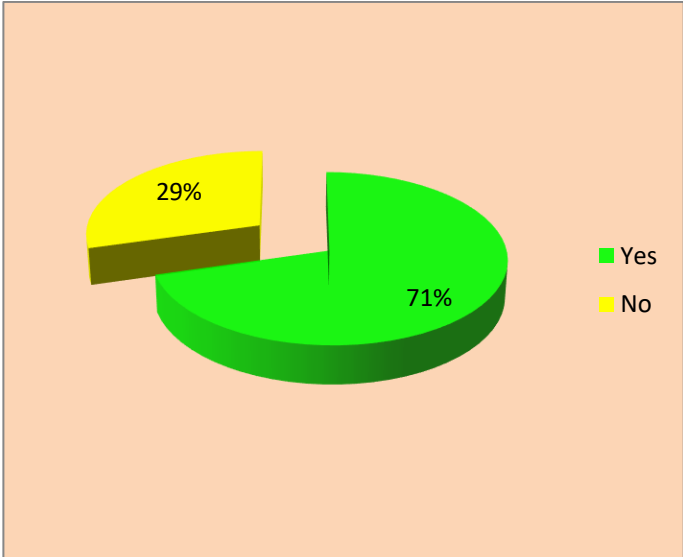
2.2.4 Data Analysis and Interpretations :

*** Analysis and Findings of Teachers‘ Questionnaire :**

Question one : Does the age of student has a role on the phenomenon of cheating in exam ?

Table / Graph (2.11) : Teachers views concerning the impact of the student age on this unethical act

Options	Number (teacherss)	Percentage (%)
Yes	12	70.58%
No	05	29.42%
Total	17	100%

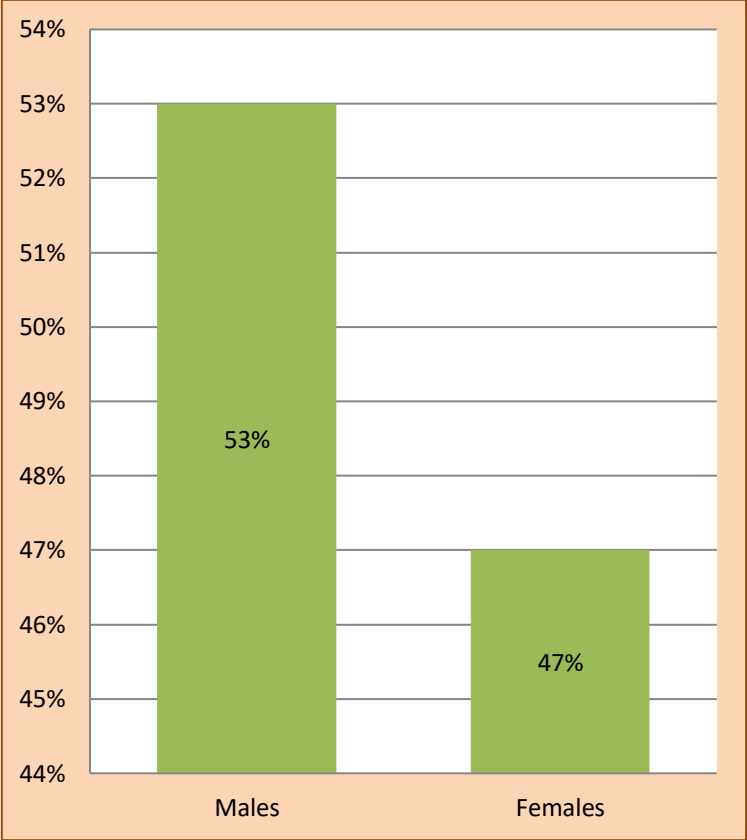


The findings that are shown on the table above indicate that the vast majority of teachers (70,58%) say « yes » and assert that teenagers tend to cheat more than adults. This means that adults see that cheating in exam as lying and cheating on yourself. While (29,42%) of teachers say «No » and refuse that only teenagers are guilty on this misconduct , thay declare that adults are also cheat in exams even if their age is more than 30 years old. In their opinion cheating behaviour is a habit, so when a person cheats in the adolescence he will cheat when he is an adult, additionally he will develop his means of cheating in exam.

Question Two : Which student‘ gender tend to cheat in exam more than the other ?

