

Causes of cheating in exams-Implications for grade 12 national examinations



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Outline of presentation

- 1) Background of the study
- 2) Research questions
- 3) Literatures review
- 4) Research methodology
- 5) Key findings
- 6) Conclusion and Recommendations
- 7) References

Background of the study

- Cheating in examination is a global issue.
- Grade 12 national examination cheating saga was exposed in 2012.
- Therefore, this study was hoped to establish why students cheat in examinations and identify possible strategies that would reduce such practice.

Research questions

□ Overarching question

What is the **students' competency level** in their subject areas by the end of grade 12?

□ Support questions

- 1) What **factors prompt** grade 12 students to cheat in the national examinations?
- 2) How is students' **mastery of skills** in the subject areas assessed or established in grade 12?
- 3) What **strategies of students' learning support** are available in the secondary schools to support grade 12 students when they wish to advance further?

Literatures review

- According to Hosny and Fatima (2014), cheating in examination is defined and described as academic dishonesty and academic crime.
- Cheating violets academic rules, degrade institutions integrity, ethics and moral values (Finn & Frone, 2004; Ogunji, 2011).
- Students at all levels of education cheat for various reasons (Mokula & Lovemore, 2014).

Literatures cont.

- For example, according to Gu's (2011) studies on cheating in examination, some of the major causes of cheating in exam were fear of failure, fear of peer pressure while some cheated to get better grades that would assist them to be eligible for future job markets.

Literatures cont.

- Cheating in examination is also a growing issue in PNG. The National reported that some Grade 12 students had accessed exam papers before exams dates (Ako, 2013 ; Haip, 2013; Per, 2013). The National further stated that students bought each examination paper for K500, while others accessed answers through cell phones via friends and relatives from others schools.

Literatures cont.

- According to Anderson-Butcher (2004), students service centre in US schools provide guidance and counselling and library facilities to improve student's learning.
- However, Romanyshyn and Romanyshyn (2010) reported that PNG schools lack proper teaching and learning facilities, lack teachers experts and low English skills. Therefore, cheating is inevitable in grade 12 national examination.

Methodology

Secondary study

- ✓ This study adopted aggregate level-data
- ✓ Guided questions (7) -secondary study
- ✓ Identify the source of information (*DWU Library database, Google scholar, Academia, news paper articles*)
- ✓ Gathering existing data (9 data)
- ✓ Normalizing data (compare data)
- ✓ Analyzing data

Findings

1. Major factors prompt grade 12 students to cheat in national examination.

☐ Laziness

The result has shown that many grade 12 students academically become lazy and procrastinate academic work. It is claimed that students with these habits are like to cheat in exam.

☐ Fear of failure

The study has also revealed that students cheat in exam because of fear of failure. Due to limited spaces in tertiary institutions, many grade 12 students in PNG secondary schools are likely to cheat in exams because they fear of failure.

1. Cont.

❑Lack of facilities and qualified teachers

The data has shown that students knowledge and skills rely on quality teaching and learning facilities with qualified teachers. Those schools lack these facilities, many students are likely to buy exam papers and cheat.

❑Inadequate preparation

The data has also revealed that inconsistence preparations towards exam day by students, parents, teachers may force students to cheat in exam.

2. Grade 12 learning support strategies

□ Guidance and counselling

The data has shown that guidance and counselling provide appropriate advices to address students' individual needs. The unethical behaviour such as cheating can be minimised if students are properly guided and counselled.

2. Cont.

□ **Continuous assessment**

The data has shown that continuous assessment (**test, assignment, projects, exams and quiz**) forces students to read and study well before test and exam dates. In addition, Continuous assessment increases student intellectual level when they spend quality time reading, studying and doing research. If continuous assessment is effectively practiced in schools, students will not desire to cheat in national examinations.

2. Cont.

□Moral and core values

The result has shown that moral and core values are essence of learning good behaviour. If moral and core values are taught at school many students would behave positively and uphold academic integrity and would not desire to cheat.

Conclusion and recommendation

- Cheating in examination is widespread in all academic institutions.
- Factors cause students to cheat in exams: **laziness, fear of failure, inadequate preparation, lack of facilities and qualified teachers.**
- Continuous assessment, guidance and counselling and teaching moral and core values promote students learning.
- This was a secondary study, therefore, it is recommended that a field research is needed to explore the real causes of cheating in examination.

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Thankyou