

Avoidance of Academic Dishonesty in Selected Secondary Schools of Jimma Towne

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Abstract- Academic dishonesty, academic misconduct or academic fraud is any type of cheating that occurs in relation to formal academic exercises. This study primarily focused on cheating of examination in the classrooms through application of different techniques, mostly disguised ones. Qualitative research activity, employing interview and classroom observations as its basic tools of data gatherings were used on sources of the study. Two secondary schools (Jiren and Jimma Secondary schools) were study sites involved in the exploit where purposefully selected students of grade nine and ten with their classroom teachers chosen as resourceful informants. Finding of this study clearly indicated that cheating is common problem of all schools where it became more comprehensive and intricate. Most of the respondents clearly indicated that side copying of examination results, tossing of written answers of the exam, collaboration and mischief with invigilators, enforcing invigilators to cooperate, exchanging of answer sheets willingly or forcefully from active ones, mobile transfer or text and use of sitting arrangements for cheating as major ones. It was underlined that cheating was found as major challenge of the town and the country which is now uncontrollable at secondary school level. Consequently, cheating is envisaged as major mechanism of receiving excellent grade points without any effort and difficulty. Collaborative effort of education offices, judiciary, schools and parents to minimize or curb the problem is recommended where all stakeholders of the government and public affairs work together by advising, guiding and teaching the new generation about badness of cheating, its ethical and moral failure to pass on development of self confidence and self assertions.

Index Terms- Academic dishonesty, cheating, examination, practices, outcome

I. INTRODUCTION

Background: Cheating in high schools is growing globally in an alarming and at an exponential rate. There is also a great difference in students' perceptions and the reality of their own ethical behavior which may nowadays highly obscured within their personality development. In USA, a survey was done in 2008 on 30,000 students in high school which was carried out by the Josephson Institute for Youth Ethics, where 62 percent of students polled said that they "copied another's homework two or more times in the past years" (EAY, 2008). Yet, on the same survey, 92 percent said they were "satisfied with their personal ethics and character" (*Ibid*). Hence, there is generally a discrepancy between actual behavior and self-image of

secondary school students' character that is internalized and in use through education system starting from K-1 level.

Consequently, different studies done in various countries revealed that there are a number of techniques, mechanisms and ways of cheating examinations to secure pass marks, better grade points or pass national examinations. A study done in the US indicated that online services that offer to prepare any kind of homework of high school and college level and take online tests for students were cheated (Fall, 2009). While administrators are often aware of such websites, they have been unsuccessful in curbing cheating in homework and non-proctored online tests, resorting to a recommendation by the Ohio Mathematics Association to derive at least 80% of the grade of online classes from proctored tests (Fall, 2009). While research on academic dishonesty in other countries is less extensive, anecdotal evidence suggests cheating could be even more common in all the countries of the globe. Hence, Ethiopia is one of the countries under jeopardy of examination cheating at all levels of education system where online transfer through mobile texts, bribery of the school administration and/or education offices to secure examinations and direct copy employing different cheating techniques in a classroom (disguised or forceful) are the common ones with not worth mentioning research undertakings on the issue.

Therefore, this research activity was entirely devoted in assessing practices and behaviors related to examination cheating and copy of assignments, homework and activities that have a result in the teaching learning actions. As Jimma is one of the cash crop areas of the country and known South Western Town connected with the central part highway to four major zones leading to South Sudan. It is also one of the famous commercial centers in the country where the expectation of the family and need of their children on education vary by large. By virtue of fortunate or unfortunate conditions, both the family and their children seek success or promotion from grade to other level/grade than acquiring the knowledge, skill and capability gained through education. Owing to the psychologically blend nature of parents and children's desire, different techniques of securing pass mark were devised even if where, how and when cheating for success in education happenstance was not mentioned in any literature in the world. Hence, the authors were inspired to explore sources of cheating examination and devise mechanisms of minimizing the problem leaving all the detailed social, economic, political and psychological hardships academic dishonesty may exert on the public.

Statement of the problem: As of the review made by Solomon Dibaba (The Ethiopian Herald– November 17, 2015),

quality education presupposes a number of factors including correlation with national development objectives, learners who are healthy, well-nourished and ready to participate and learn through the support of families and community members. The question of healthy learners' vis-à-vis support of the family is critical issue which is conversely related to success without healthy teaching-learning. Hence, education in Ethiopia suffered many challenges regarding the quality of human power production for employment. Most of the students in secondary/high schools depend on the other working hard for cheating to promote from class to the next level intended that it would be secured without any effort and loss of energy. The cheaters are/were seen as active, modern, considerate and discreet. Studying is/was taken as duty of 'faras – the fool'. Because of this, some students try to cling on others and count up ladder of grades without any background knowledge and understanding. This on the other way initiated individual students who are confident of themselves but scoring below the cheaters. Hence, cheating of examination was further communicated as best crosscut tactic to success. This condition is the worst stimulation that spoils culture of the community and the interest of the public towards work. To circumvent this situation from its source and device mechanisms to curb challenges of cheating, conducting detailed study is essential. The effects of cheating on students and community, controlling mechanisms of cheating and what cheaters make on invigilators were also investigated. Towards this end, the research tried to answer the following problems:

- What are the major enforcing factors leading to academic dishonesty/cheating?
- Are there different techniques and mechanisms of teaching employed by secondary school students?
- What are the effects of examination cheating on the students, parents and community?
- How can one minimize the hazard of examination teaching in secondary schools of the study areas?