Table / Graph (2.12) : Teachers opinions about the ipmact of student gender on this unethical behaviour

Options	Number (teachers)	Percentage (%)
Males	9	53%
Females	8	47%
Total	17	100%

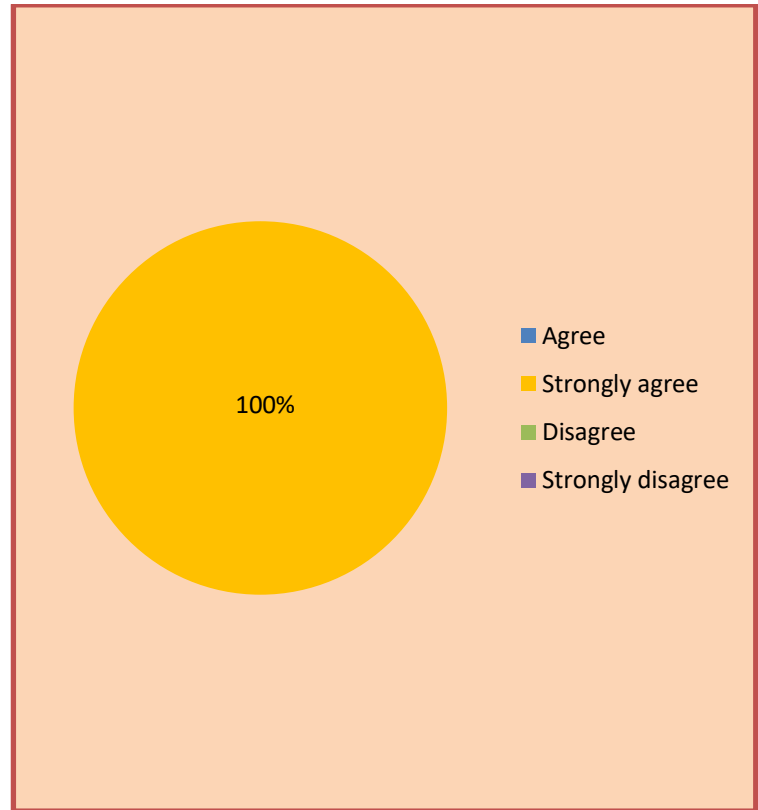


The findings above show that (53%) of teachers find that males cheat more than females, While (47%) of teachers find that females cheat more than males. Depending on this two similar percentages we can say that both of males and females are cheat in exam , and the difference between them were in the past when males were cheat more than femlales, but nowadays they are cooperete and help each other to do this misconduct.

Question Three : Successing by cheating in exam is considered as a failure ?

Table / Graph (2.13) : The obtained teachers views to know if it is true that successing by cheating considered as a failure

Options	Number (teachers)	Percentage (%)
Agree	No one	00%
Strongly agree	17	100%
Disagree	No one	00%
Strongly disagree	No one	00%
Total	17	100%

