

2019-10-16

Prevalence, Forms, Factors and Perceived Consequences of Academic Cheating Among Public Second Cycle Primary School Students: The Case of Mersa City Administration

Dessale, Worku

<http://hdl.handle.net/123456789/9909>

Downloaded from DSpace Repository, DSpace Institution's institutional repository



**PREVALENCE, FORMS, FACTORS AND PERCEIVED
CONSEQUENCES OF ACADEMIC CHEATING AMONG
PUBLIC SECOND CYCLE PRIMARY SCHOOL
STUDENTS: THE CASE OF MERSA CITY
ADMINISTRATION**

BY

DESSALE WORKU TESHOME

GRADUATE PROGRAM

DEPARMENT OF PSYCHOLOGY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

BAHIR DAR UNIVERSITY

JUNE 2019

**PREVALENCE, FORMS, FACTORS AND PERCEIVED
CONSEQUENCE OF ACADEMIC CHEATING AMONG
PUBLIC SECOND CYCLE PRIMARY SCHOOL
STUDENTS: THE CASE OF MERSA CITY
ADMINISTRATION**

**A thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Educational Psychology.**

BY

DESSALE WORKU TESHOME

ADVISOR: MESERET AYALEW

GRADUATE PROGRAM

DEPARTMENT OF PSYCHOLOGY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

BAHIR DAR UNIVERSITY

JUNE 2019

The thesis titled” Prevalence, Forms, factors, and Perceived Consequence of Academic Cheating Among Public Second Cycle Primary School Students” by Dessale Worku is approved for the degree of “ Master of Arts in Educational Psychology”

Board of Examiners

_____	_____	_____
Advisor	Signature	Date
_____	_____	_____
Internal Examiner	Signature	Date
_____	_____	_____
External Examiner	Signature	Date

Date:_____

ACKNOWLEDGEMENTS

I would like to express my gratitude to individuals whose support have eminent role to complete this thesis work.

My gratitude and appreciation goes to my Advisor Mr. Meseret Ayalew for his valuable comments, suggestions and unreserved guidance in the overall activities of this paper.

My deepest heartfelt appreciation also goes to my wife Birtukan Derese Shume for her strong moral and financial support. I also thank my children Meron and Yeabsira for their sympatatic feeling, patience and commitment in the absence of me,

Last but not least, I would also like to extend my thanks to Habru woreda Education office for supporting material and photo copy service. I also thanks to Mersa and Melkacheffie primary schools cluster center supervisors, school principals and vice principals, teachers, students and PTA member representative and woreda education curriculum experts for their assistance and cooperation in filling questionnaire and giving valuable information in interviews and focus group discussion too.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
ACRONOMYS	v
<i>ABSTRACT</i>	vi
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problems	3
1.3 Research Question	5
1.4. Objectives of the Study	6
1.4.1. General Objective	6
1.4.2. Specific Objective	6
1.5. Significance of the Study	6
1.6 Delimitation of the Study	7
1.7. Limitation of the Study	7
1.8 Operational Definition of Key Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1. Over views of Academic Cheating	9
2.2 Theoretical Background of Academic Cheating	9
2.3 Prevalence of Academic Cheating	10
2.4 Forms of Academic Cheating	13
2.5 Factors of Academic Cheating.....	15
2.6 Perceived Consequence of Academic Cheating.....	18
2.7 Summary	19
CHAPTER THREE: METHODOLOGY	21
3.1. Research Design.....	21
3.2. Study Site	21
3.3. Population, Sample size and Sampling Techniques.....	21
3.4. Data Collection Tools	23
3.4.1. Questionnaire	23

3.4.2. Interviews.....	24
3.4.3. Focus Group discussion	24
3.5. Pilot Testing.....	24
3.6. Data Collection Procedure	25
3.7. Methods of Data Analysis.....	25
3.8. Ethical Considerations	26
CHAPTER FOUR: RESULTS AND DISCUSSION	27
4.1. Result	27
4.1.1. Demographic Characteristics of the Respondents.....	27
4.1.2. Prevalence of Academic Cheating	28
4.1.3. Major Forms of Academic Cheating.....	29
4.1.4. Factors of Academic Cheating	30
4.1.5. Perceived consequence of academic cheating.....	31
4.1.6. Academic Cheating Prevalence and Students’ Demography.....	32
4.2 Discussion	34
4.2.1. Prevalence of Academic Cheating in Second Cycle Primary Schools.....	34
4.2.2. Forms of Academic Cheating in Second Cycle Primary Schools.....	35
4.2.3. Factors of Academic Cheating in Second Cycle Primary Schools	36
4.2.4. Perceived Consequence of Academic Cheating in Second Cycle Primary Schools	37
4.2.5. Academic Cheating Prevalence and Students’ Demographic Characteristics	37
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION	39
5.1 Summary	39
5.2 Conclusions.....	41
5.3. Recommendation	41
REFERENCES	42
APPENDICES	48
Appendix -A.....	48
Appendix-B.....	53
Appendix-C.....	58
Appendix-D.....	59
DECLARATION	60

LIST OF TABLES

Table 1. Student's population and Sample size	23
Table 2. Background information of the Participant (N=271)	27
Table 3. Prevalences of academic cheating in Second Cycle Primary Schools (N=271)	28
Table 4 Major Forms of Academic Cheating Practiced in Second Cycle Primary Schools (N=271)	29
Table 5. Factors of Academic Cheating Second Cycle Primary School (N= 271)	30
Table 6. Perceived consequence of academic cheating in second cycle primary schools (N=271).....	31
Table 7. Z-score ranking of consequence of academic cheating (N= 271).....	32
Table 8. Academic Cheating Prevalence and students' Demographic Characteristics (N=271)	33
Table 9. Inter-correlation matrix between Students' age and prevalence of academic cheating (N=271). 33	

ACRONOMYS

FGD: Focus Group Discussion

MOE: Ministry of Education

PTA: Parent Teacher Association

SPSS: Statistical Package for Social Science

UK: United Kingdom

USA: United States of America

NGO'S: Non Governmental Organization

UNICEF: United Nation International Children's Emergency Fund

ABSTRACT

This study was intended to examine the prevalence, forms, factors and perceived consequence of academic cheating among students. Assessing the status, identifying the forms & factors, examining the consequences and inspecting the practice across socio-demographic variable were the objectives. The study used cross-sectional survey design. Data were collected from students, teachers, supervisors, educational experts, PTA, principal and vice Principals. Self made questionnaire consisting of forty five items was administered for selected students with stratified random sampling. Mainly mean rank order, one and independent sample t-tests and Pearson correlation coefficient were used for data analysis. The finding of the study revealed that cheating is highly prevalent in second cycle primary schools. The most frequently used forms of cheating were using crib notes, looking another answer sheets and copy, doing the exam together and using exercise books or text materials during the exam. Major factors of academic cheating were fear of failure and to get good result and fear of consequences of failure. The result also indicated that perceived consequences of academic cheating was high in second cycle primary schools. Regarding with socio-demographic variables, the result revealed that no statistically significance difference between male and female students in practices of cheating. Grade level and schools have statistical significant difference between them. The finding also indicated that age and prevalence of academic cheating has statistically significant negative relationships. It was concluded that the problem is serious and multifaceted. Urgent and everlasting intervention is needed to be taken by the concerned body to tackle the problem.

Key words: -prevalence, forms, factors, perceived consequence, academic cheating.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Education is a process by which human beings transmit their experience, new findings and values from generation to generation over the year, in their struggle for survival and development (MOE, 1994). It also enables individuals and society to participate in developmental process by acquiring new knowledge and skills along with positive attitudinal change. Battle & Lewis (2002), stated that in this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and therefore, enhances national development, and is linked with an individual's well-being and opportunities for better living.

According to Onger (2009) examinations are used for placing students in various institutions and jobs and provide feedback in the teaching and learning processes and curriculum delivery in general. This means, quality of education can be determined by proper assessment of academic achievement measurements such as tests/exams/ and assignments. Scholars of education underscore the students' assessment strategies as a core part in ensuring quality of education.

One of the serious problems facing in school is cheating during tests and examinations, now a days, cheating becomes serious problem for the students since it makes them to be dishonest and they do not believe themselves. Securing good score and pass the exam are considered as a triggering factor for cheating.

According to Jones (2001 & 2011), academic dishonesty is any deceitful or fraudulent attempt to evade rules, standards, practices, customs, and norms to gain an unfair advantage or to protect someone who has done so.

Academic cheating is a growing concern among adolescents in schools worldwide, it is a problem that starts in elementary school and goes on through college. Previous research shows that academic cheating is a serious problem in all educational levels in the entire world (McCabe, Trevino, & Butterfield, 2001).

Cheaters are using technology to undermine academic integrity and students are becoming innovative in their cheating techniques, so students are now using cell phones to get the exam information, communicate with others outside the exam room to obtain answers and searching for answers on the web during an exam and such techniques are posing a new challenge today's educators (Johnson and Martin, 2005).

Factors of academic cheating have been classified in to two major categories as personal factors and external factors by Baird (1980), and Davis et al. (1992), these personal factors include: laziness, awareness of the performance of fellow, students low grades, previously experienced failure, a certain expectation of success, wish to help a friend, aversion to teachers, to gain social acceptance/liking; while the external factors incorporated: seating order, importance of the test, level of test-difficulty, unfair test scheduling, unfair supervision, overcrowded classrooms, preparing multiple-choice questions, the desire to get economic benefit, lacking of strict supervision, and badly organized courses.

In the study of Kwong et al. (2010), it is indicated that students participate in academic misconduct, because of their workloads and time pressures, their desire to achieve good grades, and unclear instructions from teachers about what constitutes academic misconduct. Moreover, societal and technological factors that may contribute to increased tendency towards cheating include: lack of awareness, peer culture, lack of punishment, absence of risk and pressure to achieve good results (Ma, et al. 2006). Classrooms that stresses high grades and test scores may lead the learners to cheat. Situational factors also contribute to the students' tendency to cheat. For instance, some students find their work challenging or boring, fear of failure, lack training and may be pressured by insufficient time to study and heavy workloads (Razera et al., 2010).

Academic cheating has detrimental effect on academic integrity and the quality of education provision as a whole. Academic dishonesty is more detrimental to the educational community than other stakeholders, because it affects students, teachers, and the quality of education as a whole (Wilkerson,2009). Academic cheating behavior is transferable to later life and can affect the performance of the individual during life time. On the other hand, the performance of the student rooted in honesty enables them to take pride in work which is their own. Moreover, cheating can result in ethical erosion and exacerbate self centeredness among the growing generation.

In the Philippine education system, its participants, learners in particular, are required to faithfully follow the mandate of excellence, mastery and integrity of learning knowledge and skills, which are intended for the proliferation of their infinite potentials which lie dormant, if untouched with the graces of academic instructions. In this sense, the purpose is now a days almost and always frustrated by misconducts or undisciplined performances among the learners of this 21st century era while technological advancements have made cheating easier and more prolific (McGregor & Stuebs, 2012).

