

التقليل من عملية الغش في الامتحانات

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المقدمة

أصبحت ظاهرة الغش في الامتحانات معضلة سريعة الانتشار بين الطلاب على مختلف المراحل التعليمية ، وبخاصة في دول العالم الثالث ، والتي لها تأثير سلبي على سمعة العملية التعليمية ، والمستوى التحصيلي للطلاب. وعموما فالغش لم يعد ظاهرة غريبة في الوسط التعليمي ، بل هو معيارا للتحدي للذين يعملون على بناء مبادئ أخلاقية في البيئة المدرسية .

هذه الورقة البحثية محاولة لتسليط الضوء على هذه الظاهرة لمعرفة أسباب زيادة انتشارها إلى أن وصلت إلى المراحل الأولى من التعليم الأساسي .

إن الهدف الأساسي من هذه الورقة لا يعطي حلا نهائيا للإجابة عن كل الأسئلة المتزايدة عن هذه المشكلة ، ولكن للتحذير من زيادة تعقيداتها وإمكانية مساعدة رجال التعليم من تبني طرق مناسبة للتقييم من خلال البيئة التعليمية .

إن موضوع الغش في الامتحانات لم يتناوله الباحثون بشكل كافي في الوطن العربي وخاصة ليبيا حتى في القريب المنظور ، ولم يعتمدوا أحد كمشكلة مستقلة يجب مناقشتها. فإذا ما تمت السيطرة على هذه الظاهرة وإيجاد البدائل لها فإن الشعور بالقلق والغضب وعدم المساواة ، والحيادية يتنامى ويزداد بين الطلاب متأثرا بالثقافة بين المجتمعات والنظام التعليمي وطبيعة وشكلية الامتحانات والغرض منها.

لقد درست ظاهرة الغش في الامتحانات بشكل مستفيض وبخاصة بأمريكا وأوربا والتي نعتمد عليها كثيرا في هذا البحث ولكن غض عنها الطرف في العديد من دول العالم الثالث وبخاصة ليبيا.

إن النظرة القديمة والسائدة بين المعلمين والتي يعتبرون فيها بان الامتحانات أساس قياس قدرات الطالب التحصيلية ، على الرغم من أن العديد منهم أيضا لا يتقون في الامتحانات للقياس الدقيق لأداء الطالب ، بالإضافة إلى ذلك فإن لامتحانات تأثير سلبي على الطالب من الناحيتين النفسية والذهنية في خلال فترة الامتحانات ؛ ولذلك يعتبرها العديد من الباحثين ليست الأداة المفضلة لدى الناس وبخاصة الطلاب .

إن تزايد عملية الغش قد يكون له مبررات من بين أسبابها المعلم ، والمنهج ، وطرائق التدريس ، وأسلوب الامتحان ذاته ، والضغط النفسي والذهني ... الخ. إن العديد من الحقائق توضح بان الامتحان ليس مقياسا نموذجيا لمعرفة قدرات الطالب

وحده بل المعلم نفسه ؛ وحيث إن المشاكل والمخاوف مازالت تتزايد بين المعلمين والطلاب ، وحالة الاحتقان والتعدي على بعضهم البعض سببها الامتحانات التقليدية ، فلماذا لا نفكر في البديل العلمي والمنطقي الذي يزيل هذه المشكلة ولو بشكل تدريجي على شاكلة هذه المقترحات:

1. الاعتماد على الامتحانات وحدها طريقة في معرفة أداء ودرجة استيعاب الطالب طريقة تقليدية وغير صحيحة.

2. استبدال الامتحانات التقليدية بما يعرف بملف الطالب للتقييم المتواصل متضمنا جميع نشاطات الطالب خلال الفصل أو العام الدراسي أو التدريبي.

3. التقييم المستمر لأداء الطالب من الوسائل الجيدة لمعرفة أدائه القريب للواقعية والمصدقية.

4. الابتعاد قدر الإمكان على تضخيم دور الامتحانات وبخاصة في ليبيا والتخلص من بعض المفاهيم والأقوال المتواترة والمخيفة من تحدي دور الامتحانات لدي الطالب.

5. مشاركة الطلاب لتقييم ومعرفة أدائهم خلال فترة الفصل أو العام الدراسي أو التدريبي.

6. غرس فكرة الاستفادة والتحصيل من المادة العلمية بدلاً من فكرة النجاح والفشل ، وابتعاد المعلمين عن استخدام الامتحانات كوسيلة للتهديد والعقاب للطالب.