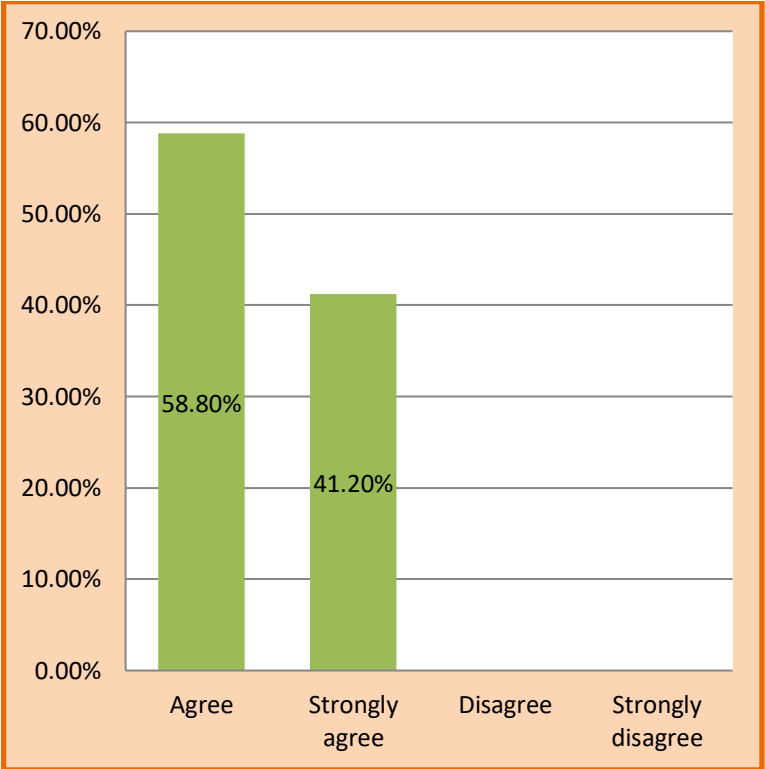


The findings above indicate that all teachers (100%) strongly agree that the students who succeed by cheating in exam are considered as failure persons. This implies that they don't make any efforts to succeed or to show their capacities , or what they did gain from their studies.

Question Four : Do you agree that the students who are dishonest in class are more likely to engage in fraud and theft when they enter the workplace ?

Table / Graph (2.14) : Teachers views about that the cheaters on exam will be cheat also on the workplace

Options	Number (teachers)	Percentage (%)
Agree	10	58,80%
Strongly agree	07	41,20%
Disagree	No one	00%
Strongly disagree	No one	00%
Total	17	100%

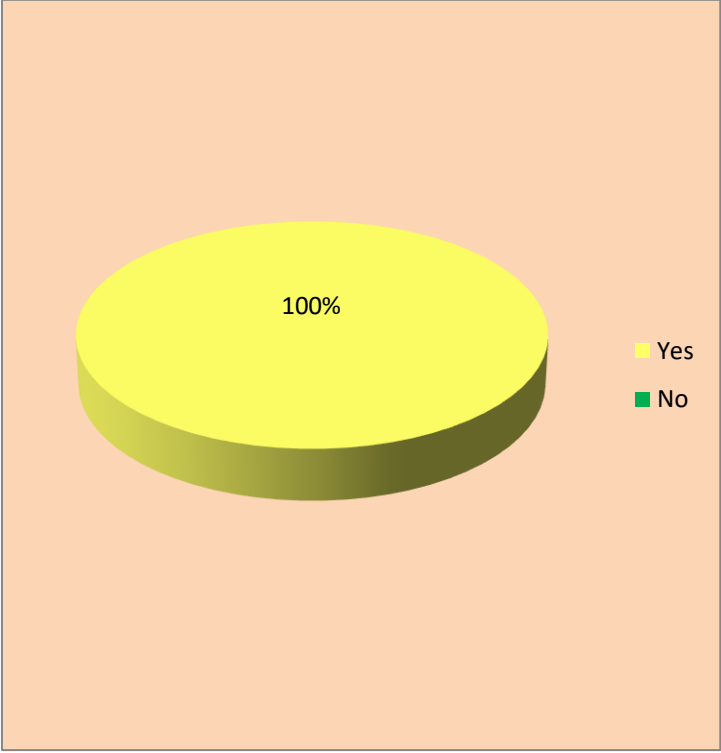


The findings above demonstrate that the answers are ranged from (58,8%) agree and (41,2%) strongly agree. This implies that teachers encounter this real on their workplace and may be one of their colleagues do that, and they declare that this is the main reason behind the low level of education in Algeria.

Question Five : Does the academic dishonesty affect also the honest students ?

Table / Graph (2.15) : The obtained teachers views to know if the cheaters in exam affect their classmates whom do not cheat

