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Factors favouring cheating during college level examination with special reference to Churachandpur District of Manipur, India

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ABSTRACT:

The aim of this study was to determine the different factors influence or favouring cheating behavior among the college students of Churachandpur District of Manipur, India. The investigation also aimed to study the personal factors that had favoured cheating behavior among college students of Churachandpur District of Manipur, India. The study also focused to explain the external factors favouring cheating among the students in the college level exams. The present investigation aimed to determine the institutional factors that had influenced cheating at the college exams. On the whole the study aimed to explain the overall nature of the factors favouring cheating behavior among the college students in the college level exams. The population of the study included all the students from the 5 colleges in the District. Participants in the study were 224 college students of which 100 were male and 124 were female. The sample of study was selected by following one of the probability sampling techniques, i.e. multistage sampling technique. Finally the study attempted to provide preventive measures to eradicate cheating in the college examination and extend recommendations of practical solutions for curbing the educationally undesired behavior – cheating in the college level examination.

KEYWORDS: Cheating Behaviour, Factors Favouring, College Exam, End Term Examination, College Students.

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1.INTRODUCTION:

Cheating behavior may be defined as copying answers from the paper of a fellow students with their consent while taking an examination. Cheating on examinations in academic institutions is a worldwide issue (Berhan&Desalegn, 2014). Academic dishonesty, or more commonly known as cheating and plagiarism, has been a constant problem for year's at all educational levels (Sherwin E. Balbuena and Renee A. Lamela, 2015). Cheating negatively affects the accuracy of the evaluation process by adding more sources of errors which decreases exams validity and reliability (Cizek, 1999).

In recent times, with the advancement in information and communication technology, cheating had become both more frequent and more sophisticated.

Cheating is a moral process which cannot be easily subjected scientific study and so much so is the students' attitude towards cheating as students resort to concealing their inner truth.

Many a times the teachers and authorities tends to ignore cheating during exam as it foster better examination results.

Numerous studies have explicitly stated the various factors that reinforced cheating during examinations. Some of the prominent factors are; laziness on the part of the students, students attitude towards cheating – everyone is doing it, fear of scoring low grade of marks, improper seating arrangement, lack of efficient supervision, negligence on the part of invigilators and authorities, lack of time for studying, lack of severe punishment for cheating, competition for jobs, scholarships and admission to post-graduate programs.

2.PREVIOUS STUDIES:

According to Baird (1980) strongest reasons which favoured cheating during examinations were broadly the personal factors and external factors. The personal factors included Laziness, Awareness of the performance of fellow students, Low grades, Previously experienced, failure, A certain expectation of success and external factors included Seating order, importance of the test, Level of test-difficulty, unfair test, Scheduling, Supervision.

Pavela maintained that the various policies and procedures on campus often compound the problem of academic dishonesty: lack of precise definition of "academic dishonesty"; not explaining to students the importance of academic integrity; and negligent procedures followed by administrators and faculty members. While admitting that students are in the wrong when they are academically dishonest, Pavela charged that faculty and administrators must accept responsibility for allowing such practices to occur wittingly.

Wright and Kelly (1974: 34) reported that faculty were willing to accept some blame for the cheating problem, since many were not being careful enough in their classroom practices.

In a North American study of school students cheating by Anderman, Griesinger, and Westerfield (1998) it is claimed that the schools' obsession with performance measures spurs cheating. It is suggested that classrooms that emphasize high grades and test scores may drive the students to cheat. Similar conclusions were reported by (Lipson & MacGavern, 1993). Davis et al (1992), Singhal (1982) Newstead, Franklyn- Stokes, and Armstead (1995) found lack of time to study that made them cheat and cheating was a consequence of their wish to get better grades. Students' attitude like "everybody else does it," a wish to help a friend and laziness Also Maramark and Maline (1993), when looking for causes for cheating, found that stress, competition for jobs, scholarships and admission to post-graduate programs were important determinants. Hetherington & Feldman (1964) personal factors that caused students to cheat were to gain social acceptance/liking and the external factors included difficult test, lacking supervision, badly organized course.

3. JUSTIFICATION OF THE STUDY:

The menace of cheating in the college examinations is not only an educational challenge but also a social, political, economic and psychological concern. The issue of cheating has permeated throughout all forms and spheres of human life either directly or indirectly. Therefore, it may not be improper to assert that social evils like corruption, forgery, dishonesty, bribery, etc. have direct or indirect bearing with attitudes of students towards cheating in the exams. Cheating in its broadest sense can affect the national and economic development of a country. In spite of this fact, very little or no efforts have been made by the people in power or authorities in the field of education to find a suitable way to prevent cheating in education. Realizing the importance of inculcating the moral ethos of honesty and demolishing the positive attitude towards cheating during examination at the schools, colleges and universities, everyone has turned deaf ears to it.