Objectives of the study: - The major intent of this study is to explore sources, mechanisms and effects of academic dishonesty among secondary schools of Jimma town. Specifically, it was intended to:

- Identify the major enforcing factors leading to academic dishonesty/cheating;
- Assess the techniques and mechanisms of teaching employed by secondary school students;
- Examine to what extent examination cheating affects the students, parents and community circumstances;
- Find out methods of minimizing examination cheating in secondary schools of the study areas?

Significance of the study: - The finding of this study is a remarkable one for students with in school system adjusts themselves to individual effort than relying on others for academic success since they may be challenged in the work atmosphere and acquiring expected knowledge of the profession. The outcome of this study is also useful for policy makers and Ministry of Education to evaluate and examine invigilation strategies, student's interest to work independently in the

classrooms since many students presume that cheating is right to act during examination. The family of these students also benefits much since it paves way to assess, monitor and follow-up activities of their children. The finding is best input to conduct intervention schools, specifically secondary schools, since it is a step to join higher institutional settings or sacked out of the system. Finally, it may serve others as a springboard who wants to conduct similar research to further the study at national level.

Scope of the study: - The study is geographically delimited to Jimma Town Secondary Schools where only two government schools involved in the study. It is also conceptually restricted to academic dishonesty or cheating of examination, its strategies and psychosocial effects of cheating on the student, family and community. This may involve on the psychosocial aspects of examination cheating in the actual settings of school, home and community settings.

Limitation of the study: - research undertakings in the country were scarce where very few literatures used as sources. Moreover, we were too tight when conducting this research that calls for others intervention. Therefore, authors of this paper calls for interested researchers collect data from large number of respondents and across regions in the country. Better result may be secured if more study will be conducted on higher institutions since the challenge of examination cheating become erudite and widespread in all levels of educational system, through countries and globally.

II. METHODOLOGY

The study was designed to secure information from both teachers and students employing qualitative and quantitative methods. We used both methods to fit the evidence gap existing if using both approaches. The study sites identified were two public secondary schools of Jimma town on students' populations of grade nine and ten. Classes were clustered for convenience and giving equal chance of inclusion based on grouping of the schools to different blocks/rooms. All students assigned to different blocks got chance of being included in the study employing chronological methods of selection. From all the thirteen blocks, we have chosen four randomly from each school one each to grade nine and ten. To make the study manageable, we again selected two classrooms from each block from grades nine and ten. Finally, Forty Five and Forty Eight students from grades nine and ten were identified as respondents/informants of the study respectively. The tools carefully chosen to gather information from the respondents were interview, questionnaire and observation at natural settings. Data was gathered from teachers, especially from homeroom teachers, purposefully selected subject teachers and unit leaders. The subject teachers were from language, social and natural sciences that were presumed as effective invigilators. The instruments employed to gather information were interview, questionnaire and observation done in the natural settings. The questions are of closed (with yes, no, undecided alternatives) and open-ended questionnaire in which the respondents have free atmosphere to forward their opinions as they wish. The language selected was English while one respondent used Amharic script to explain her idea in brief. The questionnaire was distributed for a number

teachers and students where few of the respondents didn't return the paper back. The reason is not so clear for the researchers where the suspect might be fear of attack from students involving in examination cheating. Interview guide questions were semi-structured ones for easy communication. Interview was conducted with cautiously selected teachers and students that were managed in different setting to minimize dread. From all 93 students and 15 teachers requested to respond to questionnaire, 74 students and 9 teachers returned back the paper while others stayed as decay. The researchers used the result irrespective of its limitations by taking risk factors related to personal factors of the respondents. Permitted and incidental observations were done in different examination rooms as well to triangulate the result. The quantitative data was analyzed using percentage while qualitative data employed narratives and describing of evidences after categorization. Ethical considerations were given due emphasis since the study was done on human beings.

III. RESULTS AND DISCUSSION

Background: - Both teachers (nine) and students (74) returned the questionnaire and interview result done with thirteen key informants are presented sequentially supported with observation results in this chapter. Background information including bio-data of learners and teachers also stated with quantitative data tables successively.