Options	Number (teachers)	Percentage%
Yes	17	100%
No	No one	00%
Total	17	100%

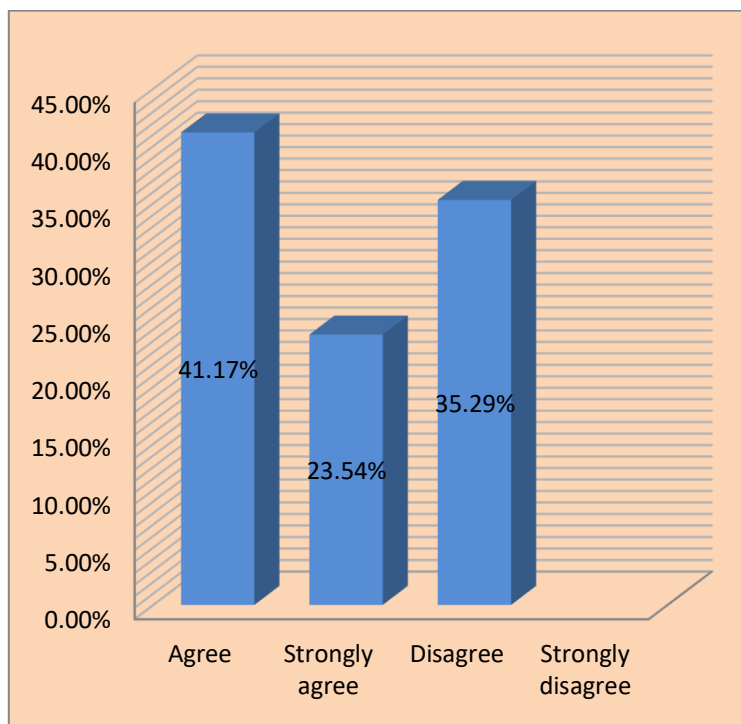


The findings above indicate that all teachers (100%) say « yes ». This means that the students who cheat in exam affect the ones who do not cheat by some way, even by annoying them when asking them the exam answers or distract their attention as they do when the teacher explaining the lessons (we can consider that as a kind of jealousy) , in addition to that they may share them wrong ideas such as « cheating in exam is not wrong , and all peoples do that ». The worst thing is that the honest students get affected by their words and engage on this misconduct.

Question Six : Cheating in exam is an unethical act that its effects extend to the state institutions ?

Table / Graph (2.16) : The obtained teachers views to know if the bad effects of cheating in exam extended to state institutions

Options	Number (teachers)	Percentage (%)
Agree	07	41,17%
Strongly agree	04	23,54%
Disagree	06	35,29%
Strongly disagree	No one	00%
Total	17	100%



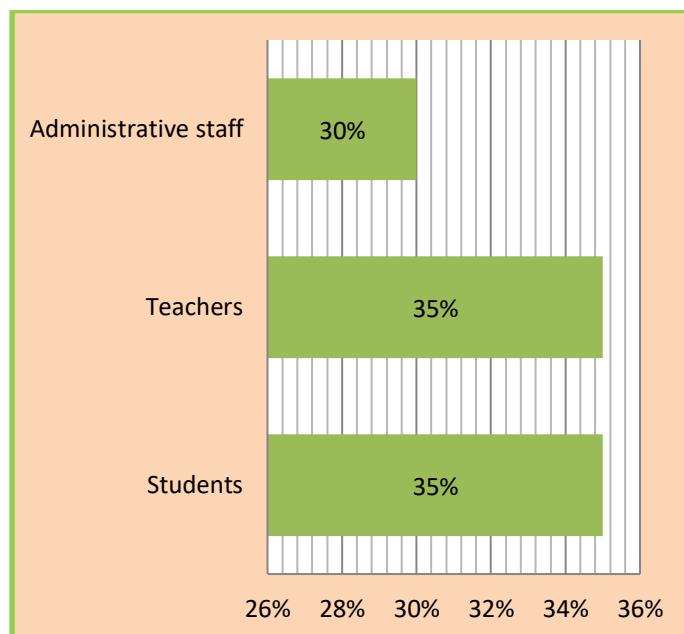
The findings shown in the table and the graph above demonstrate that (41,17%) of teachers agree and (23,54%) strongly agree. This means that cheating in exam is a bad behaviour that can distract the science and the scientific research. Therefore : there will be no value to the university which considered as the way out of the state'tires.

As a result the collapse of science lead to the collapse of the state. Whereas (35,29%) of teachers disagree. This implies that they find that the process of selecting the workers of the state institutions is very accurate, as they are subject to several oral and written competitions under a heavy guard, and their files are studied well to find out the degree of their experience and other details.

Question Seven : According to you who has the greatest share in the development of this unethical conduct ?