Quality of Education is the great concern of Ethiopian government these days. Scholars of education underscore the students' assessment strategies as core part in insuring quality. Joughin & Macdonald (2004) as cited in Mebratu (2014) stated that student assessment should be regarded as a complex, multidimensional activity that requires alignment, balance and rigor assessment in order to assure quality outcomes.

Cheating is one of the detrimental factors that affect the quality of education at all levels. In spite of this fact, some researchers have conducted a study on academic cheating, but they focused on one or two variables at a time and focus on higher education than primary schools. Thus, the researcher has been initiated to conduct a study which is comprehensive and focused on the prevalence, forms, causes, and perceived consequences of academic cheating in primary schools.

1.2. Statement of the Problems

Academic cheating is a problem that starts in primary school and goes on through colleges and universities (Mebratu, 2014). Cheating in higher grades may be attributed to the emphasis given to grade scores (Payne, 2003) and high academic pressure from parents (Lindgren, 1980). But the reason why cheating is common even in first cycle primary schools where all students who attended in the class are allowed to pass to the next grade level provided that the teacher should support these students until they improve performances is questionable.

Cheating can be considered an epidemic according to many statistics available on the prevalence of cheating behavior, one third of elementary age students admit to cheating (Cizek,1999), and approximately 60 percent of middle school students sit on cheating as a major problems in

schools (Evans & Craige, 1990) ,74 percents of high school students admit to cheating on tests (Macabe, 2001) and among college students cheating rates as high as 95 percent (Macabe & Trevino,1997). Based on the above data it is clear that cheating rates appears to be increasing, because these numbers are substantially higher than those in the earlier studies.

Sterm and Havlicek (1986), result shows that between 70% and 82% of US College undergraduate students engaged in some forms of cheating during their college careers whereas, Maramark and Maline (1993) claimed 95% of college students have been dishonest at least once in their academic careers. Fawkner and Keremidchieva (2004), stated that 80% of college students committed academic dishonesty at least once.

In Ethiopia academic dishonesty is rising in an alarming rate (Bachore, 2014). According to Tilahun (2009), research finding revealed that 88.2% urban and 80.2% of rural totally 84.2% of the participants assured that there is cheating in primary schools. Similarly 68.87% urban and 59.2% rural totally 66.87% of participants reported that more than half of the class students cheat during tests. Feyisa (2015), indicted that 52.3% of the respondents reported they have had committed academic dishonesty at least once since they enrolled the university, 44.2% of the students accepted that they have had engaged in sending or sharing exam answer with other students during exam while 23.4 stated that they have received the answer from other students. In addition, 20.6% reported that they have copied from unauthorized piece of papers in the exam sessions.

The findings of Tefera & Kinde (2009, 2010), clearly indicated that the prevalence rate of academic dishonesty in Ethiopian Universities is as high as 84%. In line with this Mebratu (2016).revealed that factors of academic cheating in higher education 85% time scarcity, 81.6% test difficulty, 78.3% course material relevance and pressure to get good grade and 68.3% of the respondent proved that loosing clarity on the policy and the need of having extra points to raise their grades.

Tefera & Kinde (2009) also reported that the perception and actual encounter of teachers of Addis Ababa University and Jimma University School of Business and Economics and education faculty found that 7.2% respondents reported that they did not encounter students engaged on academic dishonesty, 14.5% encountered students engaged on academic dishonesty once, 14.5%

encountered twice, 30.1% encountered 3 - 5 times, 4.8% encountered 6 - 10 times and 25.3% encountered more than ten times. According to this finding, only 7.2% of teachers respond that they did not encounter with students engaged on academic dishonesty while more than 89% percent of the respondent told the researchers that they encounter students engaged on academic dishonesty. Tefera & Kinde, (2010) found that about 96.4% of the respondents (students) were engaged at least once in one form of assignment related dishonesty while 82.1% and 82.0% respondents reported they were involved at least once or more on research

The above research findings indicated that the focus of many researchers was on secondary schools, college, and higher education institutions than primary schools despite being the foundation for other upper educational structures. It is also noticed that the previous research focus on factors and forms of academic cheating. As the researcher reviews, there are only a few kinds of research conducted on academic cheating issues Primary schools of Ethiopian. No research was conducted on the study area Mersa City administrations concerned of academic cheating so far. Thus, this research was conducted to assess the condition of academic cheating in Mersa City Administration public primary schools with a focus on the prevalence, forms, factors, and perceived consequences.

1.3 Research Question

1. To what extent academic cheating is prevalent among second cycle primary school students?
2. What forms of academic cheatings are practiced in second cycle primary schools students?
3. What are the major factors of academic cheating in second cycle primary schools students?
4. What are the perceived consequences of academic cheating in second cycle primary schools students?
5. Is there a significance mean score difference in prevalence of academic cheating across students demographic characteristics in second cycle primary schools students?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study was to assess prevalence, forms, factors and perceived consequence of academic cheating among students in public second cycle primary schools of Mersa City Administration.

1.4.2. Specific Objective

This study intends to:

- Assess the prevalence of academic cheating in Mersa City Administration second cycle primary school students.
- Identify the forms of academic cheating practice in Mersa City Administration second cycle primary school students.
- Identify the cause of academic cheating in Mersa City Administration second cycle primary school students.
- Inspect the perceived consequence of academic cheating in Mersa City Administration second cycle primary school students.
- Scrutinize the prevalence of academic cheating as a function of socio-demographic variables in Mersa City Administration second cycle primary school students.

1.5. Significance of the Study

The findings of this study would be significant for various stakeholders working on education and educational quality including regional, zonal, woreda and school level including NGOs like Plan international, Save the Children, UNICEF, World vision and so forth.

- It gives enough information for parents to what extent children are practicing in cheating activities in exams and to take their own responsibility for controlling this misbehavior of children.
- It gives enough evidence about the prevalence, forms, factors and perceived consequence of academic cheating among students in second cycle primary schools in Mersa City

Administration for teachers and school administrator to take their own preventive mechanisms in relation to cheating.

- It provides clear information for woreda, zonal and regional educational experts to what extent academic cheating is prevalent in second cycle primary schools.
- The study may initiate other researchers to conduct further study by adding additional variables and in other study areas.

1.6 Delimitation of the Study

The study was conducted in North Wollo zone Mersa City Administration, particularly Mersa and Melkacheffie primary schools. The variables of the study were delimited to prevalence, forms/ techniques/, factors and perceived consequence of academic cheating on second cycle primary school students. The researcher more emphasized on grade 7 and grade 8 students' cheating behaviors', because, students participate highly on cheating at this level and they also exercise for grade 8 regional exam cheatings. The other reason was that, students at this level, they are enough matured and can respond to the written questionnaire better than grade 5 and grade 6 students from the second cycle primary schools.

1.7. Limitation of the Study

In spite of the attempts that the researcher has done to triangulate the data, this research has a number of limitations. It has a limitation in collecting data from different stakeholders including parents and the community. It would also be sound enough if quantitative data were collected from teachers so as to make comparison with the data collected from students. It has also a limitation in using variety of data collection tools including document consultation.

1.8 Operational Definition of Key Terms

Prevalence: - The frequency or level of occurrence of academic behavior.

Forms: - Types, kinds or techniques of academic cheating exercised in Mersa City Administration primary schools

Factors: - The reason for the incidence of academic cheating.

Perceived consequence: - The negative effect of academic cheating on students.

Academic Cheating: is an academic malpractice or dishonesty in examinations, tests, Assignments in sample schools

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Over views of Academic Cheating

Various definitions are provided for Academic cheating in literature. Academic cheating can be generally defined as behaviors aimed at the reception, transfer or acquisition of information from others, using unacceptable materials or information, and avoiding the adopted assessment process (Fauchners & Caves, 2009).

Academic cheating is defined as representing someone else's work as your own. It can take many forms, including sharing another's work, purchasing a term paper or test questions in advance, paying another to do the work for you, Copying answers from another student during tests examinations, using crib notes in exam rooms, helping another student during examinations, copying material without citation , and etc. In this study, cheating in examinations also refers to candidates' acts of gaining unfair advantage over others in the examination (Ferrell and Daniel, 1995).

2.2 Theoretical Background of Academic Cheating

According to Ames (1992), it was concluded that goals had the capacity to influence, or motivate students' academic behaviors on the way to classroom projects or activities. In another definition which was put forward by Pintrich and Schunk (1996), achievement goals were defined as integrated patterns of learners' beliefs regarding their reasons for engaging themselves in a learning task. The theorists of achievement goal also stated that learners' understanding of their interactions with principals, teachers and others that worked within the academic setting may well effect their success in learning. In fact, these perceptions were supposed to form their behavior and beliefs (Ames 1992). Achievement goal researchers and theorists have traditionally identified a dichotomous model of motivational goal approach including the mastery versus performance goals. Later on, these two concepts have alternatively come under varying labels such as learning versus performance (Elliot & Dweck, 1988); task-focused and ego-involvement goals versus ability-focused goals (Nicholls 1984) and mastery versus ability (Ames, 1992,

Ames & Archer, 1988). The current study used the terms “mastery goals” versus “performance goals” in describing the motivational goal orientations of learners.

Based on achievement goal theory, mastery goal oriented learners mostly focus on increasing their knowledge base and mastering the new material, which is learning for the sake of learning (Ames, 1992; Dweck, 1986). These learners focus on developing new skills, having a comprehensive understanding of their academic work, and rely on their own effort as a factor which determines their success (Ames, 1992). It is widely believed that learners adopting mastery goals are more intrinsically motivated towards academic tasks and strive for challenging activities and learning rather than being motivated and inspired by external factors such as rewards, prizes and grades (Elliot & Church, 1997; Nicholls 1984). Conversely, those performance goal oriented learners focus mostly on their academic output (Ames, 1992). In fact, what matters for these types of learners is how successful they are in demonstrating their ability and competence to others to see their judgments or evaluations. Therefore, they hardly attempt to avoid negative feedback and try to outperform others (Ames, 1992; Dweck, 1986) stated that learners with a performance goal orientation tend to experience feelings of helplessness and debilitation after receiving negative feedback or setback on an academic task. In other way performance goal orientated students are more likely to be extrinsically motivated through the outcomes of their work, such as grades, positive judgments, or through receiving tangible items.

2.3 Prevalence of Academic Cheating

Academic dishonesty is a global concern. According to numerous studies, dishonesty is more prevalent than ever and actions need to be taken by universities to educate students about academic integrity (Gillespie, 2003). Studies show that the global level of academic dishonesty are as high as 80% when students self report and faculty members as having witnessed academically dishonest behaviors in their students (Morales, 2000).

Research has shown high level of academic cheating in secondary and higher education (Davis, Grover, Becker & Mc Gregor, 1992; Diekhoff et al , 1996 ;Haines, Diek,hoff, LaBeff & Clark, 1986; McCabe, 1992 ; Mc Cabe & Pavela 2000; McCabe &

Trevino,1993,1996,1997; McCabe , Trevino & Butterfield , 1999, 2001; Newstead, Franklyn-Stokes & Armstead,1996 which is problematic for several reasons.

