

Factors affecting the manifestations of cheating secondary school students

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Abstract

The contribution contains theoretical and empirical context from the problems of school cheating. Definition of factors affecting students, analysis of their impact on the justification of dishonest way in education. It brings many exciting results for practice.

Keywords:

... cheating
... high school youth
... teacher
... social climate
... evolution

1 Introduction

The key to solving a range of related problems with school cheating is the assessment and verification of students' school performance. Assessment as a long-term process with its social impact goes well beyond the school. It fulfills one of the most important educational tasks. The teacher's evaluation activities affect the students in a very sensitive area. This is primarily an area of self-esteem, but it also affects students' feelings, aspirations, and desires. A general problem of school cheating is digital technology. Young people can almost no longer exist and use it everywhere, including in the teaching process and at school.

Research mapping the alarming state of cheating students in education

Test cheating can be investigated to see if this problem can be solved. (Fontana, 2009; Wilkerson, 2009; Lipka, 2009; McCabe, 2009; Danielsen and col., 2006; Rosamond, 2002).

Vrbovská, Stuchlíková, (2012), Mareš (2005) they agree that cheating has become a pervasive problem of school education at all levels. There are various uncertainties in the definition of school cheating and it is problematic to precisely characterize school cheating. Cheating is characterized by three features. It is a violation of established school rules bringing an advantage to other classmates and reducing the reliability and accuracy of pedagogical evaluation (Cizek, 2003 In: Mareš, 2005, p. 312).

Psychologists show that in the framework of socialization people internalize the norms and values of their society (Henrich, J. al. 2001), which are served as an internal criterion which is compared by people's behavior. Compliance with the system of internal values provides positive rewards, while non-compliance leads to negative benefits.

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Cheating means dishonest and dishonest action to achieve a certain advantage. Continuous pressure on students to achieve excellent results also leads to cheating, and the sense of learning satisfaction is disappearing.

From a didactic point of view, school cheating represents an undesirable interference with the teaching process, distorting the real level of acquired knowledge, skills, and competences of students (Bajtoš, Marhevková, 2016). Students who realize that they can achieve good benefits by using illicit methods also lose motivation to learn. They are willing to take the risk of detection only to get good grades effortlessly. Socially very serious are distortions in students' attitudes and opinions about cheating. The educational function of evaluation not only contributes to the acquisition of the students' correct values but gives it a reason to think that cheating is a regular way to reach the goal. Students learning for grades, not for knowledge, feel a stronger incentive to cheat, especially if they are unable to acquire the curriculum.

If the teacher does not follow the agreed rules, he does not apply a fair approach to the students, he closes his eyes against cheating, he does not teach moral values, students are cheating more and more without restraint. On the other hand, students should observe the established rules and respect them. Mareš (2005) believes that school cheating is not just a students' matter and mistake, he sees it as a sum of many factors. This includes the classroom climate, the way of teaching a particular teacher, the ways of testing. On the other hand, repeated experience of failure usually dampens it. In this regard, we believe that it is also important to improve the relationship between teachers and students, which is effective pedagogical communication, a partnership based on mutual respect and trust. The possibility of active participation of students in the planning and implementation of activities, and tasks, empathizing with the students' world, being empathetic to their needs and wishes, accepting them and being themselves are general conditions for optimal development of the individual, including each secondary school students.

2.2 Elimination of school cheating in the school environment

The problem of school cheating is centuries-old and global. The young generation ignores school cheating, does not attribute it seriousness, ignores the copyright of various works consciously or unconsciously. High school youth thinks that everything on the Internet belongs to everyone, not realizing that they are stealing, cheating, deceiving. The most effective way to prevent school cheating, plagiarism, and its modern forms is to prevent it by appropriate prevention. In some countries, school cheating is intolerable in school systems. Therefore, it is up to primary and secondary school teachers to prevent school cheating. The education and training processes for a culture of cheating must start gradually and appropriately from the earliest age to the pre-school level. One possibility is to create your own internal culture and rules for protection against school cheating. Each student should have responsibility for his or her actions, including their consequences. One of the preventive elements could be the students' code of ethics. Schools are encouraged to set up a school code that defines precisely the rules, remedies and offenses that are considered to be a violation of honesty and honesty caused by school cheating. There should be a clear definition of how students will be dealt with when they find that they have cheated and what penalties will be imposed on them for cheating. It is necessary to familiarize students with concepts such as plagiarism, plagiarism, and plagiarist, to implement anti-plagiarism policy not only in the teaching process but also during extracurricular activities, to draw the attention of students in the form of various leaflets and presentation.