Table/ Graph (2.17) : The expected teachers views to know the responsible on the development of this phenomenon

Options	Number (teachers)	Percentage (%)
Students	06	35%
Teachers	06	35%
Administrative staff	05	30%
Total	17	100%

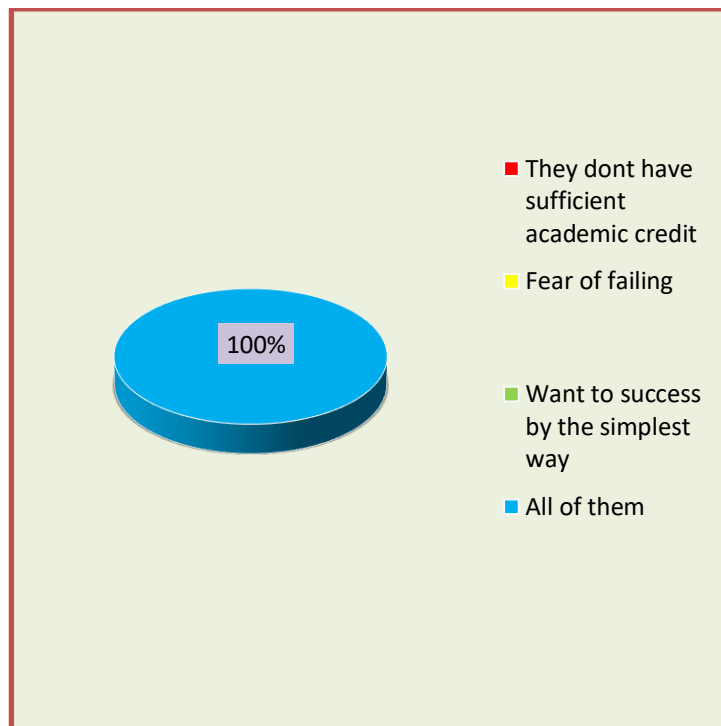


The findings shown above indicate that the teachers declare that all of students, teachers, and administrative staff have a share on the augmentation of cheating in exam phenomenon , and as we see the percentages are similar ;(35%) choose teachers ,(35%). This implies that this is may be due to the bad teaching process and the way they deal with their students , because when students dislike the teacher and his / her bad treatment , they will dislike also his/her module and do not focus during his/her explaining. As a result ; students will cheat in exam . Also a percentage of (35%) of teachers chose students . This is mean that whatever the attempts of teachers and administrative staff been to aware students about the damages of cheating in exam, students will cheat and that may be make them insist on this misconductand. Whereas (30%) of teachers chose the administrative staff. This indicate that this latter does not take the necessary precautions to fight the phenomenon of cheating in exam . They add that the educational system which established by the Ministry is the responsible in all that problems , so ; it must be study well.

Question Eight :What are the main reasons that lead students to cheat in exam ?

Table/ Graph (2.18) : The obtained teachers views to find the reasons behind cheating in exam

Options	Number (teachers)	Percentage (%)
They do not have sufficient academic credit	No one	00%
Fear of failing	No one	00%
Want to success by simplest way	No one	00%
All of them	17	100%
Total	17	100%