IV. QUALITATIVE DATA ANALYSIS

Sources of cheating: - Concerning source of cheating, all respondents focus on the student's hatred to study the materials (notebooks, handouts, copy, short writings ...) and text books given to them. There are no better educational or other backgrounds that reinforce those children to study. Almost all of them use poor method of studying. Some of them as mentioned by the respondents were unenthusiastic to study what they have at hand when they are at home. Most of the students do not want use other references from libraries since they assume it as hardship. The teacher respondents mentioned the cause as lack of teachers' follow up, absence of the family purposeful coaching and the administrators' reluctance or unjustifiable attention of promotion, loose monitoring and evaluation of the students.

Different standard of living condition also create significant problem especially on the students coming from local area [rural]. They were obliged to go long journey and when they reach home may be assigned to different family duties or personal activities to help themselves while learning. Some of the rural and urban locale students were from poor family that their parents and siblings are dependent on those children, especially on residents of rural areas and the poor family background. They had shortage of time to read and studying materials that forced them to rely on other students who did their home works, assignments and concomitantly copying examinations from their friends.

The respondents indicated that relatively the affluent parents consider school as a place where their children comfort, entertainment, stay for their children or where children pass time or took it as a leisure areas. Even though they have ample time to

read, do and perform school activities; and prefer not to bother, waste times on study their lessons. Students of such a type only strive to promote from a class to next level commissioning simple technique (cheating) that could be gained easily without stamina. These students involve on academic dishonesty to deceive their parents, score better result and make reputation of academic honor in the classrooms through cheating. When parents see results of their children, got astonished, appreciate and encourage them to do the something again without identifying how they obtain this grade. Because, most parents try avoiding failure [detaining] of their children that made parents not question them if they score pass marks in the way they prefer to academic success.

Major leading factors instigating students to cheating –

As of the result of data obtained indicate, about 80% of the respondents specify that social problem is one of the major factors to be considered in addition to economic disparity (95%). The educational levels of the parents show great impact on the study habit of the child as well. If parents are of educated class they attend and follow their children to do their home works, initiate them to study, asks them what they have learnt daily, and the like. The availability of infrastructure has also its own impact on the study habits of the students. If there is no light, a place to study like library and reading materials [dictionary, journals, etc.] are not available, students didn't get any conducive environment that in turn makes them to motivate them to study. Attending class regularly also becomes hard for those students who are unable to get daily bread, sheltering, cloth, exercise books and other materials from their respective families since these all are the basic materials needed for a person to learn.

All respondents agree on the loose follow up of the parents. Those parents of the children have to look and follow up what their children are performing. Some students take their exercise books from home by pretending as if they went to schools but go to cinema, film or watch sports and indoor games in restaurants and bars. Some students waste their precious time in gambling houses, wondering on streets and defying people walking along roads, force schoolgirls to stay with them by quitting their class etc.

54-61 % of the respondents agree on the problem of understanding the school subjects. Some students are unable to understand what a teacher taught them since they don't have any base from the elementary grade through junior class up to secondary school level. So they were undoubtedly liable for cheating as the only mechanism to compensate the inability of understanding /grasping the subject matter. In connection to this, another source as elaborated by about 81% of the respondents among the nine teachers, who responded to the questionnaire, the students' admiration and acceptance of cheating as a hobby. Even though most of the students know that cheating is misconduct they took it as daily routine, best communication of the booster and feeling of proud attaching it to success employing cheating tactics. But, they are psychologically offended, feel bad when thinking about their did, anxious and full of complexity.

Most exam cheaters try to take or copy one or two answers from the one who sits beside them without identifying that whether the answer is correct or not. The extent of cheating during examination is heightened nowadays since it preoccupied psychological makeup of students. The one who acquainted to

cheating may score more result that made others who didn't practice it to involve in such a thing to get more result. Because of this, one of the respondent said the "examination cheating is a contagious one". Many innocent students involved in cheating because of its contagiousness that really become uncontrollable ethical depreciation of this generation. Associating to this view, about 51% of the respondents underlined that the students do not want to waste their time, energy, material, effort, etc. since cheating is the easiest apparatus to get academic success. Therefore, some invigilators get stressed on the problem created on them by gangsters or boyfriend of certain cheating girl students if they strictly watch them during exam.

No one among the respondents believed that there may exist problem on the teachers side during the preparation of exam. But many students complain on the preparation of exam even though it is not well treated or identified as such. If the exam is too hard for the students it may force them to find another method to succeed. This area needs special attention and study since it is one of the greatest bridge between teachers and students.