A separate classroom climate is also very important. Creating a favorable environment improves the quality of the education process, student learning outcomes, motivation and performance evaluation. Specifically, it is up to the teacher to have a relationship with the classroom, what work methods he uses, what personality he follows, and what attention he pays for verifying knowledge and cheating in the classroom. It is difficult and often unrealistic to determine which key factor affects class climate. Part of the teachers talk about the teacher and the second part attributes it to the students and the composition of the class. Nevertheless, it is crucial to create a positive classroom atmosphere for teachers, but also to respect the specificities of the classroom (Petlák 2006, p. 28).

We can, therefore, conclude that by creating a favorable class climate it is possible to influence school cheating. An effective method to combat cheating is to teach students how to learn. In particular, it is important for students to know how to proceed during home preparation for teaching, how to plan to learn, when, where and under what conditions the preparation is the most effective. In contemporary education, in the pedagogical and psychological sciences, we come across the concepts of metacognition (cognition as one actually knows, ie thinking about thinking) and meta education (learning about learning, ie learning to learn). From the point of view of study success, it would be useful to teach students to acquire learning skills, acquire

relevant sources of information, manage their time, motivate to learn, relieve stress, create optimal learning conditions, learn and choose to take notes in lessons (Turek, 2008) .

Over a decade of time, several procedures have been developed to detect school cheating. According to Mareš (2005), the most affordable method of traditional cheating is observation. Set up students, swap test groups, develop multiple test variations, compare results to see if the errors are the same across multiple students. In electronic cheating to see if students are using mobile phones, when working with a computer, to see if they are running programs that they do not normally need to work. In many cases, the problem is not to detect school cheating, but rather to respond.

2.3 Determinants affecting the course and results of the educational process

The decisive determinants that influence the course, but also the results of the educational process include not only cognitive abilities but also the influence of external factors affecting the students. Social structure, individualism, selfishness, indifference, lack of responsibility (Cibulková 1999, 38) are considered as variables of contemporary society and their influence on life in it and the occurrence of problematic youth behavior.

Affective characteristics of students testify to their attitudes, motivations, and needs for education, they influence students' educational achievements, they are a culmination of intentional decisions of the student himself to work responsibly and continuously shape his personality. The differences in age and sex of students take into account physical determinants. These causes are currently being addressed with great attention as they affect learning styles, different attitudes to school and learning outcomes.

Hanuliaková (2010, p. 54) emphasizes the so-called social and emotional dimension of students, not only in the course of education but also in creating a class climate. It means to lead students to express and verbalize their own emotions, to live, correctly name and express negative emotional experiences, to learn to control their own negative feelings, to perceive the feelings of others, to lead students to observe verbal and nonverbal expressions to respect the needs of others.

3 Class climate and teacher position

The climate is deliberately oriented to the tasks, it is relaxed with clearly defined rules (order and discipline). The teacher supports and encourages students to learn. It shows them high positive expectations. The relationship between teacher and student is based on mutual respect and trust, mutual respect (Hanuliaková, 2010) and quality teacher relationship with students is created not only in the classroom but also outside it (trips, excursions, interest departments, teacher supervision in the corridors). Students closely observe the teacher's behavior, reactions, manner of communication and communication not only with them but also with their colleagues, the public, they parents. On this basis, they form a complete picture of the teacher's personality. This is what many educators have forgotten, and in the profession of teacher, "machines" are only in the classroom, unaware of the importance of their integral action on students. The teacher provides feedback to the students (not only by grading but also by continuous verbal assessment and overall approach to students). It contributes to the formation of the students' self-confidence and self-esteem in their attitudes towards themselves, school and education. It is a big mistake if the teacher perceives the students' success only through grades. In practice, we call it "boxing" of students - these are three-wheelers, those are barely passing through, and these are excellent again. Grades are not the only measure of a student's ability to master curriculum and deliver the expected performance. The teacher must take into account all the factors and contexts involved in the students teaching and learning process. Teacher assessment of students is effective only if the teacher is an example of a person who performs his duties consistently and also on time.

The demands of the time, characterized by new discoveries in science and the advent of new technologies, are reflected in changes in the structure of education and vocational training of young people. Students' interest in education is also closely related to students' motivation to learn. Students' goals are associated with the acquisition of new knowledge, they are interested in the field, study, and school.

- the purpose of obtaining a school-leaving examination.
- Because of the need for performance, they are competitive and want to succeed compared to others.
- due to the needs of social motivation, i. the need to be with others (Vašutová, 2002).

