An Investigation on the Frequency, Motives, and Strategies of Cheating in Exams: The case of First year EFL classes at the University of Mohamed Seddik Ben Yahia, Jijel

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Dedication

We dedicate this work:

to the people who believed in us and gave ushope:

our caring and devoted parents;

our brothers and sisters;

to the kindest friends we have ever met Yassmine, Fatima, Kenza, and Halima;

to all those who prayed for us and besought God to help us.

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Abstract

Cheating on exams has been increasingly apparent and a perennial problem in academic institutions. This study attempts to investigate the frequency of engagement in cheating among first year English students at the University of Mohammed Seddik Ben Yehia.Jijel, their main motivations behind it, and the common strategies used for this behavior. In order to investigate these research aims, two questionnaires were addressed toEFL teachers and students.Also, an interview with students was carried out to crosscheck the results obtained from the aforementioned tool. The results show that most of students often cheat on exams and their most frequent motives for cheating are lack of preparation, desire for gaining better grades, and the feeling under pressure. In addition, the most common strategies students tend to used for cheating are technology devices, crib notes, and copying others' work. Finally the study suggests a number of recommendations in order to help decrease the rate of cheating in exams.

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List of Abbreviations

FL: **F**oreign **L**anguage

SL: **S**econd **L**anguage

LL: **L**anguage **L**earner

MLAT: **M**odern **L**anguage **A**ptitude **T**est

EFL: **E**nglish as a **F**oreign **L**anguage

Q: **Q**uestion

General introduction

1. Background of the Study

Both students and teachers have responsibility for maintaining an appropriate learning environment; students usually attend and listen carefully in class, participate, take part in discussions, ask questions to teachers, and revise before the examination. They have to prepare themselves well before in order to succeed. However, many students are not motivatedfor studying, not sure of their skills and knowledge, and have fears of not passing some exams and tests. Hence, they tend to take the easiest way to succeed through cheating.

Cheating is called academic dishonesty; in other words, it is gaining unfair advantage in a competitive situation. Some of the most common forms of cheating arethe act of copying and presenting someone else's work as ones' own work; also, the use of any dishonest meansto complete a task without actually having to complete it themselves. Another form of cheating can be explained as distributing or receiving information during examinations.

Psychologists are providing insight into why students cheat explaining that cheating is so common these days; sometimes it is necessary for them to succeed in their tasks and can extend to failure and dishonesty later in life. The main motives for cheating students are the increasing amounts of pressure to succeed academically in order to determine their future; for example, tograduate, get a job or realize ones' self.

Since a great majority of students do actually cheat, they end up upsetting the scale of examination which is to determine the students' level of acquisition.It can be said that there are no strict measures taken to prevent or at least limit the effects of cheating on the learning environment, hence, the system's tolerance.It is knownthat cheating is a bad habit and unfair to others and that once a student succeedsafter cheating, he will most likely do it again. But

beforewe canget rid of it, we must first understand the motives and reasons that make students cheat.

Cheating on exams is not new, this problem has always been there,and it has existed since the down of history.For the last few decades, studies have been carried out about cheating among high school and college students. The results may vary from one study to the other but the one thing that they all have in common is that cheating is a widelyspreadbehaviour.

In 1964, the first study aboutcheating was published by Bill Bowers who surveyed more than 5,000 students in colleges and universities. He found out that almost three fourths of the students had engaged in one or more incidents of academic dishonesty. The end result of his survey has been a series of studies that have advanced our understanding of why students cheat.

About 30 years later thatsame study was replicated by Maccabe and Trevino (1997) onnine of the schools who had participated in Bower's original survey; they concluded that acts of cheating that are deemed to be more severe are copying from another student and assisting another to cheat. Moreover, peers' behaviour provides a kind of normative support for cheating. According to Maccabe (1997)there have always been strugglingstudentswhocheat to survive, but more and more, there are students at the top whocheat to thrive.

It was found by a number of researchers that cheating rate is higher in exams than in other situations (Barnett &Dalton, 1981; Bowers, 1964). According to Eve and Bromley (1981), 43% of students were found to be either giving another student answers or copying answers from another student during an exam.

Another study conducted by Ivanova (2015) which aimed to define academic fraud in higher education, describes the most common used strategies and motives of this problem. The statistics of her research showed that 85% of students chose cheating from textbooks,

reference books, lecture notes, crib sheets and othersimilar sources. 69% of students chose cheating by copyingotherstudents'.22% chose cheating by simply leaving the examination hall. Another 20% chose sitting for the exam instead of anotherstudent. With regard to the motives of cheating, the majority of studentsstatedthat grades are more valued thanactual knowledge and thatknowledgewill not be of use to them in the future.Cheating is considered as any act of falsely acquiring and presenting a piece of information on an evaluation process.

2. Statement of the problem

Cheating at academic settings especially in exams has currently become a much debatedissue which raises the attention of almost all people around the world.This research study will attempt to explore how often students cheat in exams, their motives to cheat and the strategiesthey use to do so.

3. Research questions

The majority of students believe that cheating is bad, yet,there are still many who perform it.After cheating once, some students become familiar with it and view it as a normal behaviour.This serious problem could have many reasons and many strategiescould be employed. To probe into the problemthe following questions are posed:

1. How often do first year EFL students at the university of MohemmedSeddik Ben YahiaJijel cheat in exams?
1- What causes them to cheat?
2- What strategies do they use to cheat?

4. Hypothesis

The hypothesis that this piece of research will attempt to investigate are the following:

1-Studentsoften cheat in exams.

2-The main motives for cheating are students' lack of preparation and desire to succeed or pass by achieving good grades.

3-The most common forms of cheating in exams are copying someone else's work, collaborating with other students and not reporting them, distracting the teacher, and the use of dishonest means.

5. Aims of the study

The overall purpose of the study is, to investigate how often students cheat in examinations, the motivating factors behind it,andthe strategies used for cheating.

On the one hand, the aim of the study is to analyse the situation of students' cheating and understand whatleadthem to engage in such behaviour. By studying these causes, we can help reduce cheating.On the other hand, throughknowing the strategies used by students to cheat inexams; we come to understand the ways and methods students use to cheat.Thus, this knowledgeenables us to curb its serious implications in the future.

6. Research methodology

In order to investigate the topic under discussion and answer the previous questions, two instruments are to be used, the first is an interview with first year EFL students and the second one is aquestionnaire for both teachers and students.

First, a questionnaire will be addressed to first year EFL Students of MohammedSeddik Ben Yahia University and their teachers.The aim of the teachers' and the learners' questionnaire is to determine how often students cheat, what are the motives for this act, and what sort of strategies are being used to do so.Second, an interviewwill attempt to crosscheck the results of both questionnaires.

7. Organization of the study

This research work will be composed of two chapters. The first chapter will be divided into two sections.The first section is about the examination process.The second section will discuss the learners' cheating frequency, motives, and strategies that they use during exams.

The second chapter willbe concerned with the practical aspect ofthestudy. It will include the research methodology used, data analysis, and finally the discussion and interpretation of the results.

Chapter one: Exams and Cheating

Introduction

This chapter is divided into two sections.The first section tackles the exams' theoretical part,whereas the secondsectioncasts light on cheating practices which are viewed as a hallmark of exams.

In the exams section, a brief definition of exams shallbe introduced,an explanation of the exam process and types of theexamas well asthe major effects of theentire process on the students before the exam period. We shallalso explain the different strategies students use to prepare for their exams.In addition to the above-mentionedpoints,we will discuss the evolution from testing to assessment.

The second section, will discuss cheating in exams. We will briefly survey the frequency of students' cheatingalong with the motives behind it. Furthermore, we will provide a general overview of cheating strategies used by the students during the exams.

1.1. Exams

This section will briefly present the definition of the exam process. Also, it will presentdifferenttypesof exams' methods starting with how they are structured and built to how they are implemented and undergone.

1.1.1. Definition

Exams are considered as a source of evaluating the capacities of students. Brown (1994) described a test as "a method of measuring a person's ability or knowledge in a given area" (p.252).Putting it in other words, an exam/test is a standard system to test knowledge/skill which is being practiced in almost all teaching institutions and facilities.

Hicks (1998) statedthat the examination process is very important and useful because it assesses how well students are achieving theirtargeted goalsand their course objectives.Exams alsocompel and motivate students to learn. Thompson (2001) believed that students do prepare the materials that they are supposed to be tested in which enable them to learn more. Without this process, most students would only learn subjects/skills which motivate and interest them and ignore the other subjects which are thought to be difficult. Moreover, exams create some sort of competition among students which pushes them to acquire more knowledge/skills.

1.1.2. Examination modes and Types of tests

This particular part will be devoted to the presentation of the different types and modes one can find when studying the exam process.

1.1.2.1. Examination modes (Written / Oral exams)

In order to evaluate students' learning, teachers and instructors use various methods and instruments, one of which is testing. Oral exams and written tests are the two methods mostly used to assess students.