Other sources among the given choices were laissez-faire teachers and slothful students are the one to be mentioned in the compound. About 77% of the respondents agreed on this issue. They reason out stating that there are some teachers who need cheap popularity from students. Those teachers distribute question papers, and simply went out and stand on the gate or read fictions by finding appropriate places to sit than controlling cheating. Few teachers even initiate students to practice cheating as they indicated on open ended question. As some of the respondents reason out, it is just possible, because these teachers reach this profession through cheating strategy and they try to trace on their previous activities. By extending their narration, some students pampered and practice cheating at elementary level and some teachers do not want to strictly follow and correct those children since they know what they did in Teacher Training Institutions and/or Higher Institutions.

As known, cheating is one of the worst problems that ESLCE Office of Ministry of Education faced where they strive to curb this situation devising different mechanisms to end cheating. But the cheaters also establish more stylish strategies to win academic and professional /job/ success through academic dishonesty. So, few teachers were/are the factors of cheating in one-way or another from the initial stage of Elementary and Secondary Schools and through higher institutions. The other basic fault of teachers mentioned was that almost half of the students in this school pass from grade to grade by mere begging and there exist lack of uniformity to have similar stand against those bulks of beggars. This difference seen among teachers made a gap and they become swift to avoid this unnecessary intimacy with students and families. Because of this, some families wonder from one teacher's house to the other to beg marks for their children, that spoils good work habit and work culture of the society.

On the other hand, the environment of Jimma is not initiating the children to learn since it is cash crop producing area that most of them earn some amount of money for enjoyment. They easily secure necessary material to satisfy their 'motives'. So, they lack interest to learn that consequently lead them to the lack of interest to study. No one wants to put his/her effort to

succeed except very few. In fact there is discrepancy between students in grasping what they are taught. There are students with low aptitude and highest learning inclination. There are also students with middle grasping level and great enthusiasm of schooling. But what astonishes the respondents on giving their opinion on this question was that those students who are academically weak and poor during continuous assessment score wonderful points while those who are found at the medium level score less than the idle ones. This condition initiates those medium students to use other mechanism to succeed and score high points in exams as believed by about 77% of the respondents.

The other associated effect of cheating when on the active and medium students was that when they evaluate themselves 'score below the cheaters' get into misbehaving, ill-mannered, withdraw, missing class, loss interest to study, abused, develop hatred towards subject teachers and school, reject education, etc. Because of these undesirable characters of cheating, these students prefer to perform other duties rather than utilizing their innate talent on education. Mood oscillation might develop among those hardworking students towards their environment consciously or unconsciously that becomes dangerous in their late life which was underlined as strong bad counter effect of cheating by most respondents. Literature by Ehrlich and Ernestine indicated the following supporting the outcome of this study. *Cheating is an epidemic that infects schools and colleges across the county. Academic integrity is, of course, a core value in every educational institution. Without it, learning can never be assured* (Ehrlich and Ernestine, 2013). Moral failure is also one of the effects that those hardworking students face when they score below their weak classmate that deteriorates their understanding to education.

About 43% of the respondents focus on gang students and weakness of administrative staff by giving their opinion briefly. As stressed by some respondents, almost all schools administrative bodies didn't give any attention to conditions apparent during exam. Principals and few unit leaders didn't respond when those physically weak teachers were insulted on the public for the reason that of their strict follows up during invigilation. There is also loose coordination between the administrative body and teachers on taking action against cheaters since the administrators want number of promoted students for statistical consumption for competition ignoring the notion of quality of education. Sometimes they assume themselves as the only bodies that strive to favour students while the teachers are assumed as the body stood to attack students. Consequently, carelessness of some teachers becomes common because of the insensitive nature of school administration to take action *against* those cheaters and there is also fear of attack from those cliques of cheaters outside of the school campus.

Some teachers complain that there is management incapability at school and at home that aggravates the condition and made the children to go out of the norm of the society. Some students do not participate as they want in schools, especially during exams since there is fear from all directions. In the same talk, some families of the students leave their children unprincipled and astray. These children/students act and do what they think well in their daily life, especially in their adolescent

age that needs proper attention and care from both sides (family and education offices). In support of this result Ehrlich and Ernestine (2013) discussed that *the issue of cheating is fundamentally one of character. Character is most readily molded during times of transition, and adolescence is prime among them. High school and college are, therefore, particularly important places for students to learn that when they cheat in their academic work, they are not only cheating fellow students and their institution; they are cheating themselves.*

Interviewed teachers and students underlined that 'students' sit for a meeting before the starting time of each exam to create conducive environment by discussing on current information and design mechanisms to reach everybody in the class with the help of "gochas (smart)". If as a chance invigilators who is strictly follow his students come to their invigilation room they all say "offa", "iski, innasayawalen ... (pap, we will show him if...)", which are the implications or signs of bad temper. When careless and laissez-faire teacher went to their invigilation room they say "yaa, chisu teacher ... (yah, dazzling teacher ...)". This is what cheaters say publicly and sometimes if an attentive teacher passes by the gate to the next; most students swallow their saliva and tremble up to the last step of his passage to the next gate and whisper to each other by saying "isey, tegelagelni ... (great! We're unbound)". This was/is common always which was practiced among most students which show how far cheating was internalized, deep-rooted and got popularity in secondary schools.