Reducing Cheating in Students' Exams

Introduction

Nowadays cheating became widespread phenomenon among students in all levels of education system especially in third world countries. It harms many rules and principles such as academic reputation and students' grads. However, cheating is no longer deviant behavior; it is now normal behavior. This change poses a significant challenge for those who seek to establish academic integrity in school environment and the student is stronger to break and is more prevalent. This article is an attempt to shed lights on this phenomenon in order to address the affected causes of increasing cheating on exams even at low levels. The purpose of this paper is not to propose definitive answers or solutions to issues and questions raised, but rather to heighten awareness of the complexity of evaluation students and provide a context within which educators might begin to adopt practices appropriate to their teaching and contexts. The subject of cheating in the course of education has remained an untouched and ignored problem in the realm of researches and studies in many Arab

countries especially Libya, and since its consequences cannot be seen in the near future, one hardly takes it as an issue of discussion. It should be noticed that if students find out that others are more successful in their works through cheating, a kind of demoralization will be developed, without really talking about it. And if cheating is not got under control, it provokes a feeling of injustice among individuals (see Khodaiea, et al. 2011). Cheating in examinations may vary from one culture and context to another depending on educational system, nature of examinations and the purpose for which the examinations are taken.

Literature Review

Literature review shows that cheating on exams has been investigated extensively especially at the university level (see Erez: 2013, Phil Race: 2010). However, most of research has been done in many countries such as America and Europe while in many third world countries such as Libya has no previous studies. This current research is based on literature review and on many studies done abroad. The main problem issues in the above mentioned, tools are based on students' cheating on exams. Many studies have shown that there is clear connection between academic reputation and high incidence of cheating on exams. These studies have shown that cheating on exams have harmed both students who cheat and even harm that do not cheat (see Erez: 2013). Results of cheaters on exam do not show students' abilities in mastering courses or equal to their qualification and this will affect their future working life if they employed according to their cheating qualification. Students who do not cheat on exams are affected by results of their colleagues. They do not receive high marks comparing with cheaters and of course this may hurt chances of graduating with honors or obtain scholarships... etc.

The old notion of exams is considered to be as an important element in teaching and learning process. Teachers everywhere are familiar with tests and they believe that a test is necessary in the teaching operation to measure students' performance, (see Hughes 2003). Although, I may agree to somehow that an exam maybe used to measure students' performance but many language teachers mistrust exams to measure accurately whatever they are intended to measure (ibid: 1). Due to the fact that an exam sometimes does not give a clear picture about student's abilities in the course s/he studies. This may also indicate that exams are not always important to give accurate evaluation to students in the process of teaching and learning and students sometimes complain from teachers' assessment. As Race (2010:60) states that "students' perceptions tell us that assessment and feedback continue to be the least satisfactory

elements of the higher education experience, that the assessment criteria are not clear, and that students do not believe that marking and grading are fair".

Students' Feeling Towards Exams

According to the literature, test anxiety is defined as an individual's physiological, cognitive, and behavioral responses that stimulate negative feelings about an evaluation (Nicaise, 1975), or as "an inability to think or remember, a feeling of tension, and difficulty in reading and comprehending simple sentences or directions on an examination" (Suinn, 1968, quoted in Ringeisen and Buchwald, 2010: 432).

Researchers have stated that the test anxiety include emotionality, worry, cognitive interference, and a lack of self-confidence (Zeidner, 1998; Whitaker et al. 2007).

Shohamy (2001) argues that different students are affected by exam in different ways, for some it is beneficial while for others it is not (66). He also points out that an exam may introduce fear, pressure, anxiety and frustrates students (ibid). Therefore, students terrify of exams may lay on the case of poor results which may resulted from the warning of failure from their family, relatives and society in general. They may believe that a student who does not pass the exam is a loser and missed the chance to win. This believe confirmed by Tracy (2006: 10-11) when he states that

the belief that results separate winners from losers make people neurotic in their work, or it makes them defend against failure by pretending not to care. They put on a show of indifference, to cover up their inner despair. Some make outsiders of themselves, for instance by rejecting what is offered to them, becoming withdrawn and antisocial, or even turning to crime, because they feel they can't belong to the winners' club.

By the same token, Vlachou (1997: 336) points out that "An exam is not most people's favourite course activity". This may indicate that not only students who do not like to be examined but also the majority of people do not like exams and may not be the most wonderful of experiences. The fear of students' failure on exams may affect on their physical state and the negative feeling may tighten the student's muscles and the organs of the body. These may affect the students' production and remembering information and knowledge.

Neather (2001) adds that students in fact are aware that they are in a test situation which means that the tasks cannot be really authentic even when

students have the opportunity to be assessed as part of their course, the classroom with artificial situation. However, the type of task that they have to complete plays an important part in reducing the artificiality of classroom-based work (29).

Many students always complain from their teachers' way of marking and accuse them that they are unfair and prejudiced to some students. These students especially who are at high levels want to see their exams and tests judged in front of them as Phil (2010: 60) explains that students' perception tell us that feedback continues to be the least satisfactory elements of the higher education experience and criteria of assessment are not clear to students which lead them to believe that making and grading are unfair. Moreover, students' true abilities are not always reflected in test results or scores that they may obtain especially when there is chance in cheating (see also Neather 2001).