On the one hand,written tests are considered to be one of the most convenient and effective methods of testing the students' comprehension of the material taught in class. However, Hughes (1989) reported that one of the reasons why the written tests are not favoured is that it cannot efficiently evaluate the students in all subjects. For instance, cheating messes up theobjective of the evaluation process,for it misrepresents the students' level.As anotherexample for disfavouring the written tests,a student mighthavea good knowledge but due to stress andanxiety, he fails the test.Hence, it misleads the instructors towards choosing the appropriate teaching methods and techniques.

On the other hand,Bynom (2001) and Hughes (1989) noted that the oral test,also referred to as the direct testing,is seen as more effectiveand more natural to the studentssince it eases their management of the speaking skill. They also added that oral exams give the teachers an excellent opportunity to diagnose students' performance and also give them a clear vision of students' knowledge. Some teachers may prefer the oral mode of exams or tests because it allows them to directly observe the learners' performance of the targeted skill or piece of knowledge.Using the oral mode of evaluation also allows the teachers to evaluate the students' direct use of the language and the ease or difficulty with which it is being used.

1.1.2.2. Types of tests

Exams are generally viewed as a way to test students' comprehension of material taught in class. Tests have other benefits. For example,they make students learn and remember more than they might have otherwise. Many different types of tests exist and each has a different purpose and form.

1.1.2.2.1. Proficiency test

Hughes (2002) defined proficiency test as the process of measuring the extent of the learner's proficiency regardless of any training they may have had. Proficiency tests are said to be a very handy tool to evaluate the learner's levels in relation to general standards. It is not bound to any curriculum or syllabus. Hughes (2002)also stated that proficient in relation to proficiency tests, means possessing a certain ability to use the languageappropriately. It indicates that the learner's language ability could be tested in diverse subjects (science, languages, medicine, etc.)

Valette (1977)said"The aim of a proficiency test is to determine whether this language ability corresponds to specific language requirements" (p. 6). In much simpler words, the proficiency tests are administered to determine whether the learner can use the language appropriately.

1.1.2.2.2. Achievement Test

Achievement test,also referred to as progress test, is the most used type of tests in academic settings.According to Hughes (1989) and Alderson (2001) achievement test and progress test are very similar; however, an achievement test is designed to show how well students master the language at the end of the year. On the other hand, a progress test is typically used during the course to check whether students have understood materials covered in specific units.

Brown (1994) gave a more pedagogical definition of the achievement test:"tests that are limited to particular material covered in a curriculum within a particular time frame" (p.259).In laymen's terms, we can say that achievement tests or progress tests are mainly designed to measure the extent to which specific abilities are mastered rather than just a means of reinforcing thelanguage.

1.1.2.2.3. Diagnostic Test

This test is generally given as a pre-training test. It is used to determine the learners' level or ability before undergoing a certain training course or program. Underhill (1987) noted that a diagnostic test help the teacher toform an idea of students' level of proficiency, and also to design the training course or teaching program to focus on their weak points and enrich their strong points.Underhill pointed out that one of the most common forms of diagnostic tests is administered to students under the form of a writing assignment; for example, at the beginning of the school year,for instance, learners are generally asked to write an essay about a certain topic of their own choice.The aim of that essay is to help the teacher determine the learners' level of language proficiency. Based on the teacher's analysis of those essays, he can tailor his teaching program to better suit his learner's needs.

1.1.2.2.4. Aptitude Test

Learning a language is a lengthy and difficult process. Carroll and Sapon (1959) explained that second language (SL) learners go through this process differently, some learners may find it easy and they seem to have a higher aptitude towards this language. Other learners, however, may find it difficult.; accordingly, they are considered as low language-aptitude individuals. Carroll and Sapon (1959) created the modern language aptitude test (MLAT) which aims at measuring an individual aptitude for acquiring a foreign language (FL) in a given amount of time under given conditions. Generally speaking an aptitude test is a test that helps the teacher to determine how easily his learner's will acquire and learn a second language (SL).

1.1.2.2.5. Placement Test

A placement test may easily be confused with a diagnostic test for they both reveal the students' weaknesses and strengths; however, they are different in the reason for which they are used. According to Hughes (1989) and Alderson (1996) the placement test is originally designed to place the learners at an appropriate level in a programme or course that responds to their abilities; it is used to rank the students into different groups of levels (low levels students and high level students). On the other hand the diagnostic test is used to help the teacher to tailor his teaching program according to the weaknesses and strengths of his students.

1.1.3. Effects of exams on students

The present part focuses primarily on the impact of exams on students' performance.

1.1.3.1.   Stress and anxiety

Examination stress and anxiety have become a prominent problem among schooland college students. It has received considerable attention since 1950's. Heinrichand Spielberger (1982) found a positive relationship between anxiety and performance, i.e. anxiety has a positive side that can help students and motivate them to study and work harder for exams. However, Man and Hosek (1989) stated that the excessive amount of stress may lead to a high level of anxiety that affects the students' performance during or before theexam and eventually its results (as cited in Spielberger, 1986).

Spielberger (1986) conducted a study with college studentsthat supported that idea.The study revealed that while only 8 out of 138 low-anxiety students dropped out of college because of academic failure, 26 out of 129 high anxious students left for the same reason.

Some students suffer from anxiety and high stress and that can be traced back to lots of reasons such as parents pressuring their children to achieve high grades, lack of preparation, and also the competition that exists amongst peers.Gow, Bella, Kember, &Hau, (1996) stated that every student aspires to pursue academic success to achieve respect, family pride, and social mobility (as cited in Jain, 2014).

1.1.3.2.   Health issues

Almost all students feel stressed before passing an exam.Selye (1956) used the term stress to represent the effects of anything that seriously threatens the well-being of humans; however, it can affect the human body in different ways. Dimsdale (2008) claimed that stress is one of the causes of many seriousheart issues in modern society such as heart failure and high blood pressure.The reasons for stress are also numerous and various and depend on the surrounding environment, or even occupation, for instance, there are lots of documented cases of students being rushed to the emergency room straight out of the exam room. It is quite normal that

hospitals receive a number of students during the exams periods,and their cases vary depending on the importance of the exam they are undertaking in addition to their pre-existing physical condition. Moreover, Kuhlmann and Wolf (2005) explained that stress can include interferences with a person's capacity to encode and retrieve information. This is very important for students' undergoing exams.

1.1.4. Preparation for Exams

A successful preparation for exams has an impact on its results. If students want to pass an exam,they need to prepare well. Preparing for exams is easier than what most people think. It has to do with motivation, time management, and improving memory.

1.1.4.1.   Motivation

The best motivation a student can have is an internal motivation.Slavin (2003) defined motivation as an internal process that activates,guides,and maintains behaviour over time. Students are said to be academically motivated if they enjoy their time learning, if they actually like the things that they are learning, and they have to achieve the goals whether the studies are difficult or not.

Students need to know exactly what they are doing and why they are doing it because having a clear objective or a goal makes them work to achieve it and helps them to do the necessary work they need to get through. For example; ahigh graduation degree or the chance of getting a respected career can certainly lead students to put in the necessary work.According to Lepper(1988) an intrinsically motivated student tends to use techniques that require more effort and enable them to process information more deeply.

Being motivated to pass an exam can give students a boost in the right direction, while not being properly motivated can set them down even before starting an exam.

1.1.4.2. Time management

Time management is one of the most important and effective factors when preparing for an exam. Students,in order to be successful,should design a timetable to revise and cover all the materials that they have dealt with. According to Gortner and Zulaut (2000) time management skills can improve students' grades, help them to keep stress under control, and also help them to be competitive in their studies.Gortner and Zulauf(2000) also added that time management has specific techniques that enable students to allocate their time wisely in order to achieve their objective; for example, using a schedule with priorities can help them to get much needed benefits. Furthermore,Macanet. al., (1990) said that time managing can set realistic limits on the amount of study the student can do and allow regular breaks for rest because overworking the brain and the body can cause negative results and poor performance.Time management is a skill that can be learned, and can make life less stressful. Everyone has different task assigned that need to be done differently.

1.1.4.3. Improving memory

Memory is considered as the best asset when undergoing an evaluation.Having a good memory enables students to recall information easily. Matlin (2005) defined memory as the process of maintaining information over time. Students can remember the classroom discussion and the questions that were raised during a certain lesson, how they were answered,and how that answer was commented on by the teacher (as cited in MacLeod, 2007). All of these details can help studentsto provide a clear answer to their exam question.Some students try to explore the memory factor by reinforcing their memory capacity. They do that by having certain types of food that may strengthen the memory or by doing some memory exercises.

However, Eysenck (2012)stated that memory is not a perfectprocess; it can be affected by many factors that make the stored information corrupted. Hence, some students fail to succeed because they do not know what to recall. That is why understanding any training program or courses are very crucial when students need to recall them at a later time. They cannot remember what they did not understand for the first time.

1.1.5. Evolution of test

In the process of learning, teaching, and assessing, students are viewed as active partners. They gather and interpret information to form a deep understanding with their previousexperiences and prior knowledge (Dochy, Segers, &Buehl, 1999).