Other points raised on this occasion as sources of cheating were problems created beyond the capability of the learners and teachers; i.e., the insufficient seats and rooms. The teachers become unable controlling all the students at the same time; especially, eye control is very tough to manage. There are very few blocks with limited classes built before 20 years to accept around 200 students at the moment while now it gives service for about 2500 students without any addition of classes or buildings. Every class was/is full of students up to the blackboard and most respondents claim that there might not be a space for a teacher to foot on in the near future. On the other hand, in addition to lack of material incentives, most students lack moral and psychological support from the family. Consequently a study done by Smith, Davy and Sterling (1999) is in accordance to this study indicating that *Cheating in academics has a host of effects on students, on teachers, on individual schools, and on the educational system itself.* This in turn has great impact on the student's success to win job after completion of 10th grade. For the reason pertinent to these situations most students who completed 10th grade were misdirected, unemployed, join in to unfitting jobs like gambling, stealing, street, and prostitutions.

Materials used when cheating: - regarding the materials those students used in cheating are many in number as most of the respondents mentioned in addition to the choices given on the questionnaire. All respondents agree on the copying of answers from their neighbors especially from the one who simply fills the answer without any knowledge of the question. Since it is too hard to control all the students who are sitting in a crowded class, everybody can copy from each other in the sense that eye control is unthinkable. Sometimes, when students from different classes come together in one room each one of them strive to copy from the other who is sitting at the side of him/her. This shows that

almost all students participate in the activity of cheating in one way or another as most of the respondents forwarded and as the writers observed.

Other materials that almost half of the students use is shorthand notes "aterera", by forcing the brilliant "gochas" to help them or show them what they need. So the students take out their notebooks secretly and copy from it as about 77% of the respondents agree. Sometimes other students make cover for who copy from notebooks. For example, by lowering their jackets, making space in between them on their bench, by one asks question from one side and the others turn pages of their notes. In the same talking, about 63% of the respondents agree on the force applied by these cheaters on the brilliant students to distribute or give the answers on small pieces of papers for the class.

Some students especially, girls write short notes on their skirt, thigh, and hands up to their elbow and copy from it when necessary. Since these areas are sensitive and shame to look for the invigilator sometimes they get ashamed and leave the area. In most cases the cheaters refuse to give the "atereras (short notes)" to the teacher even when they were caught. So it becomes too difficult for some teachers to control and manage the situation. In addition to the material mentioned above the students prepare favorable conditions before the invigilator inter the exam room. As almost all respondents agree the students write on the blackboard, tables, walls, floor and sometimes on ceilings. They draw pictures and write parts of them lesson by non-erasable ink or print and they quickly copy the answers from their drawing with in a fraction of minutes.

Methods applied in cheating: - Those cheaters try their best to achieve the desired goal. Among the methods employed: hiding necessary materials they prepared in their pocket, beneath the table, put inside the question paper, between their thighs, put notes between them [the examinee], by receiving answer paper from their neighbor and so forth. In accordance to the study result, Whitley (1998) indicated that *Methods of secretly signaling the right answer to friends are quite varied, ranging from coded sneezes or pencil tapping to high-pitched noises beyond the hearing range of most teachers.* As mentioned above clever students write answers on a piece of paper and toss it directly to the one they need to help by put out of the site of the invigilator using hand, elastics or throwing. Sometimes, they give to the nearby student to send out it to some or all colleagues. In other occasions they put the answer papers in to their pens and give it to the person they want to assist. Students who accomplished the work earlier were also obliged to toss in answer papers through windows and gates. Some students also see through the gates by requesting for answers from outside trying to cover their faces between their palms. They also communicate by finger sign even though it is not formal. Some students exchange their question papers beyond the vision of the invigilator. These cheaters sometimes forcefully snatch question papers from the expected ones (intelligent). Some students even didn't write their names until they get something from others. As some respondents mentioned, when a student asks question, the invigilator goes to the other side where students on the other corners do their best to get assistance from colleagues. On the other hand, there is an agreement among the students examined in one room; i.e., one brilliant student asks the teacher to read for

him, e.g. Question number 4, choice B. This means, the students all know that the answer for question number 4 is B.

