

Cheating phenomenon in English Examinations at the Iraqi Colleges: Causes, Styles, Effects and Treatments

A Study

Presented by

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Abstract :

The educational system consists of three basic elements which are: the instructor, students and curriculum. The defect of each may affect negatively the two other elements. Cheating in examinations in general and in English in particular may be considered as the most dangerous phenomenon that effects negatively this system.

In fact, cheating is a deviated behavior that totally destroys the main spine of the pedagogy of the evaluation, because cheating presents a false test score which suppose to be accurate to keep the ongoing evaluation for the sake of fulfilling the educational objectives.

There are different reasons behind cheating, some are related to the students themselves, while others are related to the instructors and some others are related to the psychological and educational system. Whatever the reason behind cheating, all of them represent the response to failing in the examination and its side effects.

The researcher thinks that the educational institution is one of the main fields in which the personality of the student may be built and developed correctly. Thus the college as one of the educational institution has to take on its part in this important mission, and this is why the researcher conducted this research.

Introduction :

It is well known that during the last decade in Iraq, namely after the American occupation, many social values have been changed and others have been emerged and most of them was

out of controlling. For instance, the social corruption became a common phenomenon in almost all our institutions and is not faced by serious punishments. The students are one of the most important slices in the society, and they have definitely been affected in a way or another by this corruption which has transferred unconsciously by them to the colleges to be an educational corruption.

The phenomenon of cheating in English examinations, for instance is one of the educational corruptions. Jia (2009:1) states that cheating is a wide word phenomenon, he adds that cheating is wrong doing and should be reduced.

The researcher thinks that a deviational behavior which is performed by some examinees definitely causes a defect in the pedagogical system and draw it back demolishing one of the main basic elements which is the evaluation.

It is well known that assessments are the main means that not only allows specialists to acquaint with the extent to which the students utilized from the pedagogical process, but also to evaluate the instructors' method and style and even the curriculum as well. The researcher thinks that cheating in examination falsifies the examinees' scores which will return back negatively on evaluation.

The researcher agrees with Dolphin (2011:1) when he said that cheating in examination means to take the examination or a test by the student in a dishonest way. As perceived from different instructors, the researcher may confidently say that cheating in examination has become a popular dishonest behavior phenomenon all over the Iraqi colleges especially after the American occupation in 2003 and widely spread during the second half of the last decade.

The problem of the study

As an instructor, the researcher has realized the spreading of a certain dishonest behavior which is the cheating in English examinations among the English students at the different levels of the department at Al-Asma'i College/ DiyalaUniversity and at the private Colleges as well. The researcher noticed that this phenomenon has widely freshened and practiced by the students

during any test even the final examinations as if it was a natural feature of the test.

For example, during the last academic year, namely 2011-2012 and at the second year English department - Al-yaroukUniversityCollege (21) students from (68) students had been caught during different examinations. This represents 31% from the total number.

The researcher thinks that this represents a large percentage deserve to be treated seriously and rapidly before it increases because it is a serious problem faced by the educational programme. The researcher's point of view offers a deceivable appearance about the reality of the series of the pedagogical program by its three rings which are:

- 1- The effectiveness of the curriculum
- 2- The students' progression
- 3- The instructor's method and style

The researcher thinks that the effectiveness of the three educational rings mentioned above may be measured only throughout the findings of the test. Testing is not only a means to measure the students competence and performance but also (depending on the actual students' scores) to measure the instructor's skills, method and style that used to facilitate the students learning task and curriculum comprehension.

The researcher summarized the problem of this study with two dimensions; the first is the dishonest behavior which is not suitable behavior of the college students. The researcher thinks that this behavior will be reflected on the students future personality in their career effecting negatively the whole society. The second dimension is the loss of the correct evaluation which is the most important element in the whole pedagogy.

Value of the Study

It is hoped that that the findings of the present study may contribute to minimize the students' dishonest behavior in the field of legal and honest affairs. It is also hoped that the findings of this study may be of some value to the instructors involved in the pedagogical field.