Teixeira and Rocha (2010), conducted cross national examination research shows that, academic dishonesty measured by asking students if they have ever cheated on an exams. Using sample of students derived from 21 countries, analysis of self report survey revealed that the rate of cheating during exams vary considerably around the world. Cheating rate were lowest for Scandinavian countries (less than five percent) and highest for Eastern Europe countries (87.9%). Self report data also revealed high rate of cheating in Latin America (67.9%), Southern Europe (66.4%) and Africa (approximately 50%). The US and the UK reported similar rate of cheating approximately 17%) and 20.7% of New Zealand students reported that they had cheated on an exams.

When looking at individual countries students from Poland, Romania and Brazil reported that the highest rate of cheating compared to the relatively low rates reported in New Zealand, the US and the UK. No students from Sweden reported cheating (with high frequency and one percent of the students from Mozambique reported cheating regularly.

Student characteristics such as age, year in school and gender also contributed to academic dishonesty. Those students with the highest propensity to cheat were young, close to obtaining their degree and male students. A student GPA also significantly contributed to academic dishonesty. But the direction of the relationship was not consistent across countries; specifically students in Latin America, Western Europe and New Zealand were more likely to cheat If their GPA was low. Conversely students with high GPA's in the US, the UK and Scandinavian countries were actually more inclined cheat on an exam.

Teixeira and Rocha (2010, p. 694) showed that “ the low level of coping in the Scandinavian countries reflects to the large extent the Scandinavian philosophy regarding a corruption free society defending a culture of ethically where corruption and falseness are strictly not tolerated in these countries rules are clear, taken seriously high. Considering these finding it is clear that macro- level variables are clearly important to consider in cross-national examination of academic cheating.

Most studies examined the prevalence of cheating in universities in quantitative terms showed that the extent of cheating is considerable affecting over one third of students. In one of the pioneering studies by Bunn et al. (1992), involving an analysis of two higher education courses in Microeconomics in Alabama (USA), the authors found that half the students surveyed admitted to having copied. They also found that cheating was ‘normal’ among students, with 80 percent of them saying that they had seen a colleague cheating and half saying that they had seen a colleague being caught copying. Apart from the prevalence of the phenomenon, such illicit behavior seems to be quite well accepted among the student community, with 28 per cent of students admitting to knowing colleagues who copy regularly. The widespread occurrence of the phenomenon seems to be explained by the fact that most students (70%) do not see cheating as a serious offence.

In another context (two public universities in the United States) and covering more courses (six Economics classes), Kerkvliet (1994), collected data in two different ways (direct response and random response questionnaires), and found that in the random response questionnaire (which he felt guaranteed greater confidentiality and thus more honest answers), 42 per cent of students indicated they had copied in an exam at least once.

In Ethiopia context Tilahun (2009), research findings shows that 88.2% urban and 80.2% of rural totally 88.2% of the participants assured that there is cheating in primary schools. similar response from teachers and students during interviews was in line with the first result found in questionnaire which was 37.5% urban and 20.45% rural students participated in cheating during the exams. The finding also showed that 66.98% of cheating during exam was fear of failure and it’s consequence of after the exams.

The result obtained by Feyisa (2015), revealed that 52.3% of the respondents reported they have had committed academic dishonesty at least once since they enrolled the university, 44.2% of the students accepted that they have had engaged in sending or sharing exam answer with other students during exam while 23.4 stated that they have received the answer from other students. In addition, 20.6% reported that they have copied from unauthorized piece of papers in the exam sessions.

The findings of Tefera & Kinde (2009, 2010), clearly indicated that the prevalence rate of academic dishonesty in Ethiopian Universities is as high as 84%. In line with this Mebratu (2016).revealed that the cause of academic cheating in higher education 85% time scarcity, 81.6% test difficulty, 78.3% course material relevance and pressure to get good grade and 68.3% of the respondent proved that loosing clarity on the policy and the need of having extra points to raise their grades.

Tefera & Kinde (2009), also reported that the perception and actual encounter of teachers of Addis Ababa University and Jimma University School of Business and Economics and education faculty found that (7.2)% respondents reported that they did not encounter students engaged on academic dishonesty, (14.5%) encountered students engaged on academic dishonesty once, (14.5%) encountered twice, (30.1%) encountered 3 - 5 times, (4.8%) encountered 6 - 10 times and (25.3%) encountered more than ten times. According to this finding, only 7.2% of teachers respond that they did not encounter with students engaged on academic dishonesty while more than 89% percent of the respondent told the researchers that they encounter students engaged on academic dishonesty. Tefera & Kinde, (2010), found that about (96.4%) of the respondents(students) were engaged at least once in one form of assignment related dishonesty while (82.1%) and (82.0%) respondent reported they were involved at least once or more. In general local and international studies indicate that academic cheating during an exam increase in rates and changes its way of cheating strategies from time to time and from place to place.

2.4 Forms of Academic Cheating

Research has revealed a range of methods and techniques utilized by students to cheat in examinations. For example, studies conducted by (Choir, 2010; Danielson, et al., 2006; Greene & Saxe, 1992; McCabe, 2009; Power, 2009) reported a range of cheating behaviors within the classroom which include stealing a test, lying to an instructor to get more time for an assignment, copying assignments from a classmate, falsifying lab data, taking an exam for a classmate, and using a scribe paper during examinations.

A longitudinal study conducted by McCabe and Trevino from 1963-1993 compared examinations cheating behaviors' across 30 years and came up with an increasing trend in the manifestation of these behaviors', that is, copying from another student, helping another

student, using crib notes, copying material without footnoting, and collaboration on assignments requiring individual work showed an increasing trend throughout the 30 years while turning in work done by another, falsifying a bibliography, and Plagiarizing, decreased altogether during the thirty years. The main focus was on three typical cheating behaviors: using crib notes, copying another student's test, and allowing another student to copy course work.

The most frequent cheating method we would use was the distraction method. One of us would go to the front and distract the teacher, while the others would get the notes out of their book sacks. Each one of us would go up to distract the teacher, to make sure everybody had the right answers. Another method of cheating that was successful on multiple choice tests for a while was using signs. This would work in the classes that had students facing each other. For example, I would watch a student and he or she would signal me the answer by touching the nose for A, touching the chin for B, the ear for C, and finally touching the top of the head for answer D. This method was nice peeping at someone else's answer sheet; writing the answers on the bottom of one's shoes, on top of desks, and hands and referral to messages that have been written on parts of their body, clothing, or belongings kept nearby, is part of the academic cheating mechanisms reported in research findings. Ciskei, in a review of the literature on sex differences in cheating, concluded that during the elementary school years, there is little evidence of sex differences (1999). Research shows that with middle school students have not revealed sex differences in cheating (Murdock et al., 2001).

Mekuanit, Mihret and Aynalem (2016), find out the easiest and feasible forms of cheatings are using short notes (aterera). Coping from the nearest students and writing on the wall, chair and clothes. In some case students write exam answer on soft and send to his /her friends. From the total sample 75% of the respondent agreed that sitting arrangement has its own value to reduce cheating during exams. Similarly to this finding the result obtained by Tilahun (2009), revealed that , student design different kinds of cheating methods during an exam, like using crib sheet/ or exercise book/ text materials, by looking at another answer sheet, by doing the exam together, writing answers on a piece of paper and transfer it, writing main points that they expect will be on the question of the examination on different

parts of the body, designing different code before the examination, throwing piece of paper on which the answers are written through and by giving money or other services for other students.

2.5 Factors of Academic Cheating

According to Airasian (1997), agreed that one of the factors of cheating is that the pupils may be confused about what is acceptable behavior in a classroom where “everybody else does it” if most of the students are cheating in the class, other students may misunderstand what is acceptable behavior in a classroom and may cheat simply without understanding that cheating is dishonest and bad behavior.

Fontana (1995), Payne (2003) and Lindgren (1980) argued that there is a direct relationship between “academic pressure “and cheating. Strengthening this idea, Airasian (1997) pointed out that pupil may experience external pressure to do well from their teachers and parents and this may lead in to cheating when they are unable to do well as their teachers & parents expect.

Teachers and parents should lead students how to study and how to behave in classroom instead of putting high pressure on the scores that students got during tests. External pressure focusing only on the grade points or test score regardless of intended knowledge, attitude and behavior of students may drive students in to cheating during tests to score higher marks.

Fear of failure can also be taken as another factors of academic cheating during examination. According to Airasian (1997), one of the motives of academic cheating on tests is that the students may fail to prepare for tests and rely upon cheating to get them through when they are in an intensively competitive classroom. Lindgren(1980), conclude that in any given situation, about one half of students will cheat if they think they can get away with it, but that most of the cheating will occur among those students who generally make low scores or who are especially anxious about grades. Similarly, Fontana (1995), assured that children are likely to cheat for one reason, namely fears of consequences if they do badly in the work concerned, i.e. fear of the teacher’s anger (or the punishment that might be meted out), or they may be afraid that poor marks will put them in a low set next year away from friends,

or poor marks deliver a blow to children's self-esteem if they happen to have parents who make a habit of asking how well they got on.

Fontana (1995), indicated that the teachers may (perhaps un willingly) have been humiliating children who receive low marks by reading these marks to the class or getting the students to read them out themselves and the students may cheat to get free from such actions. Teachers' handling method plays great role in students' honest or dishonest behavior.

Test administration method may be another additional factor of cheating during tests. Airasian (1997), pointed out that the attention of teacher and the conditions under which testing takes place influence the extent of cheating.

There is evidence that school and classroom environments are related to cheating in that academic deception is more prevalent in environments that are competitive and grade-focused than the others. For example, a study by Brands' (1986), found out that rates of cheating were higher in high achieving schools than in low achieving ones. In connection with this finding, Evans and Craig (1990a), found that students tended to implicate both teacher characteristics and Conditions of instruction as causal factors in academic cheating.

A competitive goal structure and teachers' marking practices, such as grading on a curve, were associated with a greater likelihood of cheating. In addition, there was a grade level effect, with these factors assuming particular importance during the high school years. Furthermore, classroom practices that exacerbate competition and ability comparisons among students are associated with cheating. For example in a sample of college students, competition for grades was cited most often as the reason for cheating (Baird, 1980). Davis et al (1992), point out that pressure for good grades in higher education, student stress, ineffective deterrents, teacher attitudes, and an increasing lack of academic integrity are important determinants of cheating. In a study conducted by Baird, 35 percent of the students stated that they had too little time for studying for the exam and 26 percent of the students indicated that their working load made it necessary to cheat.

Maramark & Maline (1993), when looking for causes for cheating, found that stress, competition for jobs, scholarships and admission to colleges were said important determinants that derive students to cheating. McCabe et al.'s (1999), qualitative study supported these findings and identified other factors that can influence cheating, including pressure to get high grades, parental pressures, a desire to excel, pressure to get a job, laziness, a lack of responsibility, a lack of character, poor self-image, a lack of pride in a job well done, and a lack of personal integrity.