Throughout the years, scholars have tried to make the evaluation process less stressful through the use of alternative assessment. According to Birenbaum(1996) new methods are developed and implemented in educational practice such as self and peer assessment, portfolios, conferencing, and overall assessment. They tried doing that by ditching the test in favour of the assessment, i.e. tests are considered as subsets of assessment; they are only one of many procedures and tasks that the teacher can use to assess students.

Assessment plays a very important role in teaching and learning.Astin (1991) stated that assessment helps to understand the causal relationships between actions and outcomes (learning and teaching). Also, it enables teachers and students to evaluate the achievement of their objectives. On the basis of students' performance in tests, teachers can design or modify their programs to better promote learning and student success. Furthermore, students learn more from tests since they motivate them to pay closer attention to materials taught. Tests also give insight into students' strong and weak areas of their performance;accordingly, they can improve their weaknesses.Moreover, Scriven (1967) suggested the use of formative and summative assessment in order to make the distinction between the roles of evaluation. He

also added that assessment is perceived to give two different purposes: formative, is to provide constructive feedback to improvethe learner's language ability.And summative to measure students' achievement or summarize what a student has grasped.

In summary, the first section of this chapter took a closer look at the examination process, more particularly, at exams' modes (oral and written modes) and types of tests. In addition to highlighting the effects of the exams on the students,this section explained the methods of exams' preparation. Finally, it gave a clear hint about the evolution of assessment from testing to assessment.

The section to follow consists of three subsections: the first subsection deals with cheating frequency and the motivating factors that lead students to cheat,and the second subsection is devoted to cheating strategies used by the students.

1.2. Cheating

Among all the different cheating behaviours, cheating on exams is the most frequently cited (Bowers, 1964; Barnett and Dalton, 1981). Cheating has always been a problem in academic setting; it is viewed as an important problem because of its frequency. Many researchers agreed that cheating is widely practiced by students and acts as a serious problem across college campuses. According to Bunn, Caudill, & Gropper (1992), cheating has become a very ordinary part of the lives of many students. Statistics show that academic cheating among college students has increased dramatically during the past 50 years that considerable research has been addressed in response to these results.

1.2.1. Definition of Cheating

Academic dishonesty is defined by Weaver (1991) as "a violation of an institution's policy on honesty" (p. 302).Cheating behaviours are considered as a form of academic dishonesty: by presenting others' academic work as ones' own work, using dishonest means to achieve higher grades, and facing the risk of being caught and punished (Michaels &Miethe, 1989).According to Von Dran, Callahan, and Taylor (2001) cheating is seen as an unethical behaviour. While Burke (1999) considered cheating as intentionally using prohibited materials, information or any aids that help students during the exam (as cited in Gerdeman,2000). Additionally, a definition of cheating that can be applicable in most situations is that it is any behaviour that violates the established rules governing the administration of an exam, that gives one student unfair advantage over other students, and that decreases the accuracy of a student's performance in an exam.

1.2.2. Cheating frequency in exams

Cheating occurs at most universities and involves a big percentage of students across the world. A number of studies have already revealed that the practice of cheating in universities is increasing. In a study conducted byMcCabe and Trevino (1996) with the population of 6,000 students at 31 colleges and universities, it was found that 2 out of 3students admitted to dishonest academic behaviour. In a sample of 1,800 students at 9 state universities70 percent of students admitted to cheating in exams.

A high number of researchers have suggested that cheating among university students is on the rise. It was reported by McCabe and Trevino (1996) that between 1963 and 1993 the percentage of students who admitted to cheat at least once in a test rose from 63 to 70 percent. Increases in the number of students copying from others on exams (from 26 to 52

percent),and using crib notes during tests (from 16 to 27 percent).In general, these results confirm that it is very frequent and commonfor university students to cheat in exams.

Furthermore, Davis et al. (1992) stated that cheating is seen as an epidemic. McCabe and Trevino (1996) supported the epidemic idea and noted that students who cheat are doing it more often than the previous generations.

1.2.3. Cheating motives

Students cheat for various reasons. There are individual and environmental factors related to students cheating behaviours on exams.

1.2.3.1. Individual factors

It has been proved that cheating tends to frequently appear among students with specific individual factors.

1.2.3.1.1. Desire for better grade

Grades are considered as an important factor, significantly impacting the lives of students; therefore, students are under pressure (Norton et al., 2001; McCabe et al., 2006). Thus, Students are extremely concerned about the grades they receive (McCabe et al., 2006; Choi, 2009; Wilkinson, 2009).

Students may choose to cheat in various waysto help themselves get better marks. In a study conducted by Newstead, Franklyn-Stokes, and Armstead (1995) it was found that 20 percent of cheaters explicitly stated that their cheating behaviour was a consequence of their wish to get better grades. Students also believe that grades do determine their future and if they fail, they will be closed out of better job opportunities or even stay without formal employment.

 According to Norton, Tilley, Newstead, & Franklyn-Stokes (2001) students believe that they will receive higher salaries from future employers if they have exceptional grades throughout

their college careers.Because of this, they ensure to use any means to obtain the expected grades.

1.2.3.1.2. Low self esteem

In psychology, self-esteem reflects a person's general evaluation of his/ her own value. It is a judgment of oneself and an attitude toward the self. People who have a low self-esteem are people who do think much of themselves or see themselves as non-worthy. Self-esteem affects students' decision to cheat. Cheaters tend to have lower self-esteem in comparison with those who do not cheat.Cheating may occur when students with low self-esteem seek a way to boost their confidence. As it is said by Aronson and Mettee (1968) cheating behaviour is more practised by individuals who have low self-worth; however, individuals with high self-esteem feel good and confident enough to write the test on their own, and they are less likely to cheat.Chemers, Hu, and Garcia (2001) noted that students with high self esteemare more likely to complete tasks successfully. Thus,high self-esteem may provide students with enough confidence to complete their exams without resorting to cheating (Elias,2008;Finn and Frone, 2004; Marsden et al, 2005).

Self-esteem is defined by Bandura (1997) as "a belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p.3).Students with low self-esteem view external tasks that require a learning performance as more challenging than their colleagues with higher self-esteem (Elias, 2009). As a result, students with low self-esteem adopt cheating behaviours as an alternative strategy instead of effort and commitment to study.

1.2.3.1.3. Poor time management

Poor time management behaviours such as not dividing time properly or last minute cramming for exams, were frequently argued to be a source of stress and poor academic

performance (Walter & Siebert, 1981; Longman & Atkinson, 1999).Most students have poor study skills, they can be very competent, but at the same timethey can lack the study skills which are essential in university. One example of these skills is time management skill, such as those who have many courses or jobs, and they are not skilled at managing their time to fulfil all the demands of both school and work.In addition to that, students who lack time management skill tend to overestimate their capacities and postpone their work until the last moment; as a result, they will feel desperate and resort to cheating. It was found by Newstead, Franklyn-Stokes, and Armstead (1995) that 21 percent of cheaters said that they cheat because of lack of time to study.

1.2.3.2. Environmental factors

Previous researchers(McCabe and Trevino, 1997) suggested that students 'cheating has been affected by environmental factors more than individual factors.

1.2.3.2.1. Peer influence

Students appear to be affected by shared social norms. Consequently, peer attitudes and behaviours influence students' decision regarding cheating (Stevens & Stevens, 1987;Kibler&Kibler, 1993; Graham et al., 1994). According to Crown & Spiller (1998) students are more likely to cheat if they observe other students cheat or if they view cheating as an acceptable behaviour among their peers. In other words, students do accord to the behaviours of their peers. A study carried out by Carrell, Malmstromand West (2008) to explore peer influence on academic cheating found that an individual cheating' probability increases significantly as peer cheating increases.Besides, the high competitiveness among students to get the highest grades, best averages and even most desirable work positions may make students feel pressured to succeed, and as a result they feel forced to committhe academic dishonesty.

1.2.3.2.2. Parental pressure

Parents are usually very interested in their children's academic performance. They want the best for their children, top colleges, and top careers, and in order for children to reach these expectations they must have well performance during the academic years. As a result, an intense pressure to get perfect grades no matter the cost is put on children by their parents. Experts warn that this type of intense pressure can backfire, leading to emotional and physical stress, which makes students try to get the perfect grades in any way possible even by cheating. According to Taylor et al. (2002) academic dishonesty is more likely to occur when there is a parental pressure to get good grades . In much simpler words, students are more likely to cheat when their parents put pressure on them to succeed.

1.2.3.2.3. Classroom environment

Classroom environment research has shown that the environment created by teachers inside classrooms has a significant impact on many aspects of education, including students' cheating.

A study conducted byBoysen (2007) investigated the relationship between cheating and the classroom environment. The results of this study indicate that the classroom environment is related to student cheating; the students will cheat less if the environment is more positive. It was found that students cheat more in contexts that lack order, organization, teachers' control, and where students are not involved. Also, students cheat more when their teachers seem to be unfair or not respected.