I belief that students do not cheat in exams for fun but it could be for various reasons and one of these reasons which impulses students to cheat is that they are suffering of not fully understanding the material or assignment at hand. Students also cheat when teachers' value is placed on grades instead of learning. Students are also cheating when they lack confidence with their ability. Sometimes students think that they cannot do well on a test, either they are not smart enough, or they lack some skills they need. It creates a feeling that they will fail, and their only option to do well is to cheat.

Moreover, Students cheat when they feel pressure to do well. With only the best intentions parents and teachers often compel students to get good grades and pushing to get into the best colleges and get good places or situation among others in the society. But the high stress succeed at all costs mentality creates the innate feeling to cheat in order to meet the expectation required from family, teachers, friends or society in general.

Teacher's Feeling Towards Exam

According to literature review, teachers have different points of views, some of them may use exams as a kind of distinguish learners between good and poor and they forget that exam can be used as a motivation tool to encourage learners and create an environment of debating if it is used probably in the field out education as Harris and Bell (1994:89) pointed out that, "Assessing may increase the motivation of learner. However, it has other more negative effects such as increasing stress or decreasing the desire to continue studying". The divided line between motivation and demativation is or could be used differently among teachers and they may affect by the teacher's belief and experience in teaching and understanding of students psychological feeling towards learning and

exam operation. They also know what their students can handle at the end of a course or year (see Neather 2001).

Teachers, sometimes, find themselves in pervasive problem occurs when s/he gives subjective opinionated judgments of their students' performance. For example, writing composition scours may be influenced by student's nice handwriting, neatness length of essay. Others may take from the student's exam as a tool of threatening students when they are impolite and behave roughly with teachers.

Teachers who believe that exam results show students ability in mastering information and materials they have studied during a particular course is not only that, but I personally think it also shows the teacher's ability to facilitate and guide students to use that knowledge. This may confirm that exams or tests students in particular course may reflect without doubt a teacher way of teaching if that way is accurate and suitable with students or not (see North & Andrew 2007, Brandes & Ginnis 1986, Vlachou 1997). In the same line with these, Hughes (2003: 2) points out that "there may be occasions when teaching is poor or inappropriate and when testing is able to extract a beneficial influence". By the same token, Swan in his article *Seven Bad Reasons for Teaching Grammar- and Two Good Ones* edited by Richards and Renandya (2002) argues that "Tests show (or appear to show) whether students are learning and whether teachers are teaching properly;...".

Even though, exams are necessary for providing information to both students and teachers in the same time about learning which has occurred, they can provide what learning is still necessary to achieve particular goals and the teacher about development of future courses. As Douglas (2010) mentioned that tests can clarify to administrations and people in education authority that students are making adequate progress and their teachers are doing their jobs or vise-versa (see also Harris and Bell 1994). Although, it visualized the spread of cheating in exams among the majority of students in different levels at the education system and many teachers believe that tests are mistrusted and never possible to achieve absolute consistency to measure students' abilities, they still depend on traditional ways of assessing or evaluate students. And some of them go further than that and use tests or exams as a weapon to threaten impolite ones.

However, Yee and Mackown wrote their article titled *Detecting and preventing Cheating During Exam* in which they listed 37 method of cheating in Exams and suggested some solutions which I believe they are not a way of preventing cheating but away of temporary solution which confirm a teacher plays a cat and mouse game, implies the job of a

policeman inside the classroom by saying: "Proctors need to use their ears as well as their eyes" they also state "When it comes to preventing cheating, which ought to be the real goal, much of this advice calls for proctors to roam the test room frequently". Although they more or less present the techniques and methods are used by some students of cheating in the exams, they did not give an alternative method or way of minimizing this bad habit among students which expanded even to good students who work hard during courses. Also, Salami (2013) emphasizes that invigilating an exam at the University where he teaches is a tug of war between student and instructor. It is like a game of cat and mouse during the exam trying to catch and prevent some students from cheating. Today for instance, my co-invigilator was leaping after students he suspected of cheating. Moreover, Edge (1993: 128) said that "A lot of teachers will tell you that testing is the worst part of the job, but that simply confirms that it is part of job". This is because students poor results may be kill off any further interest in the language. Therefore, many students look for any way to avoid failure in their learning and try to cheat by all means.

Without wishing to appear to be blaming teachers, it is necessary to point out that the way we present our curricula and the type of assessments that we offer especially in Libya can influence cheating behavior. We need to demonstrate to students why it is important for them to know the material we are presenting and the purpose it will serve in the bigger context of their studies and lives meanwhile we should minimize the role of exams as the only tool of judging learning. Although I cannot excuse for cheating, I understand why an educator might find state testing to offer an unbearable pressure to cheat by, in some way, giving students an unfair advantage.