According to Callen, Paul & Peter (2013), research findings shows that 32.% of examination cheating was poor preparation for examination and the second 26% factors of cheating in examination was pressure to get good grade in order to save them from pressure of parents, teachers , peers and society in general. The third factors of cheating was stiff competition for better grade which was 13.8% and this will enable to admitted to the next level of schooling and finally the fourth factors of cheating was poor invigilation of examination which accounts 9.58% and it was also found to be the basic factors that affect examination cheating in Masab districts in Kenya secondary schools.

In general, the pertinent factors of academic cheating have been classified in to two major categories as personal factors and external factors by Baird (1980), Davis et al. (1992) states that the personal factors include: laziness, awareness of the performance of fellow, students low grades, previously experienced failure, a certain expectation of success, wish to help a friend, aversion to teachers, to gain social acceptance/liking; while the external factors incorporated: seating order, importance of the test, level of test-difficulty, unfair test scheduling, unfair supervision, overcrowded classrooms, ,multiple-choice questions, the desire to get economic benefit, lacking of strict supervision, and badly organized and taught courses.

Tilahun (2009), study result revealed that 66.98% of respondent assured that fear of failure and its consequence was the first strong factor causing student cheating during the exams. Student fear of failure may be due to either they were not well prepared the exams or they were not taught properly as they expected. 61.3% of the respondent reported that the carelessness of the test administrator during test was another factors causing cheating, 40.56% of the respondent believe that strong desire to be perceived as knowledgeable is one

factor of cheating during the exams and 38.67% of the respondent assured that the presence of higher computation among students and schools are another cause of cheating in the schools

Mebratu (2016), result indicates the major factors of academic cheating was, lack of time to read 85%, level of difficulty of the test 81.6% , irrelevance of the course materials and pressure to get good grades 78.3% and losing clarity on the policy and need of having extra points to raise their grades.

2.6 Perceived Consequence of Academic Cheating

Cheating affects both the equity of instruction and the learning process, resulting in students who are less prepared to advance in education or apply materials (Lupton, Chapman & Weiss, 2000). Further, academic cheating has been linked to future unethical work place behaviors' (Carpenter, Harding, Finelli & Passow, 2004) and other deviant and criminal behaviors' (Alschule,1995; Bunn, 1992). Perhaps, most relevant to the current study is the finding that the level of corruption in a country greatly influences a student inclination to cheating.

Cheating tends to reduce the efficiency of a country's education system by distorting honest competition among students (Magnus et al, 2002).Academic cheating has detrimental effect on academic integrity and the quality of education provision as a whole. Cheating is an institutional and societal problem. An academic dishonesty is more detrimental to the educational community than stakeholders realize because it affects students, teachers, and the quality of education as a whole (Wilkerson, 2009) For example, explained this issue when he argued that: academic dishonesty costs institutions administrative time, loss of integrity within the school, and student lack of respect for ethics and values. It contributes highly to the school members as failure of institutional leadership to establish code of conduct on academic cheating. Cheating which is dishonest and unacceptable behavior may have different negative effects on student's behavior, attitude and knowledge. Sax (1996) concludes that evaluation can help determine whether instructional objective have been met: it provides that students have the necessary entry behavior and it helps to evaluate the adequacy of an instructional strategy.

Airasian (1997), also argued that cheating is dishonest and unacceptable classroom behavior and is commonly viewed as signing of declining ethical standards. Producing dishonest and unethical students from schools is out of instructional objective. Wentzel (1991) cited in Pressley & McCormic (1995), argued that society wants young people to emerge from schools ready to make decisions responsibility & such responsibility is valued outcome & many agree that educating students to be socially responsible should be central mission of schooling. The development of conformity to social rules, cooperation and positive style of social interaction and participation that help students play active roles in the advancement of the society have been some of the valued educational objective for Ethiopian primary schools (MOE, 1994).

Students who fail to prepare for tests may rely upon cheating to get them through (Airasian, 1997). Strengthening this idea, Payne (2003), explained that a great deal of creativity & effort has gone in to creating ways to “cheat the test” perhaps if that energy has been focused on preparation and study on the parts of students, no cheating would have been perceived as necessary, in other words students who are honest and who feel competent may not cheat during tests.

According to Getachewu & Dereje (2017), result indicated that the effect of academic cheating in particular for hardworking students as in the following manner, lack of interest in study, missing classes during the instruction , inclined to cheat exams rather than study, withdrawal, hopelessness and finally they will be delinquency and have behavioral problems on their social interaction and on other activities.

2.7 Summary

Students dishonest behavior particularly academic cheating in exams are still now highly prevalent in all levels of educational structures starting from primary schools up to higher education institution in Ethiopia and all over the world. Cheating on exams are the most common dishonest behaviors that students participate in various school community contexts. This is due to poor classroom management, students and teacher incompetence and high social pressure/ expectations are among the basic external factor of these behavior exists in students.

There is strong argument in cheating practice among students. Some students say cheating should be avoided, but others say it cannot be. These are the ethical dilemmas that confuse students to make a better decision.

Finally, literature clearly shows that definition of academic cheating, theoretical background of academic cheating and prevalence, forms, and factors and perceived consequence of academic cheating in international and local perspectives.

CHAPTER THREE: METHODOLOGY

3.1. Research Design

In this study, a cross-sectional survey method was employed since the nature of the problem demands collecting large data. The study begins with a broad survey in order to generalize results to a population and then focuses, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants (Creswell, 2009). Both quantitative and qualitative approach was used. The researcher bases the inquiry on the assumption that collecting the diverse type of data best provide an understanding of a research problem. So the researcher used a concurrent mixed method approach. More emphasis was given for the quantitative while qualitative was used for the triangulation of the finding in the study.

3.2. Study Site

The study was carried out in Mersa city administration which is found in North Wollo zone in Amhara regional states. It is located 30km from Woldia which is the capital city of North Wollo zone Administration and 395 km from Bahir Dar. The reason to conduct research in Mersa City Administration was that, the researcher had a close personal relationship with the staff members of both schools. This creates the researcher a good opportunity to gather adequate data from the respondents for the study.

3.3. Population, Sample size and Sampling Techniques

The population of the study were grade 7 and grade 8 students who were registered in 2018/19 academic year in Mersa and Melkacheffie primary schools in Mersa City Administration.

There are two public primary schools in Mersa city administration. Since the number of schools are only two in numbers and easy to manage by the researcher, both schools were selected as a source of data for the study by comprehensive sampling techniques. From these schools, the target population were grade 7 & 8 students who were registered in 2018/19

academic year in both schools. The students were selected by stratified random sampling; gender and sections were used as strata to take samples proportionally from all sections and male and female students from both the researcher used systematic random sampling. Two cluster center supervisors, two School principals; two vice principals were selected by comprehensive sampling, because the numbers of participants were small. Thirteen teachers, two woreda education experts and two PTA members were selected by using purposive sampling. In purposive sampling techniques the criteria was set for selection and teachers were selected by the preference of their subjects which were Mathematics and science subjects, because most students participate in cheating in these subjects and civic and ethical education subject teachers' whom they are more close to ethics of students. Educational experts were curriculum experts they support schools in supervision and have more information than other experts. PTA representatives were selected by their experience and exposure to get information in relation to the teaching-learning program than other PTA members because they present in schools more frequently than other members of parent-teacher associations.

In the sample size determination the researcher used single population proportion formulas suggested by Cochran (1977).

$$n_0 = (Z_{\alpha/2})^2 pq / (D)^2$$

$n = n_0 / (1 + n_0/N)$, Where $Z_{\alpha/2} = 1.96$ at 5% level of significance , $d = 0.08$ (margin of error), $\alpha = 0.05$ level of significance

$$n_0 = \frac{1.96^2(0.5)(0.5)}{0.08*0.08} = 150$$

Note: If $n_0/N > 5\%$ we use $n = \frac{n_0}{1 + n_0/N}$ and If $n_0/N < 5\%$ we use $n = n_0$

In this case $n_0/N = 150/931 = 0.161 > 5\%$

$$\text{Therefore } n = \frac{n_0}{1 + n_0/N} = \frac{150}{1 + 150/931} = 129$$

The numbers of participant students = $129 * 2 + 10\%$ non response rate = 284

Finally, participant students' were selected by using proportional stratified sampling.

Table 1. Student's population and Sample size

Name of school	Grade	Total number of					
		students			Sample students		
		M	F	T	M	F	T
Mersa Primary school	7	108	131	239	33	40	73
	8	126	131	257	38	40	78
Melkacheffie Primary School	7	119	108	227	36	33	69
	8	102	106	208	31	33	64
	7	227	239	466	69	73	142
	8	228	237	465	69	73	142
Total	7& 8	455	476	931	138	146	284

Source: - Mersa and Melkacheffie Primary Schools Record Office

3.4. Data Collection Tools

For the purpose of data collection: questionnaire, interviews and focus group discussion were employed.

3.4.1. Questionnaire

In order to obtain the required information questionnaires were employed for grade 7 and 8 students to assess the prevalence, forms, causes and perceived consequence of academic cheating among students in second cycle primary schools.

The questionnaire had two parts; the first part was the background information of students such as age, sex, grade level, and schools. The second part consists of the main part of the questionnaire with 45 items. 10 items were used to assess the prevalence of cheating, 11 items for forms of cheating, 14 items for causes of cheating and 10 items were for the perceived consequence of academic cheating. The nature of the item includes, scale, dichotomous/yes or No items and ranked items which were the researcher self-made from the literature and its reliability was checked in the pilot study and calculated

by Cronbach alpha which was $\alpha=0.77$ for prevalence scale items and $\alpha=0.82$ for consequence items.

3.4.2. Interviews

The researcher used Self-prepared semi-structured interview question for triangulation purpose, data collected from school principals, vice principals, cluster center supervisors, worda education experts and PTA representatives about prevalence, forms; factors and perceived consequence of academic cheating among students in Mersa and Melkacheffie second cycle primary schools.

3.4.3. Focus Group discussion

Four self-prepared focus group discussion question were prepared to gather data from the participant teachers in relation to prevalence, forms, factors and perceived consequence of academic cheating in second cycle primary school students by forming two FGD groups from Mersa and Melkacheffie primary schools. After this the researcher forwarded questions to the participants and take notes and recording voices during discussion.

3.5. Pilot Testing

Pilot testing was used for checking the reliability of the data gathering instrument developed by the researcher. Before the items were distributed for the pilot group, the questionnaire was translated from English to Amharic and vice versa by language experts and the thesis advisor to avoid meaning difference in the English and Amharic version of the questionnaire. Finally, the pilot study was administered in kokono primary school which is 5 km far from the study area and employed to 15 students from grade 7 and 15 students from grade 8 totally 30 students participated in the study. As the result prevalence item questionnaire scored reliability of $\alpha= 0.77$ and the consequence item questionnaire scored reliability of $\alpha= 0.82$.