Another factor that can affectcheating is teachers' perceived enthusiasm. According to Genereux and McLeod (1995) the personality of the teacher influences the frequency of the students' cheating, when a teacher is perceived as concerned about studentsand involved in

the learning process the cheating rate becomes lower. The opposite is true if students believe that their teacher does not care about them and their work, the cheating rate becomes higher. According to the results ofMurdock et al. (2001) if students evaluated their teachers' teaching competencies highly, they will be less likely to cheat. Cochran et al. (1999)found that most of the cheaters do not view the teacher as acompetent teacher, and they do not respect her/him.

1.2.3.2.4.Lack of academic support

Studies have shown that the examination setting environment,established by the instructors can have significant effect on cheating (Crown & Spiller, 1998; Roig& Ballew, 1994; Whitely, 1998). It was reported by Genereux and McLeod (1995)that cheating increases when instructors have permissive attitudes and low vigilance, while cheating is reduced with higher number of test proctors and vigilance.In most universities, the punishment for being caught cheating in an exam is being givena grade of zero. This punishment usually fails to prevent students from cheating. This will result in creating an easier and more permissive environment for cheating among students.

Kibler (1993) concluded that students are less likely to cheat the more they feel they are likely to get caught. The probability of getting away with academic cheating is usually in the cheater's favour. Thus, it can be said that the temptation to try cheating may be encouraged by the unclear punishments in academic settings.

1.2.4. Cheating techniques

Students cheat during exams with a variety of creative tactics. It is false to believe, however, that all students cheat intelligently, some strategies do not take much creativity at all. Some of the recurring methods that students use to cheat and violate academic integrity during exams are discussed below.

1.2.4.1.   Collaborative Cheating

Sometimes, the opportunity to cheat presents itself spontaneously (Ferrell and Daniel 1995); for some, however, cheating is carefully planned**.** Collaborative cheating is related to environmental and social influences.Students may collaborate with their peers using specific techniques to cheat.

1.2.4.1.1.   Seating arrangement

Students position themselves in strategic ways in relation to others; it is required for students to be situated near someone who has studied for the exam. Usually, this person is considered the smartest one in the class, and those who seek his/her assistance simply peek at their answers either with or without their knowledge.This act requires a "willing" (active) or an "unwitting" (passive) participant (Cizek, 1999). The person who allows his/her work to be copied can be conceptualized as a passive-social cheater since his/her role is minimally active (Hetherington and Feldman, 1964).

In addition, students' cheating has been linked to the role of large classes, auditoriums and format of examinations in previous research (Houston, 1976). It has been demonstrated that factors such as class size, setting, and the slope of the room facilitate cheating. That is, several students are able to cheat through strategic body placement successfully without being caught.The next collaborative method of cheating involves more than spatial positioning; it includes communicative participation**.**

1.2.4.1.2. Non-verbal communication

Students rely on non-verbal communication to cheat so as not to draw attention to them; this is accomplished by using objects that have no essential meaning, to assign a letter value, i.e.Something standing for something else (Eco, 1976).It is facilitated by the seating arrangement; since students are facing one another, ordinary behaviours such as rubbing and

scratching one's nose, chin, ear, and head can "stand for" corresponding answers when the teacher suspects something and confronts a student about it, the student will give an easily available explanation: a really bad itch.

To signal answers students also use coughing once for A, twice for B and so on, or varying the pitch, duration, and intensity of coughs (coded coughs).But repetitive coughing may raise the teacher's suspicion as well.

Students also rely on available academic accoutrements to establish a coded meaning, such as pencils, pens, calculators, erasers; these items do not have to be smuggled into the examination room since they are essential for school work in general. Thus, this method has the advantage of eliminating leaving behind evidence (e.g. crib notes).

 Semiotic methods of cheating are chosen to turn attention from students, as in the next method, it is exactly this problem that students negotiate to carefully plan an academic conspiracy.

1.2.4.1.3. Distracting the proctor

Research indicates that the threat of severe punishment is an effective deterrent to students' cheating (Houston, 1983). such as arranging seats far apart, and the presence of highly vigilant instructors (Genereux and McCleod, 1995). However, students tend todistract the teachers as a cheating method. Colluding with peers has an advantage over solitary cheating in that by distracting the professor, a student has enough time to retrieve and place the crib notes in a strategic location without the fear of being caught. By distraction, it isreferred to cases where students walk up to the proctor during an exam and ask questions about the exam, seeking clarification on an obvious point.

A group of students who do this are less likely to raise suspicion since each student's role is separated from the other; when the proctor suspects conspiracy to commit cheating, there

will be no proof to the act. Not all students, however, have the ability to get involved in such complexities; these students manage cheating in a solitary manner.

1.2.4.2. Solitary Cheating

Previous researches demonstrate the different ways students cheat during the examinations (Drake, 1941; Baird, 1980; Aiken, 1991; Franklyn-Stokes, 1995). For example, using crib notes (cheat sheets) is mentioned in almost all of them, as is peeking at someone else's answer sheet; writing answers on top of desks and hands are common traditional ways. The different methods students use to cheat alone are demonstrated as follows.

1.2.4.2.1.Cheater Victim

Eve and Bromley (1981) reported that students tended to either give another student answers or copy answers from another student during an exam. Petress (2003) also noted copying test responses from a classmate as a form of academic dishonesty. Collaborative cheaters position themselves in strategic ways according to "smart" students. If the "smart" person is not an accomplice, then he is not a passive cheater but a victim, a victim of theft (Bunn et al., 1992). By arriving early where the exam takes place, a student secures a seat near the "smart" student and just looks under the crook of the "smart" student's arm, rather than looking over another student's shoulder or glancing sideways, as teachers normally conceptualize cheating.Thus, in actuality, cheaters are not far from the good students.

1.2.4.2.2.Body Parts

Many studies have focused on traditional methodologies of cheating such as writing on body parts (Diekhoff, LaBeff, Clark, Williams, Francis, & Haines, 1996; Greene &Saxe, 1992).Students may write notes on different parts of their bodies such as their arms, legs or finger nails. Another slight variation to this method that students use is to write the answers on the sides of their fingers where they are not easily visible, instead of writing on the most

visible parts of the hand (palms), then, students act like they are frustrated, placing their hands across their faces in order to get a glimpse of the notes during the exam**.**

1.2.4.2.3. Technological devices

Technology has created easier and simpler methods of cheating (Dehn, 2003; Lipka, 2009; Mayhew, Seifert, &Pascarella, 2010; McCabe, 2009; McCabe et al., 2006; Park, 2003).A growing number of university students are cheating in exams with the help of technological devices such as mobile phones, smart watches, hidden earpieces and calculators. Gomez (2001) attested that "cell phones have brought copying homework and sharing test answers to a new level, since they have made communicating between classes so easy" (p. 3). Students confessed to transmit answers to and from a confederate using text messaging; some even admitted to snap photographs of the exam with a camera phone, and sending it to their colleagues(Boehm, et al., 2009; Choi, 2009; Gomez, 2001; Richardson, 2002).Students are also using their web-connected phones to search for answers during the exam (Richardson, 2002).

Conclusion

This chapter included two sections. The first section dealt with the exams. It focused in detail on definition of exam, oral and written modes, and types of tests; also, it dealt with how the process affects the students, the exam preparation, and finally the evolution of test. The second section dealt with cheating on exams, its frequency, its motivating factors, in addition to the strategies used by students for cheating.

The next chapter will be devoted to presenting the methodology to be employed for the investigation of the topic at hand, data presentation and analysis, as well as data interpretation.

Chapter two: Methodology and Data analysis and discussion

Introduction

The aim of this study is to establish the extent to which first year students cheat in exams, delve into their motives, and find out the strategies they use to do so. After reviewing these crucial areas of the research problem from a theoretical perspective, this chapter will attempt to explain and discuss the practical work that has been carried out to investigate the research problem and explain the major results. It is then divided into two main sections, which are the research methodology and data analysis and interpretation.

2.1. Research methodology

This methodology section is concerned with the research methods implemented to answer the research problem, namely, the extent to which the first year EFL students at the University of Mohammed Seddik Ben Yahia cheat in exams, their major motives for involving themselves in such unconventional practices, and their major strategies. The fundamental aim of this section is to present and defend the methodology adopted to answer the research questions set up for this study in the introduction. It includes (1) the research paradigm, (2) the population, (3) research instruments, (4) data collection, (5) data analysis, and finally, (6) the limitations of the study.

2.1.1. Research paradigm

The current research study adopted a mixed approach in data collection. Both qualitative and quantitative paradigms are used in gathering the data. Quantitative data were obtained from the survey questionnaires and the qualitative data were derived from an interview.

These two research models seem appropriate for answering the research questions posed. First of all, the choice of the quantitative research model is motivated by the fact that a positivist model of research would be more convenient for the first-time researchers. It was aimed to know whether first year English students at the English department at Jijel University often cheat. Also, it was used to determine the students' cheating motives, and the strategies they use.

