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RESEARCH ARTICLE

STUDYING FACTORS INFLUENCING EXAMINATION CHEATING

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ABSTRACT

All people are familiar with the meaning and concept of Cheating, although Cheating can be attributed to many meanings; but this research will report factors influencing examination' cheating and how to avoid them. Cheating in exams weakens the evaluation process, the quality of teaching and public confidence in the process of evaluation, and also eliminates scientific honesty which is one of the key factors in the learning process. Cheating exams lose their meaning and universities and other academic institutions cannot properly integrate people into community based on their abilities. Therefore, the research objective is to investigate the causes of cheating in examinations and presents strategies to prevent it among students at Herat University Education Faculty, Herat Province Afghanistan. The research use a quantitative method. The sample size consisted of 240 students from 10 Different departments of Education Faculty, Herat University. The data was analyzed using statistical package for Social Sciences (SPSS). The students were asked to complete the questionnaire. Using factor analysis, four factors were extracted: (a) The role of family and community (b) The role of students for not good preparation (c) The role of teachers and teaching methods (c) The role of education institutions based on these results, I discuss possible factors for examination cheating in university classes in Education Faculty Herat University.

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INTRODUCTION

Academic dishonesty is found at all levels of schooling from grade school to graduate school and is a growing problem at postsecondary institutions (Wideman, 2008). Exam cheating is an unlawful act. Some researchers such as Syam and Al-Shaikh (2013) proclaimed that the student's cheating in exams is a type of student injustice to himself, which is a moral crime, and if the monitor help during his/her monitoring for the exam then he/she is as student's partner in crime. In another interpretation we can say the cheaters are like thieves but in a different way as there are fear, secrecy and violation to others rights in thievery the same in cheating and also cheating is something like saying lie. Cheating is usually go along with the student whenever he moved to a higher stage, and become as addiction. There are the factors that lead students to cheating as Nyamwange, Ondima and Onderi (2013) asserted that Cheating occurs when learners come across competition, poor preparation, poor invigilation, inadequate facilities, ineffective teaching and anxiety. Formerly Mastrandrea and Bedore (2013) define cheating as "the act of taking an unfair or unearned advantage, usually through dishonesty. In academics, it most typically means taking unearned credit." Thus, this study aims to analysis various causes contributing to

examination cheating and how avoid them among students of Education Faculty, Herat University. Consequently, research on factors of cheating is essential for the effective teaching and examination. The study also focuses on cheating as an educational problem could be removed not only in the study locale but also in the entire education system.

Problem Statements

First of all lack of enough research on this context in Afghanistan, requires such topics to be academically investigated. Furthermore examination Cheating is very annoying for teachers, invigilators and some students who do not cheat. Our country in these last decades had been the witness of many problems such as civil war, famine and instability all these are good causes for different kinds of cheating and exam cheating is one of those problem. The students try to take their wanted scores in different ways such as cheating, threatening the teachers, giving bribe and crying and moaning. Be addicted by cheating in school then at university influence the students' future and we would have demotivated and cheater students. So it is necessary to analyse which factors influences these cheating and ways of avoiding examination cheating, to have a clear and strong education system.

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Objective

To investigate the causes of exams cheating among university Students.

Significance of Study

Education system is the backbone of a society because it play a vital role in the overall development of any humanity. The connection between education and development is very close since the improvement of any society directly depends on the quality of its people which is come from education system so it is necessary each society have a clear education system without any cheating. The value of training of any society's people is measured by its examinations. Therefore the honesty of any country's examinations should be protected in order to accurately measure the standard of training produced by its education system. As well as doing such studies will assist professors, students and invigilators to better understand the Psychology of the students. Also the reasons for cheating will be helpful to recommend solutions that will improve the exam environment and the examinations would be more trustworthy and reliable. In a society there is no cheating at schools and universities there wouldn't be lying, violation to others rights, unhealthy competition, stealing and dishonesty. The role of the teacher, teaching methods and the difficulty of exams.