Aims of the Study

The study aims at investigating the:

- 1- instructors' perceptions about the phenomenon of cheating they face in the examination,
- 2- students' perceptions about the phenomenon of cheating they recognized or commit in the examination,
- 3- role of the deanery and the instructor in behaving the students or in taking a crucial and rigid procedure to eliminate this dishonest behavior, and
- 4- suggested solutions to remedy the current educational problem of cheating.

Hypotheses of the Study

The study hypothesized that:

- 1- the phenomenon of cheating in the examination is not existed among the students of the colleges at Diyala University,
- 2- Cheating phenomenon has no effect on the curriculum's and students' evaluation,
- 3- Cheating phenomenon is not a dishonesty behavior and has no effects on students' futurity career, and
- 4- Cheating phenomenon has no effects on the property of the individual differences among the students.

Limits of the Study

The present study is limited to:

- 1- the students of Al-Yarmouk College University, English department to represent all the students of the popular colleges,
- 2- the students of Al-Asma'i College, University of Diyala, English department as a sample to represent the formal colleges, and
- 3- the effects of cheating phenomenon in the English examinations in terms of the ongoing of the pedagogy and correct evaluation.

Instruments of the Study

- 1- An interview was conducted with the instructors of the department of English Language at Al-Yarmouk University College and students of third year,

- English department at the same college in order to be acquainted with their opinions about cheating.
- 2- A questionnaire was designed and distributed randomly to 10 instructors at Al-Yarmouk University College and to 10 instructors from the English department, Al-Asma'i College. Another questionnaire was designed and distributed to 100 students as a sample chosen randomly 50 students from each department in the two colleges to know their attitude towards cheating.
 - 3- A test in novel which was conducted to the third year students at Al-Yarmouk University College. The same test has repeated with the same students after half an hour but this time under more controlled circumstances to see whether there is a difference in the students' achievement.

Proposition

The phenomenon of cheating in the examinations may be considered as the most dangerous phenomenon faced by the educational system that affects the students' present and future life. In addition this phenomenon has its own negative effect on the educational programmes of evaluating.

Cheating falsifies the appearance of the real scientific level of the students by presenting incorrect test scores. This false result will definitely defect the educational system and hindering the system from achieving the intended objectives.

An interview was constructed by the researcher with the instructors of Al-Yarmouk University College, and a questionnaire was designed and distributed to 10 instructors chosen randomly from English department Al-Asma'i College, University of Diyala (see appendix A). This was to identify the reasons behind the spread of this phenomenon among the students, its effects and the best ways of treatment.

Throughout the interview and the questionnaire, the researcher concluded that all the instructors admitted the existence of cheating. They also agreed about another fact that cheating is a dishonest behavior and a matter of corruption to the process of measurement and evaluation. This corruption definitely affects negatively the educational subject. The instructors also agreed

about a third fact which is the behavior of cheating in the examination definitely affects positively the other aspects of the students' life after graduating. In this case, the first, third and fourth hypotheses may be rejected

The researcher may summarize the reasons behind cheating, as perceived by the instructors throughout the interview and the questionnaire as follows:

- 1- Some reasons are related to the students themselves; This point of view mainly blames the incorrect social evolution of the student. Some parents have a real shortening in following their sons, depending totally on the procedure of the college in evaluating their sons. In fact these parents do not feel the serious danger caused by their negligence until after the disaster. This means that the student has grown up in an incorrect family and community. In this case, the researcher thinks that this evolution has reflected positively on his educational behavior.

Other students are distracted all the time by using Internet and cell phones instead of studying. During the examination, the student tends to cheat as a natural response to avoid embarrassment and the effects of failing in front of his classmates and family.

- 2- Other reasons are related to the educational system; This point of view mainly blames the difficulty of the curriculum, the nature of the instructors and their style in dealing with the students, the nature of nowadays

unstable circumstances that affects in a way or another the educational progress.

The researcher thinks that the academic dishonesty of cheating is carried out by some students with much of risk, because it puts the cheater student in a crucial position in front of his instructor and his classmate as well, this is from one hand, and cheating, in its out world meaning is an a virus affects our educational life and society which suppose being built on honesty and fairness, from other hand.