Second, a qualitative data is basically carried out from the interview with the students. The major aim behind this research tool was to delve deeper into the research problem.

The mixed research approach (qualitative and quantitative) is very important to provide valid inferences, and gives a complete grasp of the research problem. Creswell (2013) stated that this integration is more beneficial for the research study more than the use of each approach alone.

2.1.2. Population

The current enquiry involves two groups of subjects; i.e., teachers and students, who are directly concerned with the practice of cheating in first-year EFL classes at the university of Mohammed Seddik Ben Yahia, Jijel.

2.1.2.1. Teachers

Naturally the study involves first-year EFL teachers at the department of English language. Teachers are concerned with the fact that their students could cheat in exams and they are responsible for proctoring pedagogical exams at the end of each semester or supervising occasional quizzes during workshops. Consequently, these teachers are considered invaluable resources in documenting teaching practices in this pedagogical setting. Since they are directly involved in implementing students exam, correcting and assigning marks, they must

have a well-informed view on the issue more than any other subject. In fact teachers are constantly called to deal with and overcome the act of cheating in exams.

The number of teachers-participants in this study will amount to a total of 08 teachers. This number is deemed a representative sample because actually it constitutes more than 50 % of the teachers instructing first-year classes.

2.1.2.2. Students

Students are equally directly concerned with the act of cheating, whether they do it or not. Those who cheat have their motives, and others who do not cheat complain because they consider it as unfair when less able students score better marks. Students, at least some of them, might be less informed than teachers on the act of cheating, but they could reveal quality information that other university stakeholders might ignore, either in relation to their motives or in connection with the strategies they use or they might employ to cheat. For these reasons, it is considered inevitable to include this portion of population in the frame of this study.

Two groups from a total of ten groups constituting the population of first-year EFL students at the University of Mohammed Seddik Ben Yahia, jijel, were chosen to answer a question that is aligned to the research questions. Two out of ten groups is a reasonable sample to validate the data that were obtained. It is to be noted that these students mostly belong to the same age group, ranging from 18-22 years old. It is also worth noting the majority of these groups of population are females. This could be explained by the fact that the majority of EFL classes nowadays are populated by female students; then this could not be a bias in the research since the population of the study was chosen randomly.

2.1.3. Research instruments

The research instruments that were implemented in the framework of this study were a questionnaire with both teachers and students and an interview with students.

2.1.3.1. Questionnaire

Questionnaires are very popular research tools among students' researchers (Nunan, 1992). They are very practical for collecting data in a relatively short time. As the time allotted for this study did not exceed five months, it is then more advisable to opt for a questionnaire; one questionnaire was administered for teachers and another for students, each of which is more practical and easier to administer besides being very effective for verifying the research hypotheses.

The questionnaire aims fundamentally at investigating whether first-year EFL students at Mohammed Seddik University cheat in exams, revealing the cheating strategies that the students use, and their ultimate motives for doing so.

This research tool is divided into three main sections. The first section attempts to establish whether students cheat and the extent to which they do it. The second section, explores the students driving motives both internal and external in committing themselves to this dishonest behavior. The third section attempts to unravel the strategies that the students use when they cheat in tests.

The types of questions used for both students' and teachers' questionnaires is amixture of closed questions that require them to answer by 'yes' or 'no' or to choose from a number of choices, and open ended questions where they are requested to give alternative answers when necessary.

2.1.3. 2.Inteview

Apart from the questionnaire an interview was also implemented with the first-year EFL students. The aim of the interview is double fold. Firstly, it attempts to crosscheck the data obtained from the students and the teachers by means of the questionnaire and to further explore the topic and answer the research problem from the students' perspectives.

The interview is semi-structured, that is composed of a set of closed questions, which are pre-arranged by the researchers in advance (Bell, 1989). They are followed by prompts which could allow the researchers dig more on issues closely related to the research concern. Interviews are valuable in that they allow in-depth analysis of research issues (Bell, 1989; Nunan, 1992). The issues that arose from the questionnaire were followed up in the interview for further clarifications.

Seven first-year EFL students at the University of Mohammed Seddik Ben Yahia were selected randomly to take part in the interview.

2.1.4. Data Collection

The first questionnaire was designed and implemented with the EFL first year students. The questionnaire was implemented on the spot in April, it was distributed and collected only in one daytime. It is to be noted that certain questions were not answered by the respondents due to the fact that they might not be used to answering questionnaires, their carelessness, or their unwillingness to talk on this sensitive issue. The researchers were available on the spot and volunteered to give further explanations for the students who encounter difficulties in answering the questions.

The second questionnaire which was planned for teachers, consumed more time than students' questionnaire to be collected. As long as a number of teachers were busy with their workload, it appeared difficult to complete the implementation of the questionnaire. However,

it should be noted that not all the delivered questionnaires were handed back from the teachers' part.

After the administration of the questionnaire, the researchers conducted their interviews with the students. The administration of the interview took place in May. It was difficult to carry out this research tool because it required time, recording, and the presence of the both the researchers and the informants at the same time.

2.1.5. Data analysis

The analysis of the questionnaire started immediately after data collection. Worksheets in form of tables were prepared in advance to code the returns from thequestionnaires. The questionnaires were tackled carefully one after the other and the data they yielded were coded in tables in order to display the results more expressively.

The interviews required more work as they yielded richer data in prose form. The qualitative data was coded under topics relating to the focal research issues of the current study.

Finally a comparison was carried out to crosscheck the data obtained from both research tools (i.e., the questionnaire and the interview) in order to highlight and unveil recurring issues.

2.1.6. Limitations of the study

Much like any research study, the current inquiry faced a set of hurdles. Firstly, cheating is a sensitive and almost a taboo issue. Despite the anonymity of the questionnaire, the students seemed to have hesitated in admitting that they cheat or to reveal the strategies they use to do so. Despite the fact that researchers formulated the questions in a way to smooth this discourse, the sensitivity of the topic might have its impact on the quality of the results.

Secondly, first-year students who have just come from secondary school were not used to answering questionnaires; consequently, some questions in the questionnaires were not answered.

Thirdly, as teachers were too busy at the hectic period (i.e., end of the year), they were not all cooperative with filing the questionnaire; they took too much time to hand it back.

This presented and defended the research methodology used in this study; the subsequent section will present and discuss the most important patters and significant results arising from the implementation of the research framework discussed in this section.

2.2. Data analyses

This section will present the data from the students' and teachers' questionnaire and the students' interview which attempted to investigate the frequency of students cheating, their motives, and the strategies they use for this behavior.

2.2.1. Analysis of the questionnaires

The headline presents the result from the students' and the teachers' questionnaires.The data are presented in a form of tables followed by the researchers' comments and explanations of the most important or significant results.

2.2.1.1. Students 'questionnaire

Students' questionnairehas been designed for first year students of English at the University of Mohamed Seddik Ben Yahia in order to look at the extent to whichstudents cheat in exams, reasons behind it, and strategies they use.

Students' answers to question N°1 (*Have you ever cheated in exams?***)**

Table 01

Whether students cheated

Yes	No
73.33%	26.67%

The aim of this question is to check whether first year students of English cheat on exams.Thetable above shows that 73.33% of students answered yes, while 26.67% answered no. As it is expected from the review of the literature, the majority of students cheat on exams.

Students' answers to question N°2(*If your answer to question number 1 is yes, how oftendo you cheat?*)

Table 02

The frequency of students cheating

Every Time you get the chance	Often	Only when you have no other choice	Rarely
01	02	24	17

This question investigates the frequency of students cheating on exams. As it is indicated in the table above, the majority(93.18%) of students admitted that they rarely cheat and only

when they have no other choice. Therefore,it can be said that students consider cheating as the last option to pass an exam.

Students' answers to question N°3(*If you have already cheated, what was the reason that made you do it?)*

Table 03

Students' motivating factors for cheating

Better Scores	Felt under pressure	Needed to pass	Not well prepared
02	08	03	31

The objective of this question is to determine students' reasons for cheating. The table abovedemonstratesthat more than half of the students cheat because of not being well prepared for the exams. 18.18% of students stated that they cheat because they feel under pressure.The results of this question match what was already mentioned in the theoretical chapter which is students' lack of preparation for the exam and feeling under pressure whether it is environmentally caused (by parents) or individually (student's internal desire to succeed).

Students' answers to question N°4(*If you have already cheated, have you been caught doing it?)*

Table 04

Whether students have been caught cheating

Yes	No
09	35

Thisquestion aims at knowing if students have been caught cheating before. The results obtained from the table above reveal that the highest majority of students (79.55%) have never been caught cheating, whereas the remaining 20.45% reported that they have been caught. Thus, the strategies students are using are fairly effective.

Students' answers to question N°5(*If the answer to question 4 is yes, would you say what the punishment was?)*

The purpose of this open-ended question is to know what punishment teachers used as a reaction to students cheating. The majority of the participants answered that they got points deducted from their scores; the remaining students reported that teachers scored them zeroes. So, it can be deduced that these methods of punishment fail to prevent students from cheating and create a more permissive environment for it.