Research Questions

1. What are the main causes of exam cheating among Herat university students?

Literature Review

Cheating phenomenon in education is becoming worst and it is taking place at any level of education in any country, as Mastrandrea and Bedore (2013) define cheating, Mastrandrea and Bedore (2013) define cheating, "The act of taking an unfair or unearned advantage, usually through deception. In academics, it most typically means taking unearned credit." On the other hand, Nyamwange, Ondima and Onderi (2013) also claim that cheating is an affective factor that widely hinders the learning process. Cases influencing examination cheating contain: examination anxiety, lack of facilities, hard competition, poor preparations, and insufficient invigilation of the examinations (Hadjar, 2017). First Many of the individual and contextual factors that are related to cheating can be included under a motivational framework whereby students 'decisions to cheat or not cheat can be understood as coming from their answers to three motivational questions: "What is my goal?", "Can I do this?", and "What are the costs?" Framing dishonesty in this manner has implications not only for teaching practices, but also for theories of motivation. Students may respond to low self-efficacy or high needs for achievement by being dishonest, rather than simply by increasing or decreasing effort, changing their learning strategies, or self-handicapping. Thus, future motivation research should more regularly recognize cheating as a potential method for achieving one's classroom goals. Accomplishing this objective may push motivational researchers to expand their theories to include both moral development and decision-making components (Murdock and Anderman, 2006). After that the negative impact of cheating on learning has encouraged some researchers to investigate the

causes of cheating. For example Syam and Al-Shaikh, (2013) detected that the reasons of cheating can be divided into Physiological factors such as fear of failure and warning parents; and work related reasons such as large class sizes, the teacher, and Invigilator mercy. As well as Trevor (2001) found the causes for academic cheating are wide-ranging, but frequently involve an official system that inhibits the reporting of cases, a lack of support from organization in difficult cases and the fear of lawsuit. On the other hand with the growth of new examination methods and tackles, new cheating methods have been born therefore. Advanced communications and the fast development of Internet, more and more cheatings with all kinds of the means happens especially among students. It has shown that the proportion of college students who had cheating experiences is up to 90% (Jiamin *et al.*, 2015). Beside all those reasons Khodaie, and others (2011) also found that reasons like education level, age, quantitative study and education of father have a very important role in motivation of cheating. According to the results reported in 95% of students cheated on a test during the school year admitted, the amounts of people who have managed to cheat 70% have been reported. Understanding the reasons for cheating can be direct responses to people, hard materials, and teacher indifferences and at the end of a serious failure to lack of students study noted. More students who have a history of possible cheating committed dishonesty in the future for them are more than others.

However Students cheating known by many names...unethical behaviour in higher education, academic fraud, academic misconduct. It takes many forms...plagiarism, cheating on tests or exams, cyber cheating. But all describe the characteristics of the same phenomenon: academic dishonesty. It is met in all societies and in the academic environments since ancient times (Rujoiul, 2014). As Jensen (2002) report that students use from different cite like Cyber essays, School Sucks and House of Cheat to do their homework, project and research paper. Furthermore empirical studies have also explored different types of cheating used in educational context. For instance, Dodeen (2012) measured 928 students (33% males, 67% females) from the United Arab Emirates University and found common cheating types or behaviours during college he stated that the three most common cheating methods used by students were looking at another 's test paper ,using a system of signals and writing on hands, desks. These results are similar to what has been found in some other studies (Abed Raboh, 1994 study (as cited in Dodeen 2012). An interesting finding was the high percentage of students who acknowledged to having helped other students to cheat. Research showed that students commonly reported helping someone else to cheat more common than cheating for oneself. Likewise a research by .Simkin and McLeod (2009) show the reasons why students cheat. This article reports the results of a study that useful the theory of reasoned action and limited least squares methodology to analyse the responses of 144 students to a survey on cheating behaviour. Approximately 60% of the business students and 64% of the non-business students admitted to such behaviour. Among cheaters, a "desire to get ahead" was the most important motivating factor – a surprising result given the comprehensive set of factors tested in the study. Among non-cheaters, the presence of a "moral anchor" such as an ethical professor was most important. But West, Ravenscroft and Shrader (2004) concluded that the relationship between moral judgment scores and cheating actions was not significant. As well they found the relationship