However, in order to prevent cheating during college level examination and further escalation of this attitude at large, it is important to understand the factors favouring cheating in the examination and their causes. Hence, the study of the factors favouring college students' cheating behavior with special reference to Churachandpur District of Manipur, India, is justified.

4. OBJECTIVES OF THE STUDY:

- 4.1 The present study aimed to achieve the following objectives;
- 4.2 To identify the different personal factors favouring cheating during college level examination in Churachandpur District of Manipur, India.

4.3 To identify the different external factors favouring cheating during college level examination in Churachandpur District of Manipur, India.

4.4 To identify the different institutional factors favouring cheating during college level examination in Churachandpur District of Manipur, India.

4.5 To find out preventive measures for controlling and eradicating cheating behavior among college students of Churachandpur District of Manipur, India.

5 RESEARCH QUESTIONS:

5.1 What were the different personal factors favouring cheating during college level examination in Churachandpur District of Manipur, India?

5.2 What were the different external factors favouring cheating during college level examination in Churachandpur District of Manipur, India?

5.3 What were the different institutional factors favouring cheating during college level examination in Churachandpur District of Manipur, India?

5.4 What were the overall nature of factors favouring students' cheating during college level examination in Churachandpur District of Manipur, India?

5.5 What are the preventive measures for controlling and eradicating cheating behavior among college students of Churachandpur District of Manipur, India?

6 DESIGN AND METHODOLOGY:

6.1 Method of the Study:

The researcher used one of the types of descriptive approach, a descriptive and analytical method, which is suitable for the present study.

6.2 Population of the Study:

The population of the study consisted all the 100 students from five colleges in Churachandpur District of Manipur, India, who were enrolled in July 2018.

6.3 Sample of the Study:

One of the probability sampling techniques, viz., simple random sampling technique was adopted to draw the sample of study consisted of (224) student teachers, out of which 100 were male and 124 were female, from the five colleges in Churachandpur district of Manipur, India.

6.4 Tool:

The researcher had developed a questionnaire and it was administered to the sample of study shown above.

6.5 Statistical Analysis

After retrieving the questionnaire from the respondents, the responses were coded and data entry was done in the Microsoft-Excel program and statistical computation was performed to obtain Percentage and Total Score Percentage against the responses to the items related to the personal, external and institutional factors favouring cheating during college level examinations in the field under investigation.

7 RESULTS OF THE STUDY:

The following are results of the study according to the sequence of questions:

7.1 Results of the first question: What were the different personal factors favouring cheating during college level examination in Churachandpur District of Manipur, India?

To answer this question, Percentage and Total Score Percentage of items of Personal factors favouring students cheating behavior in exam was computed and the result is shown in Table 1.

Table 1: Percentage and Total Score Percentage of items of Personal factors favouring students cheating behavior in exam

Personal Factors	f	%	Degree of Favour
inadequate preparation for exam	154	68.44	High
Laziness to study before exam	155	68.89	High
fear of failure	164	72.89	High
Desire to score more marks than friends	154	68.44	High
Attitude to cheating - everybody does it	145	64.44	High
Total score of personal factors favouring students behavior towards cheating in exams	772	68.62	High

From Table 1 the degree of favour for the personal factors promoting students' cheating behavior in Churachandpur District of Manipur, India, has come at a Total Score Percentage of (68.62), this indicates a high degree of favour.

The researcher explains this high degree of favour for personal factors promoting cheating to the role of time pressure during the exam hours, inadequate preparation for exam, Laziness to study before exam, fear of failure, Desire to score more marks than friends, and Attitude to cheating - everybody does it.

7.2 Results of the second question: What were the different external factors favouring cheating during college level examination in Churachandpur District of Manipur, India?

To answer this question, Percentage and Total Score Percentage of items of external factors favouring students cheating behavior in exam, the result is shown in Table 2.

Table 2: Percentage and Total Score Percentage of items of external factors favouring students cheating behavior in exam

External Factors	f	%	Degree of Favour
parents' pressure to do well in exams	116	51.56	Moderate
Parents' advice cheating	133	59.11	Moderate
Lack of reading culture	151	67.11	High
time pressure during the exam hours	148	65.78	High
Total score of external factors favouring students behavior towards cheating in exams	548	61.16	High

Analysis of Table 2 the degree of favour for the external factors promoting students' cheating behavior in Churachandpur District of Manipur, India, has come at a Total Score Percentage of (56.79), this indicates a high degree of favour.