Students' answers to question N°6(*If you have already cheatedwhat strategy you used?)*

Table 05

Students' strategies for cheating

Using technology	Copying off of peers	Distracting the professor	Using prepared Notes
15	19	06	04

What is expected from asking this question is to determine thestrategies used by students for cheating. It appears from the table above that the majority (43.18%) of the students participating in the study chose copying off of peers. Likewise, the next important figure in the table indicates that students use technology as a meansto cheat. Hence, using technology and copying off of peers are the most frequently used strategies among students.

Students' answers to question N°7 (*Which one of the strategies was the most effective and why?)*

Table 06

The most effective strategy of cheating

Copying off of peers	Using prepared Notes	Using Technology	Distracting the professor
21	07	12	4

This question is related to the one before; it seeks to find out which of the strategies is the most effective. The results of this question indicate that the high majority of students (47.73%) affirmed that the most effective cheating strategy is copying off of a peer, and 27.27% of students chose using technology. Additionally, only a smallminority (15.91%) opted for using prepared notes. Hence,it can be said that using technology and copying off of peers seem to be effective strategies for students to cheat.

The students are invited to provide arguments and to justify their choice. The students who chose copying off of their classmates justified their answers by stating that it leaves no trace and that they could get the help they need from their trusted friends, while the ones who opted for using technology explained that they can use dictionary applications, snap pictures of the

lectures and sometimes calling someone outside the classroom to give them answers. In addition to this, students who used prepared notes claimed that it is the most reliable strategy. According to these answers, we conclude that students prefer using strategies which are less risky and which leave no evidence behind in the exam site.

- **A summary from students' questionnaire**

A brief summary of the results of the students' questionnaire indicates that the participants believe that most of students do cheat on exams. It also shows that the cheating act happens infrequently, i.e. rarely and only when the students have no other choice.

The questionnaire also sheds light at some of the reasons why students cheat for example the lack of preparation. Furthermore, it gives an insight to what sort of strategies are used and which of those strategies are mostly effective such as using technology and copying off of peers.

After the analysis and the sum up of the data from the student questionnaire, the next step forward in data analysis procedure is the analysis of the teachers' questionnaire.

2.2.1.2. Teachers' questionnaire

The teacher's questionnaire is similar to the students' questionnaire. It aims at finding out the frequency of the act of cheating, the reasons behind it, the teachers' reaction to the act of cheating and the strategies they think are mostly used and difficult to handle.

Teachers' answer to Q1*(Do you think that most of students cheat?)*

Table07

Whether students cheated

Yes	No
08	_

The answers from the table above clearly show that the great majority of the teachers believe that their students cheat. Hence, it can be said that based on the teachers teaching experience, they agree that most students do cheat.

Teachers answer to Q2 (*If your answer to the previous question is yes, please say how often do you think they cheat?*)

Table 08

Students' frequency of cheating

Every time they get the chance	Often	Only when they have no other choice	Rarely
03	05	_	_

From the table above we can see that 62.5% of the teachers -participants stated that their students often cheat, while 37.5% of them declared that their students cheat on every occasion they have. Thus,teachers 'responses show the high frequency with which their students commit the act of cheating.

Teachers' answer to Q3 (*In your opinion what are the reasons that make students cheat?*)

Table 09

Students' reasons for cheating

Options	Frequency
They need better grades	05
They feel under pressure	01
They need to pass	05
They are not well prepared	08

Teachers gave multiple answers to this question, the eight teachers stated that their students cheat because of not being well prepared,and they alsoequally indicated that their students cheat because they either need to pass or need better scores. Therefore,according to teachers view students are not well motivated to prepare for exams and as a result they cheat.

Teachers' answer to Q4 (*Have you ever caught one of the students cheat?)*

Table 10

Yes	No
08	–

The answers to this question are unanimous since 8 out of 8 teachers-participants declared that at one time they have caught a student committing the act of cheating. Hence, it can be construed that they all have a first-hand experience about students' cheating in exams and they are well aware of the student's cheating strategies.

Teachers' answer to Q5 (*if your answer to the previous question is yes, would you please say what your punishment was?)*

The answers to this question demonstrate that teachers use a variety of punishments for the students who have been caught cheating. 62.5% informants took the matter to their own hands and scored the cheaters a zero, while the remaining 37.5% teachers delegated the matter to the university disciplinary committee.From teachers' answers we can notice that they are trying to fix the problem of students' cheating, using different methods.

Teachers' answer to Q6 (In *your opinion what strategies they use to cheat?)*

Table 11

Students' cheating strategies

Options	Frequency

Using technology	08
Copying off of peers	05
Distracting the professor	02
Using prepared notes	07

According to teachers answers in the above table, using technology and prepared notes received the highest frequency as the most commonly used methods students resort to when cheating.In addition to this, teachers also statedthat copying off of peers is often used by cheaters. Hence, we can say that teachers are quite familiar with the different methods students use to cheat since these answers match the students' answers when asked about the strategies they use when cheating (see table 5).

Teachers' answer to Q7 (*Which cheating strategy do you think is the most difficult to handle? and why?)*

62.5% of teachers who answered this question declared that technology is the most difficult strategy to handle because technological devices are getting more advanced, smaller and very easy to hide or carry on the students' bodies, whereas 37.5% teachers pointed out that the small prepared notes students keep are the most difficult to handle since they cannot search all the students looking for hidden notes. These answers are close to the students' answers when asked about the most effective cheating strategies they use, both teachers and students confirmed that technology is one of the most effective ones. However, using prepared notes was only chosen by teachers and not students, instead students chose copying off of peers as the most effective strategy to cheat.

- **Summary of the findings from teachers' questionnaire**

After a close examination of the teachers' answers we can report that all teachers agreed that most students cheat. Moreover, we can deduce that the teachers are fairly aware of the reasons behind this act as well as the methods used.The teachers' answers reveal that technology and prepared notes are of the most commonly used strategies and of the most difficult to manage. As for the punishments teacher resort to, they all believe that giving bad scores to cheaters and sentencing them to a disciplinary committee is also one of the countermeasures.

2.2.1.3. A comparison of students' and teachers' questionnaires

Through the comparison of both students and teachers' questionnaire, it can be concluded that they both agree on some points and disagree on others.

The fact that most students cheat is one of the points where both students and teachers agree.However, they disagree on its frequency, on which teachers think that their students cheat whenever they get the chance/often, whereas the students maintain that they rarely cheat or they only cheat when they have no other choice. We can conclude that students and teachers may have a different perspective on whether an act is considered as cheating or not. Moreover, both the teachers and the students confirm that the main reason why students cheat is the lack of preparation from the students' part, this indicates that students are either not motivated to study or lack the time management skills.

Teachers also add that seeking better scores is another major reason why students cheat; however, the students declare that feeling under pressure is the other reason that leads them towards cheating. These results show that teachers believe that students only care about the marks which makes it a powerful motive for student's cheating; whereas, students feel that stress and pressure motivate them to cheat.

Answering the question about being caught shows a disagreement between the students' answers and the teachers' since the great majority of teachers reported catching a cheater at

one of their exams, while the majority of students claimed that they have never been caught cheating. This indicates that students consider their cheating strategies as being effective; while, teachers may view them as very common and obvious.

Furthermore, there is a perfect match between the teachers' and the students' answers on the question of the punishment used; they are both reported scoring the cheater a zero is the most common method of punishment, though, some teachers added that they sometimes delegated the judging to a special disciplinary committee. These punishments may be considered tolerant since they do not prevent students from cheating.

On the one hand, both the students and the teachers confirm that using technology is one of the strategies mostly used for cheating. On the other hand, other several tools are being used for cheating; the teachers reported the use of prepared notes while the students opted for copying off of their peers as a tool they implement when cheating.

2.2.2. Results of the Students' interview

The following results were gathered after arranging an interview with EFL first year students. The interviewees were asked questions about the frequency of students' cheating, their motivating factors for cheating, and the strategies they use.

2.2.2.1. Interviewee one

Interviewee one stated that most students cheat but not all of them. She/he believes that most students cheat only when they do not know the answers or when they have no other choice. In his/her opinion the reason that leads students to cheat is "high marks". Concerning cheating strategies, she/he regards that the most used strategy by students to cheat is "speaking with peers without writing»; also, she added that some people use technology such as phones (taking pictures of the lessons or even using headphones).

2.2.2.2. Interviewee two

Interviewee two also agreed that most students cheat during exams in every time they get the chance. The reason behind it, in his/her opinion, is that they do not prepare well before the exams and they do not have the enough time to revise all the lectures; however, they feel that they have to get good marks to pass. According to him/her, nowadays; the most common strategies students use to cheat is technology, Facebook, talking to their friends, taking photos of their lessons, and writing on small pieces of papers or on walls .