Mechanisms employed during invigilation: - most of the respondents disagree on the possibilities given and adds their own opinions. Somehow, 61% of them agreed on the choice of assigning the students to put all the materials they have in their hands in front of the class. But some of them claim that, even though, those students were/are told to do so, they put or hide pieces of written materials under their desk, on the floor, under their foot or in their pocket etc. About 54% of them agree on strict follow-up of each and every activity of the students in the class as much as possible. But one respondent disagree on this idea saying it seems impractical since it becomes impossible to follow each and every step of all the students attention and eye movements. About 46% of the respondents accept signing on the answer papers of these cheaters as a remedy. When one tries to copy from whatever the material it could be or from his neighbor, if the invigilators considered the attempt as theft, he signs on it and inform to the subject teacher. Sometimes the subject teachers have pre-information on this aspect. On the contrary, one respondent criticized this attempt as unsuccessful attempt since it create discrepancy among the cheaters themselves. This is in the case that some teachers take proper measure against cheaters to instruct them not to practice such thing again; or e.g., by subtracting some points, by verbal warning, etc. while others assume the signing of teachers as for a fun. This shows that there is no uniformity among teachers and administrators to take measure against cheaters to minimize the situation. Different measures taken against those cheaters aggravate the condition rather than minimizing it. There are some respondents who prefer changing of a place for the one who tries to cheat as best means. But the one who opposes all the choices given comment on this view also. As he mentioned, It would be just possible to take this action; but for how many students in a class could we change place?" By extending his rationalization, the respondent claimed that *if we change places for 35 – 40 students in a class which hold about 45 to 60 students; it will be time consuming or simply wastage of time more willingly than invigilating. It seems also disturbing them rather than giving exam.* In addition to the disturbance created on the students, the invigilator himself may be confused by call in and changing place for such immense flocks of cheaters.

As observed by the writer during his invigilation period of 10th graders National Assessment Examination (NAE) about 50 – 70% of the students who sat for the exam strived copy from each other or endeavor cheat by copying from notebooks and from shorthand notes prepared for this purpose. Therefore the problem was/is as it is. Some of them believe that attaching the notes or every material the students used to cheat with their exam papers and hand it to the subject teachers is one method to be underlined. As raised above some teachers simply saw and threw the 'aterera' in their garbage rather than taking any measure against perpetrators as one respondent pinpointed. In relation to this result New York Times magazine (2012) stated the following. *A recent graduate said that near the end of her senior year, a teacher caught one of the student's friends taking a math test with a sheet of formulas held in her lap. But knowing that the girl had been accepted into an Ivy League school, the teacher let*

the student off with a warning because he did not want to jeopardize her enrollment. This created problem on energetic invigilators when students observe the points not deducted, cheating is/was defused the working students since cheaters proudly carry on performing their unethical career as they did previously without any hesitation. This vividly shows that there is huge gap between teachers to avoid this social lax. The other respondent emphasized on the tearing out of all the materials caught or s/he discovered in the hands of the students cheaters and throwing it through the window would teach them not reiterate again. Other respondent focused on ordering all the students not to cheat from each other or not to use any material they have in their hands or pockets before distributing the exam paper. But the problem as the one who doesn't accept the possibilities mentioned on the questionnaire raised his discourse saying it seems impractical and doesn't pass from lip service or axiom.

V. SUMMARY

Based on the data collected using questionnaire and observation the following results were drawn as summary:

- Concerning identified source of cheating –
 - Lack of educational background from lower level including poor study habit and reluctance to study what they learnt.
 - Lack of material and moral incentive (poor motivation in education).
 - The environment is not conducive to properly attend classes since cash crop producing area which lessen personal performance except cheating to fill hole
 - Over crowdedness resulted from shortage of class and seats
 - Inadequate follow-up from parents, teachers, school management and public
 - Some teachers are motivating the students to cheat (beg for marks for relatives, own children)
 - Loose coordination of school administrators and teachers
 - Economic discrepancy in standard of living among students where they involve on daily labor activity quitting class and compensate it by copying from friends;
 - The need to get easily accessed result /success
 - Ability difference among the students leads them to cheat which is not compensated by additional classes or tutorial support
- Concerning methods used in cheating
 - They writes on black boards, tables, floors, walls, and on ceilings
 - Toss in a piece of paper that has answers
 - Look and copy from neighboring students and pass it to the row and column
 - Exchanging the examination paper or answer sheet

- One asking question and others cheat
- Requesting the teacher to read the answer. E.g., question 12, choice B where the whole class confirmed that answer for the sated number is B.
- Effects of cheating on hard working students
 - Loss of interest to study
 - Missing classes and performing other duties
 - Since the cheaters score high, they strive also to cheat instead of exerting efforts to work and compete
 - Withdrawal, hopelessness, delinquency and other behavioral problem
- Problems arise on invigilators
 - Encroachment from student cheaters
 - Poor attention and support from school administration to take comparable measures against cheaters
 - Interference of family and appeasement due to attentiveness in their work

VI. CONCLUSION

Parents and community have great role to play in the management of children at school and home environment. But we can see from the respondents' view that many parents didn't follow and check activities of their children, what they did and perform in the school, and didn't care about the behavioral change their children show in the school settings. In addition to the family's resistance to follow the behavioral changes the children show, there are different situations, which influence the pupil to act and behave in different ways. Among these Socio-economic factors, age level, sex, intelligence and cultural situations are the prominent.