The researcher explains this high degree of favour of external factors promoting cheating to the role of lack of reading culture and time pressure during exam hours

7.3 Results of the third question: *What were the different institutional factors favouring cheating during college level examination in Churachandpur District of Manipur, India?*

To answer this question, Percentages and Total Score Percentage of items of institutional factors favouring students cheating behavior in exam, the result is shown in Table 2.

Table 3: Percentages and Total Score Percentage of items of institutional factors favouring students cheating behavior in exam

Institutional Factors	f	%	Degree of Favour
Study materials provided are inadequate	156	69.64	High
Poor attendance of teachers in class	92	41.07	Moderate
Lack of reading culture	158	70.54	High
Seating arrangement during exam is good for cheating	153	68.30	High
Low chance of getting caught in cheating	126	56.25	Moderate
No punishment to cheating	163	72.77	High
Invigilators is not strict	154	68.75	High
Total score of institutional factors favouring students behavior towards cheating in exams	1002	63.90	High

Observation of Table 3 revealed that the degree of favour for institutional factors promoting students' cheating behavior in Churachandpur District of Manipur, India, has come at a Total Score Percentage of (63.90), this indicates a high degree of favour.

The researcher explains this high degree of favour for institutional factors promoting cheating to the role of inadequate study material, lack of reading culture, poor seat arrangement, no punishment to cheaters and liberalness of invigilators.

7.4 Results of the forth question: *What is the overall nature of factors favouring students' cheating during college level examination in Churachandpur District of Manipur, India?*

To answer this question, Percentages and Total Score Percentage of items of Personal factors favouring students cheating behavior in exam, the result is shown in Table 2.

Table 4: Percentages Total Score Percentage of items of the overall nature of factors favouring students cheating behavior in exam

Scores	f	%	Degree of Favour
Total score of personal factors favouring students behavior towards cheating in exams	772	68.62	High
Total score of external factors favouring students behavior towards cheating in exams	548	61.16	High
Total score of institutional factors favouring students behavior towards cheating in exams	1002	63.90	High
Total score of problems of academic	2322	64.50	High

Observation of Table 4 revealed that the degree of favour for overall nature of factors promoting students' cheating behavior in Churachandpur District of Manipur, India, has come at a Total Score Percentage of (64.50), this indicates a high degree of favour.

It has been observed that all the broad factors have a high degree of influence over promoting cheating behavior among the college students of Churachandpur District of Manipur, India. However, Personal factors play the greatest influence on the cheating behavior of the college students.

7.5 Results of the Fifth question: *What are the preventive measures for controlling and eradicating cheating behavior among college students of Churachandpur District of Manipur, India?*

To answer this question, the following preventive measures for controlling and eradicating cheating behavior among college students of Churachandpur District of Manipur, India are recommended:

- a) Students must be given orientation on the need to prepare for the examination much in advance. So that last minute hasty preparation is avoided which in turn prevent cheating.
- b) Students' must be motivated and aspired to develop negative attitude toward cheating in exams. In order to fulfil this purpose attempt should be made to organizing counseling and guidance and students exchange programmes with leading educational and professional institutions.
- c) All the factors promoting cheating among college students must be taken into account while framing educational policies and programmes both at the institutional level and government level.
- d) Students' fear of failure must be diverted to building the inner confidence of the students and formidable foundation for their better performance in the examinations.
- e) Proper rules and regulations of punishment for cheating in the examination both at the college level and university level must be formulated in such a manner that it does not become fault

hunting tool but preventive and corrective tool for eradicating cheating in the college level examination.

- f) Invigilators must be aware about the responsibility and powers and their role in bring up good individual who will be discard undesirable behavior and attitudes.

8. CONCLUSION:

To sum up, the study found out three major factors favouring cheating among the college students of Churachandpur District of Manipur, India, namely, personal, external, and institutional factors. The highly influential factors promoting cheating included inadequate preparation for exam, laziness to study before exam, attitude to cheating - everybody does it, lack of reading culture, inadequate study materials, poor seat arrangement, lack of punishment for cheating, invigilators' liberalness etc. must be properly addressed Out of all the three broad factors the study found the personal factors has prominently influence on the cheating behavior of the college students in Churachandpur District of Manipur, India.

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