2.2.2.3. Interviewee three

The third interviewee specified that only half of the students cheat and not most of them. She/he believes that they cheat when they do not have enough time to memorize everything. The main reason for that, according to him/her, is that they do not manage their time in a good way, and they do not start revising until the last day before the exam. Moreover, she/he said that the most used strategies are writing on tables, walls, and using their phones. As an example, a student may just send a message to his/her friend saying: "please answer this for me"

2.2.2.4. Interviewee four

The fourth interviewee declared that the majority of students cheat, and that there are only few who do not. She/he stated that the frequency of students' cheating depends on the student himself/herself. There are students with high capacities who rarely cheat, and there are others who just do not care about the lessons and resort to cheating because it is their only solution. She/he also added that the reasons behind students' cheating also depends on the student; there are students who want to ameliorate their levels and get higher averages, and there are others who just need to pass. She/he declared that they use numerous strategies such as writing on tables and copying off of their friends.

2.2.2.5. Interviewee five

Interviewee five claimed that the lazy students cheat which means to him/her most of them. In his/her opinion, they cheat whenever they find a chance, and also depending on the proctor of the exam. She/he explained that students are not serious about studies and sometimes they cannot revise all the lessons at once especially when they leave the revision till the last days before the exams. She/he also agreed with others about the strategies students usually used like using phones, sending messages, and also talking with their friends.

2.2.2.6. Interviewee six

The sixth interviewee also declared that a high number of students cheat but not all of them; for instance, she/he claimed that she/he has never cheated. On the frequency of students' cheating, she/he believes they cheat only sometimes and not always, but mostly in the most important and hard modules. The reason behind it, in his/her opinion, is that they just need to succeed, and pass to the next year. Additionally, about the strategies they use she/he said that students use preparing copies on the tables or using small papers and hiding them.

2.2.2.7. Interviewee seven

Interviewee seven claimed that only a small minority of students do not cheat but they help their friends with the answers. According to his/her judgment, students try to remember, try to answer the question; and when they cannot give the exact answers, they tend to cheat as a last option. In his/her opinion, they do this just to pass their exams, and most students use technology to cheat, for example, sending messages to their friends or taking pictures of the lessons on their phones.

2.2.3. A summary of the interview results

In sum, according to the results obtained from the interview the majority of the interviewees agreed that most of students cheat. A high number of the participants believe that students only cheat when they have no other choice; however, some of them stated that students cheat whenever they get the chance.

Concerning the motivating reasons for cheating among students, not being well prepared have been the most frequently mentioned by the interviewees, either because they lack the time to study or they have too many lessons to revise.

From the interviewees' answers, the strategy mostly used by the students is using technology whether by taking pictures of the lectures, sending messages to their peers or using headphones. It was also noted that they use prepared notes like writing on walls and tables. In addition, they copy the answers of their classmates or talk to them.

2.3. Data discussion

In the second section of this chapter we have dealt with the analysis of the data obtained from our research tools -namely the questionnaire and the interview; these research tools were implemented in an attempt to answer three research problems. The first research question sought to investigate the frequency of students' cheating in exams; the second aimed at knowing the motivating factors that lead students to engage in this unconventional behaviour; and the third one concerned the main strategies students use to cheat. The present section will be devoted for the interpretation of the results analysed already in the previous section.

2.3.1. The frequency of students cheating on exams

The results obtained from the students' questionnaire and interviews are completely dissimilar with the results from the teachers' questionnaire when it comes to the frequency of students cheating. Teachers are well aware of cheating occurrence in exams; they stated that students often cheat and they do so whenever they get the chance.These findings concur with those of Baird (1980) and Paton (2010) who hold that students all over the world cheat to a high extent and the number of cheaters is rising more and more.

However, students' viewpoints differ and contradict what teachers and the previous researchers reported; they claimed that they rarely cheat oronly when they have no other choice. From the interview, a student said "students do not always cheat, but maybe they cheat in the most important modules in which they need to succeed or pass". The logical explanation of this contradiction is that simply teachers do admit that students cheat, whereas students do not want to admit it and try to find pretext for justifying this dishonest act.

To say it in brief, the overall frequency of cheating of first year EFL students does not differ significantly from the ones reported by Baird (1980) and Paton (2010).

2.3.2. Cheating incentives

The results obtained from the students' and teachers' questionnaires along with the students' interview are to some extent similar when it comes to the motivating factors influencing students'decision to cheat. Chief among the most motivating factors for cheating reported in this study are lack of preparation, desire for a better grade, and feeling of pressure.

2.3.2.1. Lack of preparation

Not being well prepared is one of the highly reported reasons for cheating by the participants. More than half of the answers of both students' and the teachers' questionnaires state that lack of preparation is the main reason for cheating among students. These results match the students' interview in which the interviewees affirmed that when students are not well prepared they tend to cheat. One interviewee said "Learners do not have time to memorize everything; they do not manage their time well and they postpone the revision to the last day before the exam".

 In simpler words, lack of preparation leads students to engage themselves in cheating. This finding concur with what was found by Newstead, Franklyn-Stokes, and Armstead (1995) who indicated that a high majority of the cheaters admitted that it is the lack of time to study that makes them cheat. Therefore, time management skill is very important for the success of students in universities. Students may have heavy work load, many subjects, and maybe job occupations; so, if they do not manage their time well, they will find themselves unprepared for the exams and might resort to cheating.

   It has also to be noted that students might not revise their lessons on time for the exam for the lack of motivation to study. The students' motivation to study for the exam can be influenced by the teacher and the classroom environment as previously mentioned in the

literature review. If the classroom environment is not positive enough, the students will be less motivated to study and will tend to cheat more.

2.3.2.2. Better grades

Another reason that has been highlighted by the participants is the students' need for better grades. One interviewee claimed that students might need better grades for different reasons; either to ameliorate their levels and get higher averages, or just to pass.In both cases, students are extremely interested in the grades they get (McCabe et al., 2006; Wilkerson, 2009;Choi, 2010).These results concur withthe results ofa study by Singhal (1982), wherein 68 per cent of the students considered the need to get good grades as the reason for cheating.

It is worthy of note that students' cheating for better grades indicates that students have huge concern about their grades and value them more than their own morals and knowledge.

2.3.2.3. Feeling the pressure

Feeling the pressure was selected by students who answered the questionnaire as the second main reason for students' cheating on exams. However, only one teacher chose it as an explanation for students' cheating behaviour. This might indicate that teachers, unlike students, do not view pressure as a valid excuse for cheating on exams. Nevertheless, it cannot be denied that students feel pressured by their parents to succeed and get acceptable results. A study conducted by Holleque (1982) about cheating behaviours of college students agrees that students were more likely to cheat as a result of pressure from parents or the surrounding.

2.3.3. The strategies students usedfor cheating

The results from the students' interview and the student and the teacher questionnaires show no significant difference about the strategies students use for cheating. Most participants

agreed that most students rely on using technology, copying off of their friends and using prepared notes as effective strategies for cheating.

2.3.3.1. Using technology

According to the students' and the teachers' views gathered from the questionnaires and the students' interview, using technology appeared to be the top used strategy by cheaters. Technology has made it easier for students to cheat; students have actually admitted that the use of technological devices is helpful to pass the exams, for instance, one of the students when interviewed said "Students use their phones to cheat by sending messages to each other or by taking pictures of the lessons".

Likewise, one of the teacher-participants who chose the strategy of using technology justified his answer by saying that technological devices are easy to use and as teachers they always ask students to put their mobiles in their bags, and the bags are usually put on the desk.

The above findings concur with many researchers' findings, expressly those of Meer (2004) and Johnson and Martin (2005). It is agreed that technology gives the opportunity for students to develop and find new techniques for cheating. For example, using cell phones to communicate with others outside the exam room through text messaging to get the information, or searching on the web for the answers, or even using the camera device of the cell phone to take pictures of the exam and email it to their friends. Those strategies create a challenge to the educators of new generation.

It is worthy of note that despite technology has become an integral part of our society, it has negative aspects; including the use of cell phones as a means of cheating.

2.3.3.2. Copying off of peers

Copying off of peers or talking with classmates in the exam is also a frequent strategy used by students to cheat. In fact, some students do not even consider it as cheating, but just as getting help from a friend; some students' responses to the questionnaire indicate that students might feel an obligation to help their friends; as one student said in the interview "some students do not cheat but they help their friends with the answers". Those students who allow others to copy their work are also considered cheaters, according to Hetherington and Feldman (1964) they are called passive-social cheaters.

The findings of this study perfectly match pervious researchers' studies concerning copying off of classmates, such as Pavela (1978), Eve and Bromley (1981), and Petress (2003), who indicated that this strategy is considered as a traditional cheating method, and yet, it is still used.

2.3.3.3. Using prepared notes

Despite the fact that using prepared notes did not attain a high frequency from students' answers to the questionnaire, teachers stressed the importance of this strategy. Using prepared notes (crib notes) can be difficult to handle for teachers, especially with a large number of students in class; it contains the key information that likely answers the exam questions. These notes are easily employed without a big risk of being caught and without the fear of leaving evidence. Many students who were interviewed agree with this view. One student stated that "They prepare notes in the tables or walls; they also use small papers and hide them well; for example,under the watch".