3.6. Data Collection Procedure

After the instrument was developed and made ready for administration the researcher received a letter of cooperation from research and community service vice dean office and was present to woreda education office. And then took a letter of cooperation from the education office to the sample schools. After that, the researcher explained the objectives of the study to the administration of both sample schools. The researcher continued to explain the purpose of the study to the study participants and planned the time of contact. The questionnaire was distributed to the participant students. In addition to this the qualitative data were collected through interviews and focus group discussion from cluster center supervisor, school principals, vice principal, PTA representative, educational experts and teachers for the purpose of triangulation for research question one up to four.

3.7. Methods of Data Analysis

After the data were collected, preliminary process, like sorting, coding and tabulating of items were made, and then data were analyzed by using statistical package for social sciences (SPSS) version 21. One sample t-test, z-score, percentage, independent sample t-test, and Pearson's product moment correlation was used for analysis. More specifically, the data analysis was done in the following manner. To assess the level of academic cheating prevalence in second cycle primary school, one sample t-test was used, to identify the forms of cheating practice in second cycle primary school students, z-score was used, to identify factors of academic cheating in second cycle primary school students, the percentage was used, to assess the perceived consequence of academic cheating in the second cycle primary school students, one sample t-test and mean rank was used. to see whether there exist significance mean score difference among gender, grade level, age and schools in prevalence of academic cheating, Independent sample t-test and Pearson product moment was used

3.8. Ethical Considerations

To make the research process professional, ethical efforts were made. The researcher was informing the respondents about the purpose of the study i.e. purely for academic purpose and, the purpose of the study was also written in the introduction part of the questionnaires to the respondents: and confirm subject's confidentiality was protected. In order to safeguard the feeling of participant in the time of data collection the following ethical issues were considered. Name of the respondent was not written on the questionnaire paper in order to keep its confidentiality, informed consent, freedom of withdrawal at any time for the respondents was considered.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1. Result

4.1.1. Demographic Characteristics of the Respondents

In this part, the data obtained through questionnaire, interview and focus group discussion were analyzed both quantitatively and qualitatively. 284 students were participated (138 male and 146 female) in the study. However 2 male and 3 female students totally 5 respondent students did not return back the questionnaire paper and 5 male and 3 female students failed to provide complete data. So the final analysis was done based on the data obtained from 271 students.

Table 2. Background information of the Participant (N=271)

Characteristics		Respondent	
		No	%
Sex	Male	131	48.3
	Female	140	51.7
	Total	271	100
Age	< 14	134	49.4
	15-17	121	44.7
	> 17	16	5.9
	Total	271	100
Grade	Grade 7	134	49.4
	Grade 8	137	50.6
	Total	271	100
Schools	Mersa	147	54.2
	Melkacheffie	124	45.8
	Total	271	100

As shown in table 2, 48.3% male and 51.7% female students were included in the study. The age ranges were as follows 49.4% of student's age lies on less than fourteen years, 44.7% of them were in the age of 15-17 years and only 5.9 % of the total sample students were above the age of 17 years.

4.1.2. Prevalence of Academic Cheating

The first purpose of this study was to assess prevalence of academic cheating in Mersa City Administration second cycle primary schools. To do this, one sample t-test was computed.

Table 3. Prevalences of academic cheating in Second Cycle Primary Schools (N=271)

Variables	Mean	SD	t-value	df	T	Sig
Prevalence of cheating	31.14	6.5	30	270	2.91	.004

Statistically significant at $P < 0.05$

As indicated in Table 3 the results of one sample t-test demonstrated that the mean value of students' prevalence of cheating was (31.14) which is significantly greater than the mean test value of 30. At 0.05 level of significance, $t(270) = 2.91$ $p = 0.004$. The result shows that prevalence of cheating is significantly higher than the expected one in Mersa City Administration second cycle primary schools.

In relation to the prevalence of academic cheating in second cycle primary schools the data obtained from interviews and focus group discussion supports the above results and all respondents said that cheating is becoming highly prevalent in primary schools from time to time. In focus group discussion, one respondent teacher said that "*students prefer changing their name and sit with better students than studying and do the exams alone in grade 8 regional exam.*"

Highly prevalent academic cheating may be the result of environmental factors including migration and socio-economic related issues of students and parents. Most of the students in Mersa city Administration live with their grandparents since their parents live in Arabian countries. Due to the fact that these parents provide extra pocket money for their children, these children don't give attention for their education and finally they strive for cheating to promote from grade to grade.

4.1.3. Major Forms of Academic Cheating

The second objective of this study was to identify the forms of academic cheating practiced in Mersa City Administration second cycle primary schools. To do this, mean rank was performed.

Table 4 Major Forms of Academic Cheating Practiced in Second Cycle Primary Schools (N=271)

Forms of cheating	z-score	Rank
Using crib notes	1.72	1
Looking at another's answer sheet and copy	0.84	2
Using exercise book or text materials during the exams	0.44	5
Doing the exams together	0.63	3
Allowing another students to copy answers during the exams	0.09	6
Asking someone for an exam answers	0.59	4
Giving exam answers for others during the exams	-.59	8
Arrange to give and receive answers by signs	-.05	7
Sharing exam answers by electronic device, like cell phone during the exams	-1.3.2	10
Getting answers from someone who has already taken the exams	-.70	9
Using old exam papers	-1.66	11

As indicated in Table 4, the results of z-score demonstrated that the major forms of cheating used by the students are: using crib notes, looking at another's answer sheet and copy and doing the exams together. From this, the least forms of cheating used by the students during the exam were, using old exam papers, Sharing exam answers by an electronic device, like cell phone during the exams and lastly getting answers from someone who has already taken the exams.

The data obtained from interviews and focus group discussion about forms of cheatings are using crib notes, using mobile phone for sending and receiving texts, using discussion during the exam, using body sign language, using bulldozing invigilator or teachers, using

writing answers on tables, walls, and chairs before the exam, using deceit teachers during the exam, using changing exam papers, and by using writing answers on their body parts.

4.1.4. Factors of Academic Cheating

The third objective of this study was to identify factors of academic cheating in Mersa City Administration second cycle primary school. To do this, percentage and frequency were used.

Table 5. Factors of Academic Cheating Second Cycle Primary School (N= 271)

Item	Frequency			
	Yes	%	No	%
Fear of failure	216	79.7	55	20.3
To be perceived as knowledgeable	93	34.3	178	65.7
Fear of consequence of failure	205	75.6	66	24.4
External pressure from parents, teachers and peers	152	56.1	119	43.9
Because of other students cheat	107	39.5	164	60.5
Difficulty of exams	160	59.0	111	41.0
Lack of time to do exams	102	37.6	169	62.4
Not well prepared to the exams	202	74.5	69	25.5
To do exams cooperatively	121	44.6	150	55.4
To get good results	216	79.7	55	20.3
Students exam seating order	126	46.5	145	53.5
Exam item type	106	39.1	165	60.9
Lack of strict supervision	183	67.5	88	32.5
Unfair exam schedule	128	47.2	143	52.8

As indicated in Table 5 above major factors of academic cheating in Mersa City Administration second cycle primary schools were, fear of failure and to get good results 79.7%, and fear of consequence of failure which was 75.6% and from the least factors of academic cheatings were, to be perceived as knowledgeable 34.3%, lack of time to the exam 37.6% and exam item types 39.1%.

Similarly the data obtained from interview and focus group discussion on factors of academic cheating were, lack of preparation, lack of knowledge, lack of self confidence, difficulty of subject content, lack of strict supervision from teachers, to get good results, lack of clear rules and regulation in relation to cheating in the schools, local prejudice and government.

In relation to government on factors of cheating one respondent teacher from focus group discussion said that

Regional government education bureau makes an evaluation among schools based on their performance of promotion rates in grade 8, 10 and 12 regional and national exams and give rewards based on their achievement, as the result woreda education office and school administration wants to get that reward, they give clear orientation for the invigilators, supervisors and exam center chief to do exam for the students

Factors of student academic cheating may be due to the gap between parent school relationships on the issues of teaching learning process and lack of follow up by their parents. As a result the students may be careless for their education and this lead to be lazy and focus only on cheating.

4.1.5. Perceived consequence of academic cheating

The fourth objective of the study was to inspect the perceived consequence of academic cheating in Mersa City Administration second cycle primary schools.

Table 6. Perceived consequence of academic cheating in second cycle primary schools (N=271)

Variables	Mean	SD	Test Value	df	T	Sig
Consequence of cheating	34.6	8.9	30	270	8.52	.000

As indicated in Table 6 the results of one sample t-test demonstrated that the mean value of students' perceived consequence of cheating was (34.6) which is significantly greater than the mean test value which was 30. At 0.05 level of significance, $t(270) = 8.52$ $p=0.000$. The result indicates that consequence of cheating is higher in second cycle primary schools in Mersa City Administration.

Table 7. Z-score ranking of consequence of academic cheating (N= 271)

Item	Z-score	Rank
Decrease students engagement	-1.35	9
Affects student learning	.9	2
Creates wrong relationship among students	-1.58	10
Hinders students creativity and efforts	.81	3
Distorting honest computation among students	-.68	7
Create bad behavior in students	.32	6
Decrease students' self-confidence	.36	5
Creates conflict between teachers and students	.72	4
Increase students' dependence	1.21	1
Make teachers' wrong decision about students achievement	-.72	8

As indicated in table 7, the result of z-score revealed that the primary major consequence of academic cheating on students are, increase students dependence, affects the quality of education and hinders students creativity and efforts.

As the data obtained from principal interviews and teacher focus group discussions, the consequence of academic cheating on students were.

Increase their level of dependence, makes them ineffective for their performance, create lack of self confidence, decrease students creativity, makes them to dislike their education, make conflict with their teachers, make them absent from the class frequently, make the students hopelessness, creates result inflation and had an influence on high achiever students

In relation to this the consequence of academic cheating on students, one respondent teacher from FGD discussant said that “*The leader who has been participated in cheating in his/her learning experience, he /she practice in corruption case when he/she get the responsibility to lead an institution.*” As the result cheating creates unacceptable behavior for the students in the future careers and this leads to produced non responsible and self centered citizen for the country.

4.1.6. Academic Cheating Prevalence and Students' Demography

The fifth objective of the study was to scrutinize the prevalence of academic cheating as a function of socio-demographic variables in Mersa city administration second cycle primary schools. To do this independent sample t-test was computed.

Table 8. Academic Cheating Prevalence and students' Demographic Characteristics (N=271)

Variable		Mean	SD	DF	T	Sig	η²
Sex	Male	30.8	6.2	269	-.79	.433	0.002
	Female	31.4	6.7				
Grade	Grade 7	32.5	5.7	269	3.42	.001	0.04
	Grade 8	29.8	6.9				
School	Mersa	32.1	5.3	269	2.72	.007	0.03
	Melkacheffie	29.9	7.5				

Statistically significant at P<0.05

As indicated in Table 8, the result of independent sample t-test demonstrated that there was no statistically significant difference between male and female students. This shows that both male and female students have a similar practice in cheating. The level of prevalence across grade level has a statistically significant difference between grade 7 and grade 8 students and with medium effect size. The mean value of grade 7 students was higher than the mean value of grade 8 students which were 32.5 and 29.8 respectively. This shows that grade 7 students participate more in cheating than grade 8 students in second cycle primary schools in Mersa City Administration. Finally, the levels of prevalence of academic cheating across the schools had statistically significant difference between Mersa and Melkacheffie primary schools and have a medium effect size between them. As the result shows that Mersa primary school students participate in cheating than Melkacheffie primary school students.