of moral judgments to moral behaviour growths as the utilizer score rises. Also they reported that honesty in self reports of behaviour will be definitely related to moral judgment. Medical faculties throughout the world should be free from any type of fraud. Because all the members of this collection somehow deal with the lives of humans. But unfortunately, fraud has also been reported at the medical universities also. As Desalegn and Berhan (2014) found that one in five students of Hawassa University College of medicine and health science cheats even though the majority regarded it as an unacceptable behavior. It also found that current cheating in the university is very strongly associated with cheating in high school, cheating on the entrance examination, field of study, year of study and passive cheating. Cheating was also found to be strongly associated with dining outside university cafeteria and substance abuse. Cheating was significantly associated with absenteeism from lecture class, attendance at private school and amount of pocket money. On the other hand gender, age, background, parental education level, liking field of study, were not significantly associated with cheating at the university. Cheating at a university could well be a predictor of workplace dishonesty and workplace dishonesty among medical and health professionals has dire consequences for human life. At a wider level, it negatively affects social values and weakens the economy because it produces health care professionals with questionable identifications. As a result, it has been suggested that there are many reasons for cheating exam in the classrooms. Nyamwange, Ondima and Onderi (2013) investigated that cheating is an affective factor that widely delays the learning process. Cases influencing examination cheating contain: examination anxiety, lack of facilities, hard competition, poor preparations, and insufficient invigilation of the examinations. As well as Students use different types of cheating by way of Jensen (2002) report that students use from different cite like Cyber essays, School Sucks and House of Cheat to do their homework, project and research paper. Dodeen (2012) interesting finding was the high percentage of students who acknowledged to having helped other students to cheat. As Shrader (2004) found that there is not a close relationship between moral judgment scores and cheating actions. Therefore, this paper expands on a study which investigated the causes of Academic cheating. The areas in which students and teachers were most anxious about while cheating was discovered. This research also would have suggestions on the preventing of cheating.

METHODS

Participants

This study targeted university students attending all seniors of 10 departments of Education Faculty, Herat University in Herat province, Afghanistan. All 10 departments' senior students were chosen for sampling based on simple random sampling method. The population out of which the sample was selected included 581 students. Morgan sampling formula indicated the sample size to include 240 participants. All students, including 183 females and 57 males whose age ranged from 20 to 30 years old.

Procedure

Participants filled in the questionnaire in October 2018 during fall semester time. It took 10 to 20 minutes to complete the questionnaire. The data analysed by SPSS software.

Instrumentation

Syam and Al-Shaikh (2013), reviewing the results of previous studies about the possible cheating factors, investigated effective factors on cheating. Then, they devised a 5-point likert type scale questionnaire based on those effective factors. This questionnaire consists of 22 questions. The information gathered from the participants was on the following themes: Role of family and community, the role of student's for not good preparation, the role of teachers and teaching methods and the role of education institutions. The questionnaire also included two questions about asking students about some methods for avoiding cheating and some suggestions to reduce the cheating in exams.

We piloted the questionnaire with 15 university students to check the wording of the items.

Answering the questionnaire was optional and the answer key of the questionnaire is as the following:

Strongly Agree = 1, Agree = 2, No opinion = 3, Disagree =4, strongly Disagree = 5

We may categorize the questions of the questionnaire into six categories:

- Category 1: The role of the family and the community to reduce or increase the phenomenon of cheating
- Category 2: The role of the students for not good preparation for the exam.
- Category 3: The role of the teacher: Teaching methods and the difficulty of exams.
- Category 4: The role of educational institutions and school administrations.
- Category 5: Asking students about some cheating methods.
- Category 6: Some suggestions to reduce the cheating in exams.

The questionnaire also included four questions about the consequences of cheating and how it can affect their future employment: (a) the media contribute to the development of the phenomenon of cheating by showing it as a normal comedy template in programs and series. (b) If you cheat as a student then you will cheat as an employee. (c) Cheating in exams leads to a lack of a sense of responsibility in the future. (d) Cheating in exams leads to killing the spirit of competition among students.

Research Method

The present study is quantitative /mean method. In this research, data analysed by SPSS. Soft wear. Reliability was calculated using Cronbach alpha coefficient formula. Validity of the questionnaire was checked through factorial validity calculations.

RESULTS

Descriptive statistics for examination cheating factors

Also we asked the students to give a percent (out of 100%) on the following statements, their opinions are summarized in the following table:

Descriptive statistics for male and female students on exam cheating factors					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	57	23.8	23.8	23.8
	female	183	76.3	76.3	100.0
	Total	240	100.0	100.0	

Cheating factors		The role of institutions	The role of family and community	The role of students for not good preparation	The role of teachers and teaching methods
N	Valid	240	240	240	240
	Missing	0	0	0	0
	Mean	2.74	2.65	1.68	2.76
	Std. Deviation	.754	.850	.508	.803

The Questions	Percentage
The media contribute to the development of the phenomenon of cheating by showing it as a normal comedy template in programs and series.	38 %
If you cheat as a student then you will cheat as an employee.	61 %
Cheating in exams leads to a lack of a sense of responsibility in the future.	92 %
Cheating in exams leads to killing the spirit of competition among students.	91 %