It can be said that using prepared notes is not highly stated in former research since technology replaced many old fashioned and traditional techniques used for cheating, however, some students still use it nowadays.

2.3.4. Recommendations

Based on the findings of our study we may suggest the following recommendations:

➢ Students need to learn the most important study skills (such as time management skill) to help themselves prepare well for their exams.

➢ Teachers should know about the methods being used by students to cheat as a way to prevent them from cheating, by banning certain objects or technological devices in the exam site, and also by separating friends during the exam.

➢ The academic system has to decrease the high emphasis placed on grades as the most important thing in a student's academic profile.

➢ Pressure by parents on their children to get better grades must be reduced and instead replaced by emphasizing the importance of learning and being more knowledgeable.

➢ Teachers' role should be more focused on students' motivation to study. Teachers should provide a positive classroom environment by being fair, friendly and presenting the knowledge in an interesting way in order to make students more motivated to study, prepare well for exams, and to prevent them from resorting to cheating in exams.

➢ Students must have more understanding about what is considered as cheating and be more attentive to their acts during exams. For instance, students who permit others copy their work or answers and view it just as helping their friends are also cheaters.

Conclusion

In summary, this second chapter was composed of three main parts. The first part presented and defended the methodology used to investigate the topic under discussion; it presented the research paradigm, the research instruments, population, and the procedure of the research.

The second part was relatedto the presentation and description of the results obtained from the research tools; and the third part attempted to answer the research questions set up for this study, concluded with a set of recommendations.

General conclusion

Cheating among students has become increasingly apparent in academic institutions. It has been considered as a serious phenomenon. In this study we tried to investigate the frequency of cheating among first year English students, their main motives to cheat, and their most used strategies.

The piece of research in hand is subdivided into two chapters, the first chapter is devoted to the theoretical part about exams, dealing with frequency of cheating in exams, the motives behind it, and the most common used strategies. The second chapter is practical in nature in which two questionnaires were delivered to first year EFL students and teachers, and an interview was implemented only with EFL first year students. The aim of the two research tools was to gather data about the topic under study; in addition, the students' interview aimed at developing more understanding about the topic.

The results obtained from the research instruments have indicated that students often cheat on exams. These results have also indicated that the main causes for students' cheating is lack of preparation, seeking better grades, and being under pressure. Besides, it has been found that the most used cheating techniques are using technology, copying off of peers and using prepared notes.

However, many students claimed that they consider cheating as their last option to pass an exam. In other words, they do not solely rely on cheating, but they resort to do it in order to succeed. This contradicts with the teachers' view, which indicates that students will choose to cheat whenever they have the chance.

The results from both research tools support the hypotheses of the present study, more specifically; students often cheat in exams. The main reason for students' cheating is lack of preparation anddesire to succeed or pass by achieving good grades, and the most common

forms of cheating in exams are copying someone else's work as your own work and the use of dishonest means.

On the whole, the present study shows that the frequency of students' cheating is notably high. Their biggest motive for cheating is the individual academic success and the strategy they mainly use is technology. However, it should be noted that more research is needed on this particular topic especially concerning the factors influencing students' decision to cheat, since they are essential to identify in order to know more the reasons behind the act of cheating.

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Appendix A

Students' questionnaire

Dearstudents,

Wewouldbeappreciative if youcouldspare few minutes of your time to answer the following questions about cheating on exams, its motives, and the strategiesused by students. Please, complete this questionnaire with the maximum of objectivity and honesty. Your answers will absolutely remain confidential. Thank you in advance for your cooperation.

Instruction: Please, tick in the box that best corresponds to your answer or complete the space provided when required to do so.

Q. 01.Have you ever cheated in exams?

- Yes ☐

- No ☐

Q.2.If your answer to question 1 is "yes", how often do you cheat?

- Everytimeyou got the chance ☐

- Often ☐

- Only when you had no other choice ☐

- Rarely ☐

Other(s):

……………………………………………………………………………………………

…………………………………………………………………………………………...

Q. 3. If you have already cheated; what was the reason that made you do it?

- You needed better grades ☐

- You felt under pressure ☐

- You needed to pass ☐

- You were not well prepared ☐

Other(s):……………………………………………………………………………………

………………………………………………………………………………………………….

Q. 4. If you have already cheated, have you been caught while doing it?

- Yes

- No ☐

Q.5. If the answer to question 4 is "yes", would you please say what the punishment was?

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Q. 6. If you have already cheated in exams, what strategy did you use?

- Using technology ☐

- Copying off peers ☐

- Distracting the professor ☐

- Using prepared notes ☐

Other(s):…………………………………………………………………………………...

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Q. 7. Which one of the strategies was the most effective? And why?

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Thank you again.

Appendix B

Teachers' questionnaire

Dearteachers,

This questionnaire is designed to collect data on the topic of why students cheat in exams, its motives, and the potential strategies being used by students. We would be very grateful if you could answer the questions below. Your input will be of much help and importance for reaching the objectives of the study. Thank you in advance for your cooperation.

Instruction: Please, tick in the box that best corresponds to your answer or complete the space provided when required to do so.

Q. 1. Do you think that most of students cheat?

- Yes ☐
- No ☐

Q.2 If your answer to the previous question is "yes", please say how often do you think they cheat?

- Everytime they get the chance ☐
- Often ☐
- Only when they have no other choice ☐
- Rarely ☐

Other(s):

………………………………………………………………………………………………

……………………………………………………………………………………..

Q. 3. In your opinion what are the reasons that make students cheat?

- they need better grades ☐

- they feel under pressure ☐

- they need to pass ☐

- they are not well prepared ☐

Other(s):………………………………………………………………………………………

………………………………………………………………………………………………………

…

Q. 4. Have you ever caught one of students cheating?

- Yes ☐

- No ☐

Q 5.If your answer to the previous question is "yes", would you please say what your punishment was?

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Q. 6.. In your opinion what strategy they use to cheat?

- Using technology ☐

- Copying off peers ☐

- Distracting the professor ☐

- Using prepared notes ☐

Other(s):

……………………………………………………………………………………………………

…………………………………………………………………………………………

7. Which cheating strategies do you think are the most difficult to handle, and why?

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……………………………………………………………………………………………………

Thank you again.

Appendix C

Students' interview

1-Do you think that most students cheat in exams?

2- How often do you think students cheat in exams?

3- In your opinion, what are the main reasons for students' cheating?

4- According to you, what are the most used strategies by students to cheat?

Résumé

La triche durant les examens est devenue un sérieuxproblème qui a proliféré dans le domaine éducatif. Cette étude a été applique avec les étudiants de la premièreannéeAnglaise, pour savoir lafréquence de la triche, les motivations principales qui l'entrainent, et les stratégiesutilisées dans ce comportement. Dans cette étude deux instruments de recherche en été utilisés deux questionnaire et une interview. Le premier questionnaire a été mené avec les enseignantsde la langue Anglaise et le deuxième questionnaire et l'interview avec les étudiants d'Anglais àl'Université de Mohammed Seddik Ben Yahia, Jijel. Les résultats obtenue du questionnaire et de l interview confirme que la majorité des étudiants triche souvent durant les examens et que leurs motivateurs sont : l'absence de la préparation, le désire d'obtenir de bonnes notes et la pression. De plus, les stratégies les plus communes qu'utilisent les étudiants pour tricher sont les moyens technologiques, des notes préparées d'avance et ainsi que le copiage. Finalement cette étude propose certaine recommandations pour diminuer la triche pendant les examens.

ملخص

ازدادت نسبة الغش في الامتحانات على نحو متزايد والذي أضحى مشكلة كبيرة خاصة في المؤسسات الأكاديمية. وفي هذه الدراسة نحن بصدد دراسة تواتر الغش بين طلاب اللغة الإنجليزية مستوى سنة أولى وذلك بالتركيز على الدوافع الرئيسية التي تقبع وراء ذلك بالإضافة إلى الاستراتيجيات المشتركة التي يستخدمها الطلاب في هذا السلوك. ولذلك قمنا بإنشاء استبيانين لأساتذة وطلاب اللغة الإنجليزية بجامعة محمد الصديق بن يحي بجيجل، كما قمنا بإجراء مقابلة مع الطلاب للتعبير عن النتائج المحصل عليها عن طريق الاستبيانين المذكورين آنفا. وقد أظهرت النتائج أن نسبة كبيرة من الطلاب غالبا ما يغشون أثناء الامتحانات ودوافعهم الأكثر شيوعا هي عدم الاستعداد التام للامتحانات، الرغبة في الحصول على درجات أفضل والشعور بالضغط، وبالإضافة إلى ذلك فإن الاستراتيجيات الأكثر شيوعا بين الطلاب هي استخدام الأجهزة التكنولوجية،ملخصات معدة مسبقا ونسخ بحوث ومذكرات طلبة آخرين.

و أخيرا تقترح الدراسة عددا من التوصيات من شأنها أن تساعد على خفض معدل الغش في الامتحانات.