Apparently, the instructors, and as a students' watcher in the examination is responsible and got the direct blame when cheating happens in his class, but the researcher thinks that this view is a very superficial and view, because it regardless to the objectivity in analyzing the cheating phenomenon, the researcher thinks confidently that the instructor is the most zealous person in the pedagogical system who wants to create a good reputation to himself and to the student's present and future life.

Cizek (2001:6) says that as long as there have been tests, there has been cheating. Accordingly, cheating is inevitable in examination! So let us trace the following experiment which conducted by the researcher to see what can we learn from it:

It was not incidentally, but intentionally on Wednesday 19 of December 2012 when the researcher was waiting for one of his colleague instructors (without her knowing) to run an examination in the novel material to the third year students, English department, Al-Yarmouk College University. The researcher leaved everything goes on naturally, in other word, the novel examination has done in a normal way. After this examination, the researcher directly went to the novel's instructor asking her to repeat the same examination on the same 68 students which represented the total number of the examinees in this material at that day, but without telling the students about the repetition of the examination and under more controlled circumstances in order to keep the secure of the test and to find out whether cheating took place or not.

She was so cooperative and accepted to do the experiment by retesting the same students. The researcher and the novel's instructor think confidently that if a student committed cheating on a scrap paper or any other means, he definitely throw it after the examination finished. To get more accurate experiment, they printed the same examination's items and copied 68 copy to be distributed on the 68 students instead of writing the examination's items on the board (see appendix B), then they prepared 68 clean paper signed by the researcher himself to be distributed on the students instead of the students'

private papers. Then they selected other class contained selected carefully other clean stools with no marks or any written word on them to ensure the perfectness of the experiments.

After half an hour, the same students by the names were called to enter the prepared class and sat randomly according to their entering to the class irrespective the appropriate stool or his classmate to commit cheating on him because they did not know why they are here in the class. The researcher and the novels' instructor with two other instructors administered successfully the same test (which was out of 20 marks) on the same 68 students. After finishing the experiment, the two groups of papers have counted carefully and isolated to be corrected separately then to be submitted to the researcher to treat them statistically to see whether there is a significant difference between the two groups or not.

Four days later, and after correcting the students' papers, the novel's instructor submitted the two groups of papers to the researcher who treated them statistically as follows:

By applying the common formula stated by Madsen (1983;72) the mean score (\bar{X}) of the first test was (16), while the mean score of the repeated test was (10, 6).

By applying the common formula stated by Marascuilo (1971;316) the standard deviation and the variance to the scores of the first test was (12) while the standard deviation and the variance to the scores of the repeated test was (7,8)

In order to find out whether there is a significant difference between the two tests, the researchers applied the common formula stated by Hinlke et al. (1979:209). The application of the formula revealed that the calculated t-value was (1,09) whereas the tabulated t-value is (2.000) at (0,05) level of significance and (66) degree of freedom. It is clear that the tabulated t-value is higher than the calculated t-value. This indicates that cheating has been practised during the first examination.

Causes

The important question may be raised by the researcher is; Why is cheating?

The researcher thinks that there are several reasons behind students cheating in examinations, the most common cause for the researcher, being the desire to pass their course with certain acceptable grade. In such case they may find themselves under pressure to cheat if they see no other way to make the required grades.

Jojo (2010:2) believes that many students are driven to cheat when there is too much emphasis from both parents and the educational institution staff. But to answer precisely the above important question, the researcher followed the following procedures:

Because the researcher is an instructor and is an educational guide to the third year students, English department, Al-yarmouk University College, he has a particular and confident relation with this slice of students. The researcher utilized this relation and this confidence to serve the procedures of investigation of this study, so he chose them intentionally as a sample to represent the students of all colleges.

The researcher designed and distributed a questionnaire on the students mentioned above. The same questionnaire also distributed randomly on 40 students from English department, Al-Asma'I College to get a documented information about cheating (see appendix C). Then the researcher conducted a frank speech in a special interview prepared to the purpose of knowing on the reasons behind cheating and to reveal the secret styles used in cheating.

The findings of the questionnaire and the interview revealed that the reasons behind cheating in examination as perceived from the students may be divided into three groups of reasons:

1-Educational and psychological group such as: too much assignments required from the students that synchronic with the time of examination, too much examinations that synchronous at specific time that causes not enough readiness to the examination, the worriness from failing in the examination, the un-seriousness of some instructors in dealing with the examination that raises the feeling of non-

seriousness of the existence of real punishment, this feeling gives opportunities for cheating.