Table 9. Inter-correlation matrix between Students' age and prevalence of academic cheating (N=271).

Variables	Means	SD	r	Variance shared	Sig.
Prevalence of Cheating	2.82	0.78	-.14	0.02	0.024
Age of Students	15	1.58			

Statistically significant at P<0.05

As indicated in table 9, there was a negative correlation between prevalence of cheating and students age. But there was statistically significance relationship between prevalence of

academic cheating and student age ($r = -0.14$, $P < 0.05$). This shows that as the age of student increase, prevalence of cheating decrease and when prevalence of cheating increase age will be decreasing.

Difference in grade level on students' academic cheating may be the values of the exam results, as we know that grade 8 students are expected sit on regional exams and their promotion depends on the result scored in that exam, as the result, students may not give attention for teacher made exams and not more participated in cheating for the exams. But grade 7 students promotion depends on teacher made exam to pass from grade to grade due to this they may highly participated in cheating during the exam than grade 8 students.

In relation to school setting, Mersa primary school students participate on cheating than Melka chefie primary schools. This may be the result of student back grounds. In Mersa primary school, students are living in the town starting from at birth and most children live within their parents and have continuous follow ups on their learning, and this may result fear of failure on their result and may be participate in cheating to get good results. But student who learns in Melkacheffie primary schools comes from rural areas around the schools and live within their grandparents, since most children may not get enough support from their grandparents and in steady of this they get more money from their parents abroad, and they spend more time on other activities. This results to be careless for their educations and may not participate in cheating.

4.2 Discussion

4.2.1. Prevalence of Academic Cheating in Second Cycle Primary Schools

At 0.05 level of significance, $t(270) = 2.91$ $p = 0.004$. The result shows that prevalence of cheating had significantly higher in second cycle primary schools in Mersa City Administration. The result is similar to the finding of other previous studies. For instance, the previous result obtained by Tilahun (2009), revealed that the extent of cheating behavior in primary schools was 88.2% of urban and 80.2% of rural totally 84.2% of the participants assured that there was cheating in primary schools, similarly to this Tefera & Kinde (2009), result shows that 96.4% of college students committed in academic dishonesty behaviors

related to the exam at least once. Feyisa (2015) also conducted studies on prevalence of academic cheating in higher education and his finding shows that 52.3% of the respondents reported that they have had committed academic dishonesty activities at least once they enrolled in the university. As the above research finding indicates that academic cheating is prevalent in all levels of the education system starting from lower level up to upper one.

4.2.2. Forms of Academic Cheating in Second Cycle Primary Schools

The finding of the present study manifested that the major forms of cheating practiced in the second cycle primary school students were ranked from high to low in rate of frequency that, most students used at time of exams were, using crib notes, looking at another answer sheet and copy it, doing the exam together, asking someone for an exam answer, using exercise book or text material during the exams, allowing another student to copy the answer during the exams, arrange to give and receive answers by sign, giving exam answer for others during the exams, getting answers from someone who has already taken the exams and lastly, the students use sharing exam answers by electronic device, like cell phone during the exams and using old exam paper, were the least forms of cheating used by students in second cycle primary schools.

In line with this Mekuanint (2014) and Mekuanint, Mihret, and Aynalem (2016), research result indicates that from different methods of cheating used by the students, using short note (aterera), coping from the nearest students and writing on the wall, chair and clothes were the easiest and most feasible methods of cheating.

Similarly to the previous findings, Getachew & Dereje (2017), states that the cheaters try their best methods to achieve the desired goal, as the result indicated among the methods of cheating, most students were used, hiding necessary materials and they put in their pockets and by receiving answer paper from their neighbors. In addition to this McCabe and Trevino (1996) their longitudinal studies revealed that across 30 years in different countries, there was an increasing trend in the manifestation of copying from other students, helping another student and using crib notes during the exam for cheating.

4.2.3. Factors of Academic Cheating in Second Cycle Primary Schools

The finding of the present studies revealed that the major factors of academic cheating in second cycle primary school students computed in frequency percentage distribution shows that, fear of failure and to get good results have higher percentage rate which is 79.7% and next to this 75.6% fear of the consequence of failure, 74.5 % not well prepared for the exam, 37.6% lack of strict supervision and 59% difficulty of the exam was the major determinant cause of cheating in second cycle primary school students. Whereas 34.3% to be perceived as knowledgeable, 37.6% lack of time to do the exam, 39.1% exam item type, 39.5% because of other students cheat and 44.6% to do the exam cooperatively were the least factors of academic cheating in the second cycle of primary school students. Similarly to the presents result Tilahun (2009) research findings indicated that fear of failure and its consequence were the primary factors of cheating and carelessness of test administrator comes the next cause for student cheating in the exams. In addition to this Airasian (1997) Pointed out one of the motives of academic cheating on test is that the students may fail to prepare for tests and rely upon cheating to get them through when they are in an intensively competitive class room. Similarly to the resent result obtained from teachers' group discussion, Brand (1986) found that the rate of cheating was high in high achieving schools than in low achieving ones.

In contrast to the present study Mebratu (2016), result shows that, test difficulty was the primary factor for cheating and not enough time to read was the secondary factor in student cheating in the exams. But test difficulty and not have enough time to read was the least factors of academic cheating in the present research findings. Getacew & Dereje (2017) also indicated the major factors of instigating students to cheat in exams were generally lies in 95% in economic problems and 80%, social problems and educational level of parents show great impacts' on the study habits of the child in order to avoid cheating

4.2.4. Perceived Consequence of Academic Cheating in Second Cycle Primary Schools

The result revealed that, at 0.05 level of significance, $t(270) = 8.52$ $p = 0.000$. This shows that the consequence of cheating is significantly higher in second cycle primary schools in Mersa City Administration. And also the mean rank order demonstrated that the major consequences of academic cheatings are increase students dependence, affects student learning and hinders student creativity and efforts.

Similarly to this the result obtained by Getachew & Dereje (2017), summarized that the effect of academic cheating on students were, loss of interest to study, missing classes, since the cheater score high, they strive also to cheat in steady of exerting efforts to work hard, withdrawal hopelessness, delinquency, and other behavioral problems. The findings of other foreign studies, Lupton, Chapman & Weiss (2000), states that cheating affects both the equity of instruction and the learning process, and resulting in students who are less prepared to advance in education. Similarly to this, Carpenter, Harding, Finell & Passow (2004), reviewed that academic cheating has been linked to future unethical workplace behaviors', and as Bunn (1992), states that the level of corruption in a country greatly influence as a student inclination to cheating. Strengthen to this idea, Payne (2003), also explained that a great deal of creativity and effort has gone into creating ways to "cheat the test" perhaps if that energy has been focused on preparation and study on the parts of students, no cheating would have been perceived as necessary.

4.2.5. Academic Cheating Prevalence and Students' Demographic Characteristics

To see the prevalence of academic cheating across socio-demographic variables, independent sample t-test was employed, and the result shows that there was no statistically significance difference between male and female students in Mersa City Administration second cycle public primary schools. But in contrast to this the present finding the Calabrese and Cochran (1990), and Leming (1980) cited in Feyisa (2015), revealed that men

committed on academic dishonesty more often than women and female college students commit academic dishonesty more often than male students respectively.

The relationship between age and prevalence of academic cheating Person's product moment correlation was computed, and the result shows that there was a negative correlation between prevalence of cheating and student's age, and had statistically significance relationship between them. That means as age increase the level of prevalence of academic cheating decrease and as prevalence of cheating increase age will be decrease Similar to this result foreign study conducted by Teixeira and Rocha (2010), revealed that those students with the highest propensity to cheat were young than aged peoples.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The main objective of the study was to assess prevalence, forms, factors and perceived consequence of academic cheating among students in public second cycle primary schools of Mersa City Administration.

To this end, the following leading questions were raised regarding to prevalence, forms, factors and perceived consequence of academic cheating.

1. To what extent academic cheating is prevalent in second cycle primary schools students?
2. What forms of academic cheatings are practiced in second cycle primary schools students?
3. What are the major factors of academic cheating in second cycle primary schools students?
4. What are the perceived consequences of academic cheating in second cycle primary schools students?
5. Is there a significance mean score difference in prevalence of academic cheating across students demographic characteristics (gender, schools, grade, and age) in second cycle primary schools students?

The participant of the study were 271 students, 13 teachers, two cluster center supervisors, two school principals, two vice principals, two PTA representatives and Two educational experts. Various statistical tools such as, one sample t-test, mean rank, percentage, independent sample t-test and Person's product moment correlations were employed to analyze quantitative data obtained from the respondents. From data analysis the following findings were obtained:

- As one sample t-test result shows, prevalence of academic cheating was higher in Mersa City Administration public second cycle primary schools. The responses obtained from interviews and focus group discussion confirms the t-test result.

- Regarding to the forms of academic cheating, the result of mean rank order demonstrated that form of cheating committed or practiced in students many times during the exams and most frequently used forms of cheatings were, using crib notes, looking at another answer sheet and copy it, doing the exam together. On the other hand using old exam papers, sharing exam answers by an electronic device, like cell phone during the exams and getting answers from someone who has already taken the exams were the least forms of exam cheating techniques.
- The major factors of academic cheating in public second cycle primary schools of Mersa City Administration were, fear of failure, to get good result and fear of consequence of failure. From the least cause of cheating, to be perceived as knowledgeable, lack of time to do the exam and exam item type were obtained.
- In perceived consequence of academic cheating, the result obtained from one sample t-test indicated that consequence of cheating was higher in second cycle primary schools in Mersa City Administration. Particularly mean rank order result indicates that the major perceived consequence of academic cheating on students are, increase students dependency, affect student learning and hinders students creativity and efforts.
- In prevalence of academic cheating across socio demographic characteristics of students, the result shows both male and female students participate in equal rates in cheating practice during the exam. In relation to the prevalence academic cheating across grade levels the result revealed that grade 7 students participate more on cheating than grade 8 students. In the preference of school setting the result shows that, Mersa primary school students practice cheating more than Melkacheffie primary schools. The relationship between age and prevalence of academic cheating as computed in Pearson product moment correlation, the result shows that there was statistically significant negative correlation between them.

5.2 Conclusions

Based on the findings, the following conclusions are drawn:

As the finding shows that academic cheating is very serious issues in second cycle primary schools. So an immediate intervention mechanism that minimizes the practice of academic cheating need to be designed by different stakeholders in public second cycle primary schools of Mersa City Administrations.