Some students practice cheating to fill the gap created due to their negligence, poor study habits, getting benefit without effort and liaises-fairness. Others practice cheating only to get promotion from grade to grade without grasping basic knowledge necessary for that level of study. Some students cheat since they reach the level they are now in the same manner. And others cheat since they didn't want to work; to invest their labor and squeeze their brainpower while easy method is on operation.

Because of this fact, nowadays, cheating becomes evident culture among school community in all levels of education system beginning from the primary education through high schools and Universities. Teaching become obviously worthless as long as cheating exists that becomes common problem of almost all schools of the country even though the extent may vary. The impact it has on the community is huge, and was/is a burden on the government and the country. There exists also adverse effect on the result of Ethiopian School Leaving Certificate (ESLC) and nowadays National Exam (grade 10) and/or Entrance Exams (12th grade) as forwarded by some teachers from all corners of the country. This is a reality and truth that we can't deny as a whole.

As indicated, Jimma is one of the popular areas known in its coffee production. Because of this cash crop enticement, children earn huge amount of money during harvest time and

stay in the towns and around coffee producing localities abandoning the class. The number of absentees from November to January is the highest in both the high schools. They all come when tests, quizzes and final exams are supposed to be given to cheat from those students who are attending the class. Every student copy from his/her neighbor without any clarification of the correctness of the answer they copy.

The great challenge identified in this study from the community's side was the educational capability of the parents. Educational background of the parents and community play significant role on the study habit and the follow-up of the children. Most of the parents who are educated ask their children's performance, activities, assignments and home works. Most parents are lenient and some are laissez-fair to control their children and to advice them to correct their wrong and unmannered act.

Ambition of the students towards education is/was one of the influencing motives, which initiate them to do and perform their duty differently in contrast to educational ethics. Students, who develop strong initiation and interest read, prepare and involve in all education affairs while the easily benefiting ones devise techniques of cheating exams camouflaging the invigilators or through any means and techniques of cheating. They use different mechanisms and devise techniques to cheat to for promotion from class to the next class.

The major issue leading these students to cheating were/are:

- Benefit they achieve without investing any effort
- Internalizing behavior of cheating exam as easy practice
- Compensation for their weakness and academic failure
- Erroneous generalization they developed about securing job after schooling (they believe that job winning here is based on similar capability of deceitful diplomacy)

The unavailability of infrastructure has also negative impact on the study habits of the students as observation result of the study indicated. There were limited numbers of libraries in Jimma and most of them had very few reference materials, Journals, magazines, leaflets, and pamphlets. So, there was great scarcity of reading room, materials to read to broaden their capacity and knowledge of what is learnt. Even the existing materials were out dated, very old, ragged and scrambled which are not convenient to read since badly smelling. In addition to the lack of libraries, different facilities like study rooms, recreation places and the public libraries were limited to individuals that didn't accommodate more than ten students at the same time.

Other environment that prepares suitable conditions for cheating is the over crowdedness of pupil in a class. About 80-120 students were/are congested in a small room by sharing one desk for four (sometimes with five) students which was only allowed for two students. In the same way, because of the large number of students assigned in a classroom during examination, they are intentionally or unknowingly practicing to copy from the one who are sitting beside them. Gradually, these habits develops through time and inculcate cheating behavior in the mind of many students irrespective of the difference the students have in socio-economic, sex, age, and ability to understand the subject matter.

Some students develop hatred on some subjects since they didn't like the teacher; because, the multiplicity of problems they encountered. Some teachers make unnecessary contact with their students depending on their personal interest and motives, which is most of the time out of ethics. Other teachers are of deviant behavior that need special counseling and advise to correct their bad characteristics. Some of them didn't know what evaluation is and when they were assigned to invigilate, they leave the class astray and stand on the gate as if waiting for the supervisors while the students are doing whatever they like. In this case every student is free to copy from friends, notebooks, etc, without any fear since the teacher is their bodyguard. Others catch cheaters and hand their papers to the subject teachers or the office. But, most subject teachers were/are indulgent and never punish those cheaters which created greatest gap between effective teachers and the laissez-fairs. Because of this misbehavior and lax existing among teachers and officers, many school children exercised cheating, develop bad behavior, hate negligent subject teachers, leaders and the school itself.