Some students complained from the insufficient time that allotted to the examination, other students added the difficulty of some materials that derive committing cheating, other said that some materials are presented without interesting or stimulating factors that motivate the students on learning and memorizing instead of cheating, the researcher may add the inexistence of the large and modern classrooms as another reason. Some students spoke frankly and accused themselves by wasting their expensive time with Internet and cell phone instead of books.

The researcher also inferred, as perceived from the students, an important psychological problem which is the incorporeal problem as another major cause behind cheating. The researcher found out that the majority of the students feel that they are in the wrong place. They are obliged to study their specialization for one reason or another but not according to their desire. They mainly blamed the center of the admittance in universities. The researcher's point of view, this feeling derived some students to commit cheating.

Another incorporeal serious and dangerous problem has been inferred by the researcher which was the negligence of students to their future. There is a common concept spread among the student that is the disappointment after graduating. Some students said literally "what shall we do with our testimony if all the graduates are jobless". This dangerous public concept drove some other students to commit cheating because they do not care to their present and future life.

2- The students themselves: In this field the students added other band of reasons such as: the weakness of the mind capacities that pushes them to cheating, the weakness of the scores achievement of some students in certain subjects, some students lack the desire of studying because they think it is bothering and useless as long as there is no employment after graduating, the misunderstanding and the ambiguity which took place in some materials, the lower ability of memorizing of some students, and

the afraid of failing in examination after spending time and much money.

In the same field, the researcher may add other band of reasons such as: the competition among the students, the weakness of the personality of some students that pushes them on cheating to get high scores to be prominent students among their classmates.

Some students depend on the social or political position of their families as a source of their power, some students commit cheating as a matter of challenging to his instructor and the instructions, for some students, cheating is a custom since long time and cannot give it up, the dependence on the cooperative classmates encourages the raising of cheating, the feeling of the irresponsibility and the wrong understanding to this deviated behavior in the examination.

Some students have the desire of adventure, others have the desire of imitation to the cheater students, the large number of the students in a small class which will create a big disorder and control losing. Some students exploit any circumstances to commit cheating, for example they exploit the emergence of the daily variables and the bad security status as an excuse for cheating.

As perceived also from the students, the researcher inferred that some students are carrying a strange culture that is cheating is a kind of raising the soul of cooperation and cheating is a kind of teamwork. Moreover, the uncooperative students is accused of being selfish, complex and passive student. The worst is that some accuse him that he does not know the meaning of brotherhood.

3- The instructors: The researcher may divide this source onto two directions: unconsciously, such as: the hatred to some materials which has caused after a problem or a certain situation among some students and their instructor, some instructors are unfair in dealing with their students, some students are incapable to understand the instructor's style in presenting his examination, some instructors are so difficult and sometimes are so sever in correcting the papers.

Whereas the other direction is consciously which is represented by giving a smile to the student when he asks or inquires about a certain item in the examination, or by nodding his head to confirm that his answer is correct or not. Sometimes some instructors allows intentionally cheating in his examination to enhance their students' performance deceiving his administration and his colleagues by showing them that he is a good instructor because he got a high percentage of success.

The researcher may add another important reason behind cheating when he agrees with Kelvinkally (2012:1) belief which said that there is no serious procedures against cheating to be taken by the instructors or the deanery, so it became much popular, easier and convenient for students to cheat without thinking of the consequences of getting caught.

For all these reason, the researcher thinks that cheating for the students, is a justifiable response

Styles

The researcher secretly exploited a certain student from the third year, English department, Al-Yarouk College University and another student from the third year, English department, Al-Asma'i College, University of Diyala in order to discover the styles of cheating practiced by the students during examination .

These two students were chosen intentionally to perform this task because they are part from the population of the students and they are from the middle level of the scientific competence and of so acceptable reputation among their classmates in addition that they are so social.