5.3. Recommendation

Based on the findings of this study the following suggestions are forwarded:

- The school administrators in collaboration with other stakeholders shall organize a panel discussion on the issue of academic cheating.
- The regional education bureau, zone education department and woreda education office shall change the evaluation methods of schools that contribute for engagement in academic cheating.
- Exam administration shall be the central turning points for teachers and school principals; all teachers shall know about common cheating techniques used by the students and cheating controlling mechanisms during exam sessions.
- All teachers, school principals and parents shall give consistent support and advice for students to develop self-confidence and study habits.
- School administrators in collaboration with other stakeholders shall create awareness among students that academic cheating has immediate, intermediate and long-term negative effects on students learning, their future behavior and interpersonal relationships.
- Further study shall be conducted taking more heterogeneous participants and involving different stakeholders including parents and the community along with a variety of data collection instruments for triangulation purpose.

REFERENCES

- Airasian, P.W. (1997). *Classroom Assessment*. (3rd ed). New York: Mc Graw-Hill.
- Alschuler, A. S. & Blimling, G.S. (1995). *Curbing epidemic cheating through systematic change, college teaching*, 43, 123-125.
- Ames, C. and Archer, J. (1988) Achievement goals in the classroom: Students learning strategies and motivational processes. *Journal of Educational Psychology*, 80, 260-267.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal of Educational Psychology*, 84, 261-271. doi:10.1037/0022-0663.84.3.261
- Baird, J. S. (1980). Current trends in college cheating. *Psychology in the Schools*, 17, 515–522.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*, 6(2), 21-35.
- Bonjean, and Mcgee. (1965). "Scholastic dishonesty among undergraduates in differing systems of social control." *Sociology of Education* 38:127-137.
- Brandes, B. (1986). *Academic honesty: A special study of California students*. Sacramento, CA: California State Department of Education, Bureau of Publications.
- Bunn, D.N., Caudill, S.B. and Gropper, D.M. (1992), 'Crime in the classroom: an economic analysis of undergraduate student cheating behavior', *Journal of Economic Education*, 23: pp. 197–207.
- Callen, N.Paul .O & peter.O.(2013) . Factors Influencing Examination Cheating Among Secondary School Students. *Elixir Psychology* 56, 13519-13524
- Carpenter, D.D. Harding.T.S, Finelli,C,J, & Passow,H.J,(2004). Does Academic dishonesty relate to unethical behavior in professional practice? An exploratory study, *science and Engineering Ethics*, 10,311-324.

- Choir, C. (2010). *The pull of integrity*. *ASEE Prism*, 18(7), 29-33.
- Cizek, G.J. (1999). *Cheating on tests: How to do it, detect it and prevent it*. Mahawah, NJ: Lawrence Erlbaum.
- Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). New York: John Wiley & Sons.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*/John W. Creswell.—3rd ed. p. cm.
- Danielsen, R.D., Simon, A.F., & Pavlick, R. (2006). The culture of cheating: From the classroom to the exam room. *Journal of Physician Assistant Education*, 17(1), 23-29.
- Davis, S.F. Grover, C.A, Becker, A, H, & Mc Gregor, L. N.(1992). Academic dishonesty: prevalence , determinants, techniques and punishments, *Teaching of Psychology*, 19, 16-20.
- Diekhoff, G. M. LaBeff, E.E. Clark, R.E. Williams, L. E. Francis, B, & Hains, V. J.(1996). College cheating : Ten years later. *Research in Higher Education* , 37, 487-502.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41, 1040-1048. doi:10.1037/0003-066X.41.10.1040
- Elliot, A.J. & Church, M.A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, 218-232.
- Evans, E. D., & Craig, D. (1990a). Teacher and student perceptions of academic cheating in middle and senior schools. *The Journal of Education Research*, 84(1), 44-50.
- Fauchner, D., & Caves, S. (2009). Academic dishonesty: Innovative cheating techniques and the detection and prevention of them. *Teaching and Learning in Nursing*, 4, 37-41.

- Fawkner, M. and Keremidchieva, G. (2004). Plagiarism, Cheating and Academic Dishonesty Have You There? *International Journal of Information and Security* 14:113 -137.
- Ferrell, C.M. and Daniel, L. G. (1995). Academic Misconduct of Undergraduate Teacher college students. Issues in education. Office of Educational research and Improvement (ED), Washington, DC.
- Feyisa.M .(2015). The prevalence of academic dishonesty and perception of students towards its practical habits: implication for quality education. Department of psychology, Bahi Dar University, Bahir Dar, Ethiopia.
- Fontana, D (1995). *Psychology for teaching*. (3rd ed). London: Macmilan pressLtd.
- Gillespie, K. A. (2003). The Frequency and Perceptions of Academic Dishonesty among Graduate Students: A Literature Review and Critical Analysis. The Graduate College University of Wisconsin.
- Greene, A., & Saxe, L. (1992). Everybody (else) does it: Academic cheating. Paper presented at the annual meeting of the Eastern Psychological Association, Boston, MA.
- Haines, V. J. Diekhoff ,G. M. . LaBeff, E. E., & Clark, R. E. (1986). College cheating immaturity, Lack of commitment and the neutralizing attitude. *Research in Higher Education* , 25, 342-354.
- Johnson, S, Martin ,M, (2005). Academic Dishonesty: A New Twist to an Old problems, *Athletic therapy Today*.
- Jones, L. R. (2001 & 2011). *Academic Integrity & Academic Dishonesty: A Hand book about Cheating & Plagiarism*. Revised & Expanded Edition, Melbourne, FL: Florida Institute of Technology.
- Kerkvliet, J. (1994), ‘cheating by economics students: a comparison of survey results’, *Journal of Economic Education*, 25: 2, pp. 121–13

- Kwong, T, Hing-Man, N., & Wong, E. (2010). Students' and faculty's perception of academic integrity in Hong Kong, *Campus-Wide Information Systems*, 27(5), 341–355. <https://doi.org/10.1108/10650741011087766>
- Lindgren, H. C.(1980). *Educational psychology in classroom*. (6th ed).NEW YORK: oxford university press.
- Lupton,R. A. Chapman,K.J, & Weiss,J.E.(2000). International perspective : A cross – national exploration of business students' attitude , perception and tendencies toward academic dishonesty, *Journal of Education for business* , 75, 231-235.
- Ma, H., Lu, Y., Turner, S., & Wan, G.(2006). An empirical investigation of digital cheating and plagiarism among middle school students. *American Secondary Education*, 35(2), 69–82.
- MaCabe ,D.L.(2001). Cheating. Why students do it and how we can help them stop. *American Educator*, 25,38-43
- Magnus JR, Polterovich VM, Danilov DL, Savvateev AV (2002) Tolerance of cheating: an analysis across countries. *J Econ Educ* 33(2):125–135
- Maramark, S & Maline, M. (1993) *Academic dishonesty among college students. Issues in education*. Office of Educational research and Improvement (ED), Washington, DC.
- Mc Cabe . D. L. & Trevino .L.K. (1993). Academic dishonesty: Honor code and other Contextual influences, *The Journal of Higher Education*, 522-538.
- McCabe , D. & Pavela , G ,(2000). Some good news about academic integrity, change: *The Magazine of Higher learning*, 32, 32-38.
- McCabe , D. L. & Trevino,L. K. (1996). What we know about cheating in college longitudinal trends and recent developments. *Changes, the Magazine of Higher learning*, 28, 28-33.

- McCabe .D.L. (1992). The influence of situational ethics on cheating among college students . *Sociological inquiry*: 62, 365-374.
- McCabe .D.L. Trevino, L.K.& Butterfield, K.D.(2001). Cheating in academic institutions: A decade of research *Ethics and Behavior*, 11,219-232.
- McCabe, D. (2009). Academic dishonesty in nursing schools: An empirical investigation. *Journal of Nursing Education*, 48(11), 614-23.
- McCabe, D. L. & Trevino, L. K. (1997). Individual and contextual influences on Academic dishonesty: A multicampus investigation , *Research in Higher Education*,38, 379-396.
- McCabe.D. L. Trevino,L.k.& Butterfield. K.D.(1999). Academic integrity in honor code and non honor code environments: A qualitative investigation, *the Journal of higher Education*, 211-234.
- McGregor, J., & Stuebs, M. (2012). To cheat or not to cheat: Rationalizing academic impropriety. *Accounting Education: An International Journal*, 21(3), 265–287.
- Mebratu. M, (2016). The nature, cause and practice of Academic Dishonesty/cheating in Higher education: *Journal of Educational Practice*.
- Ministry of Education(1994). New education and training policy, Addis Ababa, ministry of education.
- Moeck, P. G. (2002). Academic Dishonesty: Cheating among Community College Students. *Community College Journal of Research and Practice*, 26, 479-491. <https://doi.org/10.1080/02776770290041846>
- Murdock, T. B., Hale, N. M., & Weber, M. J. (2001). Predictors of cheating among early adolescents: Academic and social motivations. *Contemporary Educational Psychology*, 26, 96–115. Newstead, S. E.,
- Newstead. S.E. Franklyn-Stokes. A, & Armstead.P.(1996). Individual difference in student cheating, *Journal of Educational Psychology*, 88,229-241.

- Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience, task choice, and performance. *Psychological Review*, 91, 328-346.
doi:10.1037/0033-295X.91.3.328
- Ongeri, S. (2009) Students warned against cheating in examinations. The Times News papers. PP. 225
- Payne, D.A. (2003). *Applied educational assessment*. (2nd ed). AUSTRALIA: Wadsworth
- Pintrich, P. R., & Schunk, D. H. (1996). *Motivation in education: Theory, research, and applications*. Englewood Cliffs, NJ: Prentice Hall.
- Power, L. (2009). University students' perceptions of plagiarism. *The Journal of Higher Education*, 80(6), 643.
- Razera, G., Verhagen, H., Pargman, T.C., & Ramsberg, R. (2010). Plagiarism awareness, perception, and attitude among students and teachers in Swedish higher education – a case study. Paper presented at the 4th International Plagiarism Conference– Toward an authentic future. Northumbria University in Newcastle Upon Tyne, UK, 21–23 June.
- Sax, G (1996). *Principles of educational and Psychological measurement and Evaluation*, (4th ed). LONDON: Wadsworth Publishing Company.
- Stern, E.B and Havlicek, L. (1986). Academic misconduct: Results of faculty and undergraduate student surveys. *Journal of Allied Health* 15 (2): 129-142.
- Tefera, T., & Kinde, G. (2009). Faculties' Perception and Responses to Academic Dishonesty of Undergraduate Students in Education, Business and Economics Ethiop. *J. Educ. & Sc.*, 4, No. 2.
- Teixeira, A & Rocha, M, (2010). Cheating by economics and business undergraduate students, an exploratory international assessment, *Higher education*, 59, 663-701.
- Tilahun. Y. (2009). Cheating behavior and factors causing it in primary schools of Awi Zzone. Unpublished MA Thesis. Bahir Dar university.
- Wilkinson J, (2009). Staff and students perception of plagiarism and cheating. *International journal of teaching and learning in higher education*

APPENDICES

Appendix -A

Bahir Dar University

College of Education and Behavioral Science

Department of Psychology

Questionnaire filled by the Students

Opening: Dear participant, this questionnaire is designed to conduct a research for the partial fulfillment of the requirements for the degree of M.A. in Educational psychology.