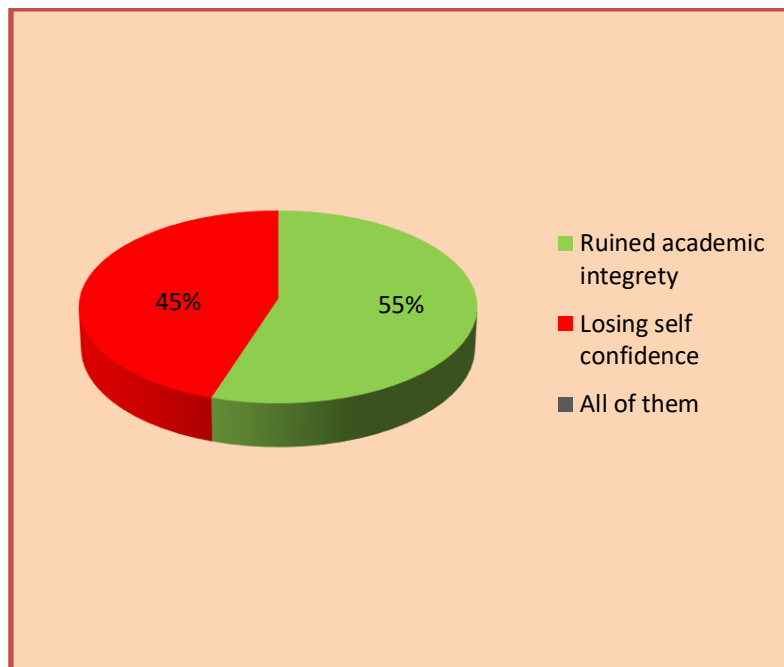


According to the findings above (100%) of teachers assert that all the options that we have proposed are considered as main reasons behind this unethical act. The first reason is that students do not have sufficient academic credit, and this is due to their neglect, the lack of lessons revising, and the lack of the attention when the teacher is explaining the lessons. The second reason is that students have a kind of fear of failing, and this is concerned with the personality of the student. The third reason is that the students tend to cheat because it is the easier way to succeed, and this saves them the fatigue of revision and memorization.

Question Nine : What are the main consequences of this unethical act ?

Table / Graph (2.19) : The obtained teachers views to find the consequences of cheating in exam behaviour

Options	Number (teachers)	Percentage (%)
Ruined academic integrity	09	55%
Losing self confident	08	45%
All of them	No one	00%
Total	17	100%

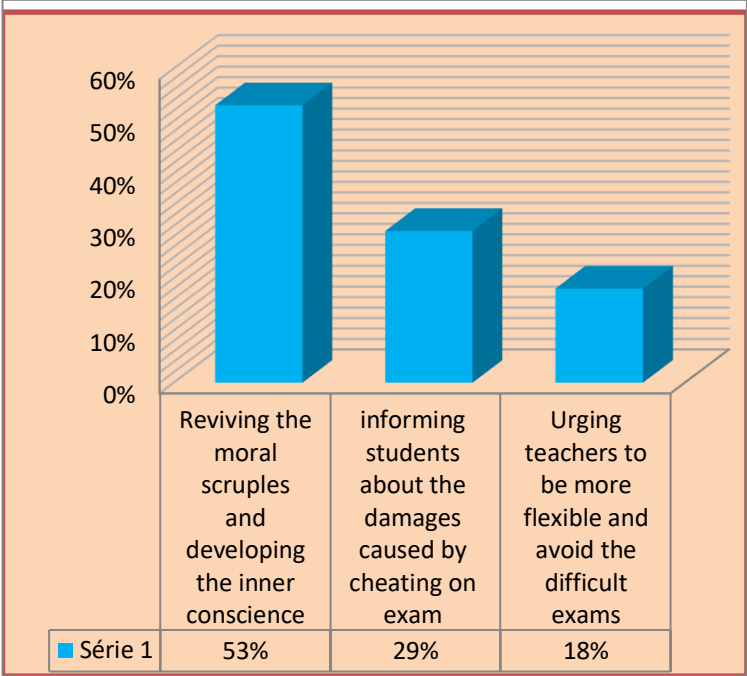


The findings indicate that (55%) of teachers find that the main result that this unethical act can cause it is to ruined academic honesty. This means that cheating behaviour will create a generation of liars that they do not preserve the academic integrity , they will not preserve the security and the stability of their state when they become tires in it. Put it in other words ; we should give some examples , the patient will die at the hands of a doctor who succeeded by cheating. The houses will collapse at the hands of an engineer who succeeded by cheating, and the worst is that ignorance is rampant in the mindes of our children at the hands of teacher who succeeded by cheating. Wheraes (45%) of teachers declare that the main consequence is that student will lose his self confidence. This means that he does not beleive on his capacities and that he cannot succeed without cheating.

Question Ten : What are the appropriate ways to reducing this unethical dilemma ?

Table / Graph (2.20) : The obtained teachers views to find the appropriate ways that can reduce the phenomenon of cheating in exam

Options	Number (teachers)	Percentage (%)
Reviving the moral scruples..etc	09	53%
Informing students..etc	05	29%
Urging teachers ..etc	03	18%
Total	17	100%



The findings above demonstrate that the majority (53%) of teachers find that the self-reform of the student is the appropriate way to reduce this unethical act. This can occur through reviving the moral scruples and developing the inner conscience and remind them that this is not a characteristic of a Muslim . (29%) of teachers say that students should know the damages caused by cheating in exam on the student himself and on his life and state in general. While only (18%) of teachers declare that urging teachers to be flexible and avoid the difficult exams is the way to reduce this misconduct . This implies that there are some teachers who put difficult questions which only the excellent students can answer without caring to the weak students ,cosequently ; those latter tend to cheat in exam.