I used the quantitative/mean design to analyse 240 voluntary students' questionnaires that asked questions on cheating behavior. My major findings were as follows: (1) Most of the students believed that the teachers and teaching methods are the main cause of cheating (2) The next important reason why the students in our sample cheated was the educational institutions (3) Also the family and community is the third factor that reason exam cheating. (4) The last factor is not good preparation of the students. Beside the mentioned variables the students answer the questions which were about the relation of cheating and the problem they may face in their future life. 61% of students believed that

"If you cheat as a student then you will cheat as an employee". 92% of students answered "Cheating in exam leads to a lack of a sense of responsibility in the future". 91% of students said that "Cheating in exams leads to kill the spirit of competition among students". 38% of students thought that "the media contribute to the development of the phenomenon of cheating by showing it as a normal comedy template in programs and series".

Causes of Cheatings

- Poor teaching quality and high volume of lessons as well as incomplete lessons.
- Students lack of educational foundation to grasp the lessons making it difficult to analyze lessons.
- Lack of motivation to learn.
- Due to uncertainty of their future, student motivation to learn is low.
- Students believe the lessons are not helpful in their work environment.
- Exam questions are not standardized.
- Students experience exam anxiety and lack of self-confidence
- Rather than learning the materials, students memorize the material as a means to a passing grade or degree.
- Poorer students are working many hours, causing them to miss classes or lack time to study.
- Because of the threat of danger, students are distracted.
- Lack of appropriate space to take the exams.
- Parents do not support students preparing for their exams.

- Students engage in unhealthy competition in the classroom, distracting from the lessons.
- Absenteeism and/or not paying attention during classes.
- Cheating has become accepted so there is a lack of consequences.
- Lack of coordination and standards between the Exam Committee, the instructors, the
- Department and the Directorate.
- Peer pressure to help students cheat on exams.
- Students are distracting others by asking questions during exams.

Suggestions to Decrease and Avoid Cheating

- Provide students with information about the exam questions before exams.
- Students engage in unhealthy competition in the classroom, distracting from the lessons.
- Absenteeism and/or not paying attention during classes.
- Cheating has become accepted so there is a lack of consequences.
- Lack of coordination and standards between the Exam Committee, the instructors, the department and the directorate.
- Peer pressure to help students cheat on exams.
- Students are distracting others by asking questions during exams.
- Exam questions should be clear and typed correctly
- Make students aware of the consequences of cheating and how it can affect their future employment.
- Make students aware of the religious and societal perspective on cheating.
- Create a healthy environment where lessons are interesting and the focus in on learning.
- Give daily assignments and frequent quizzes.

Suggestions to Decrease and Avoid Cheating

- Provide students with information about the exam questions before exams.
- Exam questions should be clear and typed correctly

- Make students aware of the consequences of cheating and how it can affect their future employment.
- Make students aware of the religious and societal perspective on cheating.
- Create a healthy environment where lessons are interesting and the focus is on learning.
- Give daily assignments and frequent quizzes
- Complete lessons before exams so that students will be aware of their learning deficiencies and seek help and clarification.
- Create scientific and spiritual goals with students so that students have a clear pathway to their future.
- Find ways to eliminate the fear of exams thereby raising student confidence.
- Establish a dialogue and collaboration between students, professors and department's to find ways to eliminate cheating.
- Install cameras in test sites as well as proper exam proctoring.
- Collect cell phones and other electronics before exams.
- Help students establish daily study routines to avoid 'cramming and facilitate true learning.
- Avoid discrimination in the classroom.
- Provide exams electronically.
- Establish an independent exam office
- Find ways to establish a friendly and cooperative relationship between students and instructors, including addressing generational gaps.

Conclusion

The present study highlighted the factors which causing the exam cheating of university students of Education faculty Herat University. This study has implications on Herat university teachers to know the causes of exam cheating among their students and devise possible solutions to help students cope with them. According the finding of present research the teachers and teaching methods are the main factor for cheating as well as the other factors which mentioned. So this phenomena need more research to gain deeper insight to facilitate the problem. Cheating in exams weakens the evaluation process, the quality of teaching and public self-assurance in the process of evaluation, and also removes scientific honesty which is one of the key factors in the learning process. Cheating exams lose their meaning and universities and other academic institutions cannot properly integrate people into community based on their abilities. The finding of this study are also significant for the researchers in Afghanistan who are currently working on the issue of examination cheating.

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