3.1 Control and evaluation of teaching achievements of high school youth

The area of evaluation and classification of a secondary school student is, from the legislative point of view of the Slovak Republic, elaborated in methodological instructions, namely no. 21/2011 for the evaluation and classification of secondary school students, which aims to unify the process of secondary school teachers in the assessment and classification of students. The principles of evaluation and quality of education are also laid down in § 3 of Act no. 245/2008 Coll. on education (Education Act). The process of students assessment and control is an essential part of the educational process

If the teacher is able to correctly assess students, individuals and groups, if he complements the students' achievements and the overall level of their achievements in a comprehensive way, they can predict future possible not only performance but also students' development. Assessment at school takes place in different circumstances, in different situations in which the students can express their behavior spontaneously. In order for students to know what is being evaluated, it is essential that the teacher sets certain criteria. The teacher should formulate them after they have commented and received by their students. The criteria should be based on the learning objectives, which must be clearly formulated before the assessment criteria are defined. According to Tišťanová (2016), the overall assessment is to assess as objectively as possible the level of knowledge, skills, and habits of the students in a given subject. Teachers should understand that assessment, classification, and testing is not only an assessment of students' knowledge level but the nature and consequences of the assessment result from which function currently dominates the assessment (Tišťanová, 2016).

4 Discussion

The results and findings obtained from the analysis of the survey at three secondary schools aimed at clarifying the problem of school cheating among high school youth. The results have a regional dimension. They relate to the opinions and attitudes of secondary school students in the Trenčín region. Nowadays moral values, respect for classmates, teachers are disappearing. Cheating and its various forms distort personality characteristics. An analysis of the respondents' statements confirmed that students at school are hindered by such classmates' behavior, but on the other hand, most respondents admit to this behavior.

The results of the study revealed that 63% of respondents stated that cheating is, in fact, common and widespread effect in secondary schools; 61% of secondary school students confirmed that in their opinion it is difficult to eliminate cheating during exams.

The frequency of cheating is higher among secondary school students than between the grammar school student. Alarming is that 65% of secondary school students and 48% of grammar school students think that more than half of the class students are cheating, while only 5% of secondary school students and 10% of grammar school students. Of the total sample of respondents, there is a relatively large group of students who think that cheating is not such a serious problem as almost everyone is cheating. Almost all students own mobile internet phones, or it is allowed to use wi-fi at school. This form of electronic cheating is the simplest and more effective for high school students than traditional forms of school cheating. Another most common method that students admit is a hand-drawn draw, whispering, depreciation from a classmate or notebook.

According to respondents, the strongest motive for cheating is the lack of time for learning (35% of high school students) and (48% of grammar school students). Another motive is difficult and demanding curriculum, fear of bad grades, resistance to school and the pleasing result is that the teacher as a trigger or cheating motive is the last. Among the most acceptable reasons for cheating, from the perspective of students, is to advance to the next year, not to disappoint parents if they bring a bad grade, avoid examinations or exams due to absence from school. The partial results of the study also pointed out that cheating is indeed a real problem of complexly intertwined factors, which is of great concern to schools and society. Students try to get good school results in any possible way.

The most important reason discouraging respondents from cheating was the fear of being caught (45% of respondents from both schools). Grammar school students also stated that they do not need to cheat, or do not want to know whether they can cheat, on the contrary, secondary school students do not care about grades. Grammar school students have the ambition to continue their studies at universities and therefore a good grade is the basis of their benefit.

A common feature is that more than half of the respondents have already used a cheat sheet during their studies, as evidenced by 80% of secondary school students and 63% of grammar school students. Today, the

whole society, and especially the media, present a number of cases to young people demonstrating cheating, plagiarism in science and the arts, various instances of electronic cheating, thereby motivating students to quickly imitate cheating in high schools. Sending the correct answers via mobile phones is used to a greater extent by secondary school students than grammar school students, which means that mobile phones are not prohibited during class. Grammar school students would prevent cheating by tightening their sentences and adjusting school regulations. High school students consider it important to define clear assessment rules, to inform students about the form of the test and the sanctions in case of school cheating. Respondents consider the ban on the use of mobile phones as an important preventive measure to prevent or at least complicate cheating on students. Students' opinions on punishing classmates in cheating are in many cases uncompromising, but only if they are not. The presence of cheating causes a student who would normally not cheat, starts cheating. The reason may be an adaptation to the group, but also solidarity, coherence, help to a classmate.

Conclusion and recommendations

The elimination of school cheating must come not only from teachers but also from students. Creating clear assessment rules, rigorous scrutiny, student placement, benchmarking, aids, and many other measures can deter students from cheating if they can eliminate fraud.

Despite careful control, by introducing clear rules, eliminating cheating, it is necessary to begin to prevent cheating at the first stage of primary schools. It is also important to create an environment in school where cheating becomes socially unacceptable. Fraudulent behavior depends on the students, their characteristics, but also on the school environment. The most common reasons for school cheating are the fear of bad grades, the effort to equalize others, the difficulty of curriculum, the fear of parents, laziness. Assistance is the first and foremost required of teachers. It is up to them to try different methods and forms of prevention to prevent behavior that is contrary to school discipline, misrepresenting students' scores and achievements and instilling students' attitude that cheating, whispering is actually acceptable.

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