The objective of this questionnaire will be to gather data from second cycle primary schools student's about prevalence, forms, causes and perceived consequence of academic cheating.

So the successes of this study will be largely depends on your response. I, therefore kindly request you to give genuine responses for each item, the responses you give is highly confidential. Any kinds of participant personal information will not express on the study.

Thank you in advance!

Part III: - Forms of Academic Cheating

Instruction:- These items are designed to assess how you feel about the forms/strategies used for academic cheating. Read each statement carefully and put in rank order by saying 1st, 2nd, 3rd, 4th, 5th, 6th and 7th up to 11th from more serious to less serious in the space provided

No	Items	Rank
1	Using crib notes	
2	Looking at another answer sheet and copy	
3	Using exercise book or text materials during the exams	
4	Doing the exams together	
5	Allowing another students to copy answers during the exams	
6	Asking someone for an exam answers	
7	Giving exam answers for others during the exams	
8	Arrange to give and receive answers by signs	
9	Sharing exam answers by electronic device, like cell phone during the exams	
10	Getting answers from someone who has already taken the exams	
11	Using old exam papers	

Part IV: - Factors of Academic Cheating

Instruction: - These items are designed to assess how you feel about factors of academic cheating. Read each statement carefully and give your response by marking” ✓” under the options which describes your choice best.

No	Items	Yes	No
1	Fear of failure		
2	To be perceived as knowledgeable		
3	Fear of consequence of failure		
4	External pressure from parents, teachers and peers		
5	I cheat,because of other students cheat		
6	Difficulty of exams		
7	Lack of time to do exams		
8	Not well prepared the exams		
9	To do exams cooperatively		
10	To get good results		
11	Students Exam seating order		
12	Exam item type		
13	Lack of strict supervision		
14	Unfair exam schedule		

Part V: - Perceived Consequence of Academic Cheating

Instruction: - These items are designed to assess how you feel about the perceived consequence of academic cheating. Read each statement carefully and give your response by marking "X" under the options which describes your choice best.

1= strongly agree 2= Agree 3= Undecided 4= Disagree 5= strongly disagree

No	Items	Alternatives				
		1	2	3	4	5
1	Decrease students engagement					
2	Affects student's learning					
3	Creates wrong relationship among students					
4	Hinders students creativity and efforts					
5	Distorting honest computation among students					
6	Create bad behavior in students					
7	Decrease students' self-confidence					
8	Creates conflict between teachers and students					
9	Increase students' dependence					
10	Make teachers' wrong decision about students achievement					

Appendix-B

በባህር ዳር ዩኒቨርሲቲ

የትምህርት እና ስነ ባህሪ ሳይንስ ኮሌጅ

የሥነ ልቦና ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

መግቢያ፡-ይህ መጠይቅ የተዘጋጀው በባህር ዳር ዩኒቨርሲቲ በትምህርት እና ስነ-ባህሪ ሳይንስ ኮሌጅ በትምህርት ሳይኮሎጂ የድህረ-ምረቃ ተማሪ ሲሆን ዋና አላማውም የሁለተኛ ዲግሪ ማሟያ የሚሆን ጥናታዊ ጽሑፍ ለመስራት ነው።

የዚህ መጠይቅ አላማ በመጀመሪያ ደረጃ 2ኛ ሳይክል ትምህርት ቤት የኩረጃ ሁኔታ፣ ስልት፣ ምክንያት እና ተፅዕኖን በተመለከተ መረጃ ለመሰብሰብ የተዘጋጀ ነው።

በመሆኑም እርሶዎ የሚሰጡት መልስ ለጥናቱ ከፍተኛ አስተዋፅኦ ስላለው እርስዎ በትክክል ይገልፀኛል ብለው የሚያምኑበትን መልስ በመስጠት ይተባበሩን ዘንድ በአክብሮት እንጠይቃለን። የሚሰጡትም መረጃ ሚስጥራዊነቱ የተጠበቀ ነው። ምንም አይነት የተሳታፊዎችን ማንነት የሚገልፅ መረጃ በጥናቱ ላይ አይገለጽም።

ለትብብርህ/ሽ/ በቅድሚያ አመሰግናለሁ !

ክፍል ሶስት:-የኩረጃ ስልቶች

መመሪያ:- ከዚህ በታች የኩረጃ ስልቶችን የተመለከቱ ጥያቄዎች ቀርበዋል። እያንዳንዱን ጥያቄ በጥሞና ካነበባችሁ በኋላ ተማሪዎች በአብዛሀኛው የሚጠቀሙባቸውን የኩረጃ ስልቶች በቅደም ተከተል 1ኛ፣ 2ኛ፣ 3ኛ፣4ኛ፣5ኛ፣6ኛ፣7ኛ፣8ኛ፣9ኛ፣10ኛ እና 11ኛ በማለት በደረጃ አስቀምጡ።

ተ.ቁ	ጥያቄዎች	ደረጃ
1	አጫጭር ማስታወሻዎችን (አጤሬራ) መጠቀም	
2	የሌላ የመልስ ወረቀት ላይ በመመልከት መልስ መገልበጥ	
3	በፈተና ጊዜ መማሪያ መጽሐፍ ወይም ደብተር መጠቀም	
4	ፈተናዎችን በአንድ ላይ መስራት	
5	በፈተና ወቅት ሌሎች ተማሪዎች መልስ እንዲገለብጡ መፍቀድ	
6	የፈተና መልስ ከሌላ ሰው መጠየቅ	
7	በፈተና ወቅት መልሶችን ለሌላ መስጠት	
8	በፈተና ወቅት መልስ በምልክት መስጠት እና መቀበል	
9	በፈተና ወቅት መልስ በኤሌክትሮኒክ መሳሪያዎች መለዋወጥ (ለምሳሌ በሞባይል ስልክ)	
10	ፈተናውን ቀድሞ ከወሰደ ሰው መልስ ማግኘት	
11	የቀድሞ ፈተናዎችን መጠቀም	

ክፍል አራት: - የኩረጃ ምክንያቶች

መመሪያ:- ከዚህ በታች የኩረጃ ምክንያቶችን የተመለከቱ ጥያቄዎች ቀርበዋል። እያንዳንዱን ጥያቄ በጥሞና ካነበባችሁ በኋላ ከቀረቡት አማራጮች መካከል አንዱን በመምረጥ የ “ ✓ ” ምልክት በማድረግ ይመልሱ።

ተ.ቁ	ጥያቄዎች	አዎ	አይደለም
1	በፈተና መወደቅን በመፍራት		
2	አዋቂ ለመምሰል		
3	በፈተና መውደቅ የሚያስከትለውን ወጤት በመፍራት		
4	ውጫዊ ተጽእኖ (ለምሳሌ የወላጆች, የመምህራን እና የአቻ ጓደኞች)		
5	ሌሎች ተማሪዎች ስለሚኮርጁ		
6	የፈተናው መክበድ		
7	ፈተናውን ለመስራት የጊዜ አጥረት		
8	ለፈተናው በአግባቡ አለመዘጋጀት		
9	ፈተናውን በጋራ ለመሥራት		
10	ጥሩ ወጤት ለማግኘት		
11	የተማሪዎች የፈተና አቀማመጥ ስርዓት		
12	የፈተና ጥያቄ አይነት		
13	ጥብቅ ቁጥጥር አለመኖር		
14	ሚዛናዊ ያልሆነ የፈተና ፕሮግራም		

ክፍል አምስት:-የኩረጃ ተጽዕኖ

መመሪያ:- ከዚህ በታች የኩረጃ ተጽዕኖዎችን የተመለከቱ ጥያቄዎች ቀርቦዎል:: እያንዳንዱን ጥያቄ በጥሞና ካነበባችሁ በኋላ የእርስዎን ሀሳብ ወይም እምነት ይገልጻሉ የሚሉትን ከተሰጡት አማራጮች መካከል አንዱን በመምረጥ የ “✓” ምልክት በማድረግ ይመልሱ::

5=በጣም እስማማለሁ 4=እስማማለሁ 3 =ለመወሰን ያቅተኛል 2= አልሰማማም 1=በጣም አልሰማማም

ተ.ቁ	ጥያቄዎች	የስምምነት ደረጃ መለኪያዎች				
		1	2	3	4	5
1	የተማሪዎችን ተሳትፎ ይቀንሳል					
2	የተማሪዎችን መማር ይጎዳል					
3	በተማሪዎች ዘንድ ተገቢ ያልሆነ ግንኙነት ይፈጥራል					
4	የተማሪዎችን የፈጠራ ችሎታና ጥረትን ይቀንሳል					
5	በተማሪዎች መካከል ጤነኛ የወድድር መንፈስ እንዳይኖር ያደርጋል					
6	ተማሪዎች ጥሩ ያልሆነ ባህሪ እንድያዳብሩ ያደርጋል					
7	የተማሪዎችን በራስ መተማመን ይቀንሳል					
8	በተማሪዎች እና በመምህራን መካከል አለመግባባትን ይፈጥራል					
9	የተማሪዎችን የጥገኝነት ባህሪ ይጨመራል					
10	መምህራን በተማሪዎች ውጤት ላይ የተሳሳተ ወሳኔ እንድወስኑ ያደርጋል					

Appendix-C

I. Interview question for cluster center supervisor, school principal, vice principal, PTA representative and education experts.

Opening:- The purpose of this interviews is to gather information on prevalence, forms, causes and perceived consequence of academic cheating among students in public second cycle primary school in Mersa City Administration

II. Instruction

Dear respondent here are some interview questions prepared to cluster center supervisor, school principal, vice principal, education expert and PTA representatives. I will read them in turn and then I very kindly requested you to listen them carefully and give your response, I need you to be free for information you provide will be kept secret and used only for the study.

III. Personal data of the interviewee

1. Qualification-----
2. Field of study-----
3. Year of service as a teacher-----
4. Present position-----
5. Year of service in present position-----

Questions

1. To what extent academic cheating is prevalent in second cycle primary school students?
2. What are the strategies used by students to cheat during exams in your school?
3. What are the causes of student academic cheating during exams in second cycle primary schools?
4. What are the perceived consequences of academic cheating in second cycle primary school students

Appendix-D

Focus Group Discussion (FGD) questions for Teachers

1. To what extent academic cheating is prevalent in your school?
2. What are the strategies used by students to cheat during exams in your school?
3. What are the causes of student academic cheating during exams in your schools?
4. What are the perceived consequences of academic cheating in your school?

DECLARATION

I the undersigned, declare that the thesis comprised my own work. In compliance with internationally accepted practices, I have duly acknowledged and referenced all materials used in this work. I understand that non-adherence to principles of academic honesty and integrity, misrepresentation/ fabrication of any ideas/ facts/ source will constitute sufficient ground for disciplinary action by the university and can also evoke penal action from the source which have not been properly cited or acknowledged.

Signature: -----

Name of Student: - Dessale Worku Teshome

University Id. Number: BDU1016184

Date: -----

This thesis has been submitted for examination with my approval as a university Advisor.

Signature: -----

Name of Advisor: - Meseret Ayalew

Date: -----