From the investigation of these two students, the researcher may list the following styles used by the cheater students:

The most common style used in cheating in exam is the looking at the nearest student's paper. This style demands a simple action from the cheater that is turning his neck to have a fast look at the answers of the student sitting in front, next or beside to the cheater. For the students, this style is preferable because it is simple to be done in addition that there is no

serious danger threatens the side of the cheater because there is no tangible evidence.

The use of scraps is the most wanted style to be used among the cheater students, but because it is so danger so only the professionals practice this risk. Her the cheater does not hesitate to swallow the scrap when he feels dangerous threats him. While the other less common styles are: the use of the wall, writing on the stool where the student sits, writing on the private paper which prepared for the examination before the examination, writing on the palm of the hand, switching papers, writing on the shirt sleeve, looking to the original book or the booklets.

Whereas the strange styles are: the use of gestures or certain sounds that already agreed and practiced among some students before the examination to be used on the examination, writing the initial letters of some words or even words on a pen or pencil, writing on the shoes, writing on the ruler in a way that does not appear unless you put the ruler on a white paper and the use of the cell phone.

Some cheater students use the trick of going to the path room, while he already prepared some papers, the book or the booklets in order to find out the answer of the question. Or he already wrote something related to the examination on the walls or the door of the path room.

The strangest style the researcher had ever heard was by using the adhesive transparent tape. The cheater student uses a scrap paper of (1) inch in width and (4) inches in length, then he writes his cheating words or the initial letters of that words by using a pencil (not pen). Then the student sticks a piece of the transparent tape suits in size to the scrap paper, then he rubs it very well in order to print the graphic written materials on the transparent tape, then he takes off the scrap from the transparent tape. The cheater then uses a cleaver trick by using a silver pen (not other color to get a perfect reflection) then he sticks this transparent on the back side of the pen as if it was an advertisement.

The cheater puts this pen in his grip and start cheating and no one will recognize something because the student does not raise his head from the paper nor turn his head round his classmates for he is busy in transferring from the pen to the paper. The cheater student uses more than one pen to cover all the materials of the examination, in condition of being the same characteristics of the first pen as if it was the same pen.

Effects

Cheating in examination may be defined as an illegal behavior that manipulates the results of the test by breaking the rules of the perfect test administration. From this definition one may understand that cheating is a process in which the students uses any illegal means by which he writes on the test paper a correct answer as response to a certain question deceiving the instructor by what he has wrote is the fruit of the instructor's efforts in teaching and his own efforts in studying.

As perceived from the instructor's and students' interview and questionnaire, the researcher may say that by this dishonest behavior, the cheater student gets high score which he is not deserve. In so, the cheater manipulates the test result disrespected the dangerous of his deed. In fact his deed is an educational and psychological sickness including the meaning of stealing in which a great deal of wrongness attached with the best students, furthermore, cheating is falsifying to the actual scientific level of the cheater.

From this discussion, one may infer that when cheating took place, testing yields inaccurate information about the test scores and the proper of individual differences retuning back to the evaluation of the whole pedagogy because of the muddle interpretation of the students' test performance.

Moreover, the cheater students will be praised and will be unfairly equalized to the best students, this is from one hand, and some of the cheater students may be incorrectly assigned to a special program to which he is not qualified then his failing return back negatively to that program. Furthermore, another cheater students may be unfairly received a scholarship that someone else fairly deserved

it, from other hand. And by this, the second, third, fourth and fifth hypotheses are again rejected.

The researcher agrees with Al-Zaidi(2008:6) when he assured that cheating in examinations has become a danger that threatens the existing educational system and the future of the country. Kassouri (2008:2) adds that cheating is decreasing the students rely on their intelligence in addition it affects the correct evaluation.

The researcher thinks that whatever the reason behind cheating but it still unjustifiable behavior as long as it presents a false reflection about the skill we want the students to learn whereas they haven't. The researcher comprises the effects of the results of cheating phenomenon on pedagogy to the state of a patient who got a cancer disease and the doctor says to him that you have a good healthy, while he is dying.

Accordingly, the researcher thinks that this reason (namely cheating) is the most effective reason among others which have caused the collapse of the educational system. In addition and as perceived by the students that cheating deforms the image of the instructor who suppose to be their model. Again and as perceived by the instructors and students that cheating is an educational challenge, for an error evaluation decision will be made which is in fact cannot be useful for any educational purpose and a threatened to present educational system and future generations. As so again all the hypotheses of the study are rejected.