3) Conclusion :

This chapter focuses on obtaining reliable data about teachers and students' attitudes towards cheating in exam. According to the findings that are obtained from the two questionnaires , it is worth noting that the bad impact of this phenomenon does not stop when a student finish his/her educations and graduate ,rather it will go beyond reasonable limits to reach also the state institutions because the cheaters in exam are more likely to engage in fraud , theft, bribery, and other unethical acts when they enter the workplace. Moreover, all the participants are unanimous, and they express their fear from the spread of this phenomenon, and declare that the concerned authorities should take quick and deterrent measures to reduce it.

General Conclusion:

Through our research on the phenomenon of cheating in exam, it became clear to us that it is a reprehensible behavior rejected by mind, law, religion and society. Therefore, it is considered as a form of corruption That threatens the values of society and the individual's behavior and lifestyle. This unethical act has spread in the absence of deterrent penalties. So; efforts must be combined for all concerned parties, including the education Ministry, administrative staff, teachers, parents and students, so that each one of them seeks to find a solution to this phenomenon from its perspective and to ensure the application of honesty as a religious obligation, national responsibility and personal habits That benefit its owner with good, in order to build a civilized society that combines knowledge and virtue. That is to say, the results and discussion have indicated that our suggested hypotheses are supported.

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Appendices:

Appendix A: Students Questionnaire

This study aims to investigate cheating in exam as the route of an unethical dilemma. We will be very grateful if you accept to fill it since your answers may be very useful and clarify the matters for us the most honestly possible. This would take less than fifteen minutes. We guarantee full confidentiality of your answers. Thank you for cooperation.

- 1) Does the age of student has a role on the phenomenon of cheating in exam ?
 - Yes
 - No
- 2) Which student' gender tend to cheat in exam more than the other ?
 - Male
 - Female
- 3) Succeeding by cheating in exam is considered as a failure ?
 - Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
- 4) Students who are dishonest in class are more likely to engage in fraud and theft when they enter the workplace ?
 - Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
- 5) Does the academic dishonesty affect also the honest students ?
 - Yes
 - No
- 6) Cheating in exam is an unethical act That its effects extend to state institutions ?
 - Agree
 - Strongly agree
 - Disagree
 - Strongly disagree
- 7) According to you who has the greatest share in the development of this unethical conduct ?

- Students
- Teachers
- Administrative staff

8) What are the main reasons That lead students to cheat in exam ?

- They dont have sufficient academic credit
- Fear of failing
- Want to success in the simplest way
- All of them

9) what are the main concequences of this unethical act ?

- Ruined academic integrity
- Losing self confidence
- All of them

10) What are the appropriate ways to reducing this unethical dilemma ?

- Reviving the moral scruples and developing the inner conscience
- Informing studebts about the damages caused by cheating in exam
- Urging teachers to be flexible and avoid the difficult exams

Appendix B : Teachers Questionnaire

This study aims to investigate cheating in exam as the route of an unethical dilemma. We will be very grateful if you accept to fill it since your answers may be very useful and clarify the matters for us the most honestly possible . This would to be less than fifteen minutes . we guarantee full confidentiality of you answers . Thank you for cooperation .

1) Does the age of student has a role on the phenomenon of cheating in exam ?

- Yes
- No

2) Which student' gender tend to cheat in exam more than the other ?

- Male
- Female

3) Succeeding by cheating in exam is considered as a failure ?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

4) Students who are dishonest in class are more likely to engage in fraud and theft when they enter the workplace ?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

5) Does the academic dishonesty affect also the honest students ?

- Yes
- No

6) Cheating in exam is an unethical act That its effects extend to state institutions ?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

7) According to you who has the greatest share in the development of this unethical conduct ?

- Students
- Teachers
- Administrative staff

8) What are the main reasons That lead students to cheat in exam ?

- They dont have sufficient academic credit
- Fear of failing
- Want to success in the simplest way
- All of them

9) what are the main concequences of this unethical act ?

- Ruined academic integrety
- Losing self confidence
- All of them

10) What are the appropriate ways to reducing this unethical dilemma ?

- Reviving the moral scruples and developing the inner conscience
- Informing studebts about the damages caused by cheating in exam
- Urging teachers to be flexible and avoid the difficult exams