There was/is a gap in communication between number of teachers and students in the case that some teachers inter in to their respective classes, explain and write what they have for the day and simply went out of the classroom. This condition repeats itself and it becomes the only interaction the teacher and his/her students had/have. The harsh and unnecessary communication starts to appear during exam time. When ladies didn't succeed in cheating, few teachers improperly channel their link with them and arrange immoral communication. In addition to the above incessant interaction between few teachers and schoolgirls, some boys and ladies beg or sometimes forcefully try to get additional points from teachers. Therefore, these mentioned gangs either pass from class by cheating or mere begging or by frustrating subject teachers.

The administrators and unit leaders in the school try to pretend as if they were/are the only sympathetic persons for their schoolboys and girls. They approach some students wrongly and whisper about the crime of the teachers if strictly follows the students. When some gang students insult and encroach upon the rights of the physically weak teachers, they turn their way by sowing their back as if they didn't hear the sayings. When those teachers indict the gangs of their awkward and nonsense approaches, the administration resist taking correct measure against the gangs. The school administrations mostly disagree about the students involving on cheating in a class. Instead of identifying the problem behind the real situation of repeating in a class, they try to relate the circumstance to the weakness of the subject teachers. This became apparent after competition for statistics of promoting large number.

There is no proper guideline on how teachers pave the way in classroom and how to direct their students from concerned bodies. Inspection is of one shot that supervisors come to schools to lighten up and carry out their own business with school administration and go back to their work as if they were visitors. Therefore, one can see no change in every dimension in schools before and after inspectors return. It was/is not as shameful that if naming them as 'fault finders' of the school activity than providing remedy and correction for the problem exists in the school in general and examination cheating

in particular. There was/is no or little knowledge about the guidance and counseling services in both schools. In some other schools the administrative bodies perceive the counseling service as part-time work and force them to teach related subjects. In real fact some administrators especially school directors that were none professionals in leadership didn't care of correcting school challenges like academic dishonesty, student's misbehavior, teaching laxity and education lethargy.

On the other hand the students develop deep behavioral change in their lifetime. Some of them show defiant behavior while others characterize disobedience in the school, to the family and community entirely. When conditions are converted into conducive environment, these students in the study area could cause harm their teachers on the street, in recreation centers and around the schools. This is the result of loose control and follow-up of the parents, schools, community and the public that might highly affect the entire system of education in the country. The authors concluded the following as a means in minimizing or avoiding cheating of examination.

- Controlling mechanisms in schools
 - Reporting to office
 - Minimizing the number of students to be examined in a class
 - Letting cheaters sit alone (use separate chairs for the deviant ones)
 - Reporting to the subject teacher
 - Subtracting some points from what they get as punishment
 - Integrated position of staff members to control those cheaters
 - Invigilating those active students in separate classes
 - Preparing questions of different orders (mix-up orders of questions or coding)
- Other techniques suggested
 - Initiation of student's hard work (motivation, encouragement)
 - Strong support on how to study
 - Assist the students by furnishing them with at least basic facilities [texts, conducive learning environment]
 - Giving them proper guidance and counseling services at all levels
 - Identifying those students with special needs and helping them individually (plan for individualized education for severe ones as additional class)
 - Identify the interest and inclination of the students and try to adjust the curriculum, teaching method, assessment styles for the students
 - Awareness raising and continuous advice for the students on the impact of cheating
 - Refreshment trainings and workshops for teachers on the devastating nature of examination teaching, control mechanisms and motivational techniques.

VII. RECOMMENDATIONS

Based on the finding of this study and conclusions draw, the following recommendations were stated as immediate and ultimate targets. In all Secondary schools of the country in general and Jimma town in particular, students were/are supposed to be evaluated only by exams. The examinations they sit for were mid-semester exam, final exam

national exams (NAE, Entrance Exam) once a semester or year that determines future life of the learners. The notion of continuous assessment was a mere practice among many teachers because of its tidiness and tiresome effort it might require from teachers. Even assignments were copy-paste nowadays where only few students do and other copy directly or modify if they believe the teacher is active in reading the paper. Hence, school teachers and family are advised to attentively follow and monitor works of their children on daily basis. The better the family and teachers follow students in home and schools; the better is performance of the students adding their effort to succeed.

The impact cheating brings on the individual, community and state was/is underlined; that devastates the quality of education throughout the country that should be tackled and avoided by concerned bodies' integrative effort. These bodies are school management, teachers, parents, education offices and policy makers at the top including Ministry of Education. Association of parents play significant role if capacitated by MoE and education agencies.

Finally, to alter the existing social lax in to acceptable work condition and support the production of competitive generation to win life. There has to be policy guideline that could effectively work from KG to Tertiary level of education where all professionals abide to the rule and regulations of invigilation, assessment and follow-up. It has also a view in improving work behavior of the community in schools and out of schools in making educational activities profitable. Avoiding this social

deterioration and building work mood on our students mind is the behavior to be inculcated in the long run.

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