Treatments and recommendations

The researcher may raise a certain question which is: what can be done to solve the problem of cheating?

JoJoe (2010:2) believes that many students are driven to be involved with the problem of cheating when there is too much pressure from both parents and educational staff; the end result is when students cheat on exams, everyone is affected in many ways. He thinks if one eliminates pressure, students are less likely to engage in such conduct.

The researcher agrees JoJoe above belief, but he thinks that firstly we have to investigate and analyze the characteristics of

the test itself in order to be able to find out the best solution to the problem of cheating.

From the experience of the researcher, he recognized the following phenomena in conducting the test in the colleges:

- 1- The procedures of conducting any tests are follow the classical style. In other words, the monthly tests are conducted by only one watcher that is the instructor himself. The researcher recommends more than one watcher to be exploited to oversight the examinees especially with a large number of examinees in a small class. This is to minimize the chances of cheating as the experiment of the researcher (mentioned in the item of proposition of the present study) which was about the retesting of the novel test confirmed. The researcher recommends the college personnel to be exploited as watchers.
- 2- As for the classical style, the researcher thinks that the oversight by employing the personnel to assist the instructor in running the exam is useful but it is tiring and boring for them, in addition that it costs the personnel an expensive time to be spent on his administrative works. The researcher recommends the use of technology to oversight the class. One camera which may be installed at a proper place may fulfill the purpose of sighting. In addition that one instructor may oversight more than one class by installing a camera in each class. This procedure would save much of efforts and may present accurate oversight.
- 3- Again as for the classical style, the researcher also realized that all the tests are designed and presented to the students from the subjective type. It is well known that this type is of much of disadvantages including the subjectivity of the instructor and the invalidity of the test scores. The researcher recommends the type of objective test because it is of much advantages especially it is not affects the validity of test score and presents an accurate and credible results. The researcher thinks that it is better to present two different forms of the test, i.e. (A) and (B).

- 4- the researcher also realized that all the tests are conducted behind a closed doors. The researcher recommends opened classrooms door to be used to conduct the test. This minimizes the chances of cheating, because it allows every passer-by instructor or personnel to inform about cheating.
- 5- The researcher also realized that all the tests are centralized round two or in the best cases three levels of Bloomfield taxonomy of behavioral objectives. In other words all the test focus on the written information in the content of the text to be repeated on the exam paper (i.e.) depending on the remembering level neglecting the analyzing, constructing and evaluation levels. The researcher recommends to identify the highest levels of Bloomfield taxonomy of educational objectives (1956: 22) because they are students not pupils.
- 6- The researcher realized that in most tests the questions are written on the board. The researcher thinks that this approach offers a chance of cheating by using gestures or whisper while the instructor is busy with writing the second question on the board. The researcher recommends a printed test on papers to be distributed to each student. To ensure the perfectness of the test, the researcher recommends the instructor to put his/her signature on the students' papers after the insurance of its clearness. This is to minimize the chances of cheating as the experiment of the researcher of retesting the novel test confirmed.
- 7- The researcher also realized that when the watcher caught a cheater student, he takes no serious procedure by which he makes the cheater as a moral lesson to the other students. He usually satisfies with warning him or with taking the scrap paper from the cheater or in worst cases he dismisses the cheater from the class. The researcher recommends enacting the legal procedure against the cheater by considering him failing.
- 8- The researcher also realized that when the instructor designs his test he chooses the questions or the items of the test depending on his satisfaction with the importance of the question or the item. Sometimes he intentionally chooses the

most difficult idea to be presented as question, other times he presents the question with much of ambiguity. The researcher thins that this may put the student in a crucial situation which derives the student to practice cheating. The researcher recommends presenting a clear question that carries not more than one interpretation and in same time takes into consideration the individual differences that corresponds with the privacy of each material.

- 9- The researcher also realized that the instructor conducts his examination with all his best in order to prevent cheating, then he collects the papers and leaves the class silently. The researcher realized that no one of the instructors tried to ensure that no student has practiced cheating in the examination after finishing. The researcher recommends trying randomly at least two students to make with them an interview about their answer asking each one to say orally what he wrote down as response to question one/two or other question comparing the student's orally response with his written response. Furthermore, to ensure that there is no cheating toke place in the exam, the researcher recommends the instructor to match the papers of the suspected students with each others. This procedure makes the cheater thinks more than one time before cheating.
- 10- The researcher also realized that the awareness of the students about the danger of this phenomenon towards the educational system and society is at its lower level. The researcher recommends motivating this awareness by constructing conferences from time to time to clarify the serious challenge of this phenomenon.

Conclusions

As it has seen from the findings of the study which has been obtained from the interview, questionnaire and test, that cheating is a corrupted behavior deserves to be punished. The study also concluded that cheating is a behavior that is not practiced only by academically poor students, but also by the best students if they got a chance of cheating to get to the top of their class and they don't think that it is wrong doing. This is

mainly to overcome the problem of failing or to keep their ranks as the best students as a matter of competition among themselves.

The researcher realized that all students are unaware of the fact that this phenomenon is a disease that affects two important aspects beside evaluation, which are honesty and fairness which are the most important values of the society in general and educational operation in practical.

This study was a humble effort to ensure the security of the test and the accurate reliability of the results. The study presented an analysis to the nature of the test, student, instructor, and educational system.

The procedures of the study revealed different reasons behind cheating, different styles of cheating and different effects yielded by cheating. Finally, the study presented different methods of treatments.

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Appendix (A)

A questionnaire which is distributed to the instructors to show their attitudes towards cheating in the examination

- 1- Do you admit the existence of the cheating phenomenon in the examinations? ☐ yes ☐ No
- 2- Did you recognize the existence of this phenomenon during your examinations? ☐ yes ☐ No
- 3- Have you helped your student(s) in your examinations by using gesture, smile, nod or other means to inspire that their/her/his answer is correct? ☐ yes ☐ No
- 4- Do you think that cheating is basically wrong doing and must be punished? ☐ Yes ☐ No
- 5- What would you do if you captured a cheater student in your examination? ☐ Dismissing ☐ The legal procedure ☐ Overlook him
- 6- What is the common style among the students in cheating? ☐ Scrap paper ☐ Looking at a nearest student ☐ Other style
- 7- Do you feel that this phenomenon loses the property of individual differences? ☐ Yes ☐ No

8- Do you think that this phenomenon affects negatively the correct educational evaluation? ☐ Yes ☐ No

9- Do you think that this phenomenon has any effect on the incorporeal and psychological status of the smart students?

☐ Yes

☐ No

10- Why is cheating in examination?

☐ Materials' difficulty

☐ Students' weakness

☐ Students' carelessness

☐ Instructor's method and style

☐ The inexistence of a serious procedure

11- In brief, please write down the best treatment for this phenomenon.

Appendix (B)

The printed questions of the retest of the novel which distributed to the students of the third year, Al-Yarmouk College University English department

Note: Answer only three questions

Q1) a- What is the setting of the events of "Wuthering Heights" novel?

b- In details, explain the difference between "Nature" and "Culture", support your explanation by examples from "Wuthering Heights" novel ?

Q2) In brief, analyze the personality of "Healthcliff" and "Cathrerine".

Q3) In details, write the plot of "Wuthering Heights".

Q4) a- In brief, comment on the initial situation.

b- Read carefully the following text, then write the name of the character who said it, to who it has been said and what was the occasion of it.

"come in, come in (he sobbed) Cathy do come oh, do come, oh my heart darling near me this time Catherine at last".

Appendix (C)

A questionnaire which was distributed to the students to show their attitudes towards cheating in the examination

1- Self rating in your specialization:

2- Do you admit the existence of the cheating phenomenon in the examination?

3- Do you think that cheating is a deviation behavior?

4- Do you feel that this phenomenon loses the property of individual difference?

5- Do you feel that cheating loses the rights of the smart and clever student?

6- What is the common style among the students in cheating?

7- Who practices cheating more than other?

8- Would you try to commit cheating if you did not know the answer of the item?

9- How often did you commit cheating?

10- Do you encourage cheating?