Cheating is Bogus

It is clear that cheating on exams do not give the reliability of students' grads. In other words, the marks obtained by students in reality do not show the right level of cheaters. Obviously, when students obtain higher scores through cheating, tests or exams are neither reliable nor valid. Teachers have their responsibility to minimize the ways of cheating which is wide spread during the last decades. Tracy (2006: 15) said that "a number of arguments have been produced for and against the exam as a tool of evaluation which considerable controversy". Cheating became unexpected habit among students mostly in different levels of education system which disturbed many researchers, teachers and to all who are related to this sector. As Roberts (2006: 303) argued that "even in the last 5 years; and burgeoning plagiarism and cheating in exams have become

major concerns for many educators”. However, Davis et al. (2011:47) stated “So it seems that student cheating has always existed, is academic to the educational institution itself, and exists in colleges and universities around the world”.

By the same token, Broadfoot, (2007:44) points out that “Many countries are now beginning to recognize the unhelpful effects the obsession with traditional form of examination and testing are having”. This means that many countries extremely recognized that limitations and the indeed damage caused by the kind of obsession with studying for exams and tests that characterize student orientation to learning, particularly in developing countries. This is also confirms what Black and Wiliam (2001) cited in Knight & Yorke (2003:15) say that “Students, parents , teachers, and others who use examination results to draw conclusions about individuals, or about the performance of schools should understand that examinations results are of limited reliability and validity, and that they cannot be taken at face value”. From this, it is understood that tests or exams which are used to judge students do not offer a clear picture about the student’s performance. Teachers in some countries still seek to the simplistic tool for measuring their students’ performance and they are still consider that the test or exam results the only fashion to transmit students from a level to the next (see Sumner 1987: 14). In the same line Shohamy (2001: 4) points out that traditional testing is not interested in test use but hoe the teacher completes his/her role and focuses only on the text questions. Shohamy also criticises traditional tests because they are not interested in motivation or even the steps taken in preparation especially the consequences of tests and their effects on those how the failed or succeeded in them. He (ibid: 14) also states that “Traditional testing views tests as isolated events, detached from people, society, motives, intentions, uses, impacts, effects and consequences”.

Therefore, tests on the way that many teachers still apply in evaluating students is not ideal tool alone but it could be one of integral tools which teachers may use to assess student’s performance during the course or a year. Tests should not consider as a way of threatening students results or a kind of punishment but should be an instrument to measure students development and diagnostic their weakness in which they may need support and encouragement. Although, students’ attitude and beliefs are shaped by culture background, educational experiences and national social factors, they all belief persuasively that cheating in exams is wrong thing and never be okay to do it (see Divas et al. 2011). It is not always true to blame students who cheat in exams but there are other factors which may encourage students to commit it. Such factors are the teaching

and learning environment, the effect of technology and collaborative learning as they create new opportunities for cheating, the teacher's way of explanation, the person who visualises students in the exam.

Traditional standardized tests are always unfair with the students and are not always used precisely (see Hedge, 2007), besides they produce anxiety within the student, do not take inconsideration the student extenuating circumstances such as his/her personal problems or illness which hamper the student' performance in the test (see Huerta-Macias article edited by Richards and Renandya 2002) who also suggested that "Alternative assessment has been described as an alternative to standardized testing and all of the problems found with such testing".

I believe this is a red flag and a request to get rid of traditional exams or tests because they increase cheating and ignore student's personal problems especially in some Arab countries and adapt the notion of assessment which based on the daily classroom activities and evaluate the student on what s/he integrates and produces rather than on what s/he is able to recall and reproduce in limited period of time under horrible situations vary from length of questions, visualizing and examination environment.

Conclusion and Suggestions

- Based on the above discussion, one could say that the students have confessed to commit cheating in their exam which is a result of many elements integrated to impulse students to commit it and cheating is known as an immoral activity in the schools environment.
- We believe that depending on exam as it happens in many places in all over the world is not the right and the most suitable way of evaluating students' progress in any subject of learning in particular language learning and teaching. And to minimize cheating in exams, a good teacher can use various of alternative techniques of measures including homework assessments, speaking activities, frequent small progress tests, open book exams besides a record of the students' achievements with which they are always aware of how they are getting on (see Harmer 2003, 2007).
- As Lile and Bran (2014) suggests "In every day practice, the portfolio, as instrument of alternative evaluation gets more ground in the disadvantage of old fashioned oral or written exams. As more and more educational institutions use the new information

and communication technologies both in the teaching and assessment processes, it is important to study the requirements such a portfolio worked on the Internet should meet.” The portfolio is used to replace traditional exams, to support learning and as a tool to assess at the end of a teaching and learning period.

- We should consider that an exam is one of the elements in assessing student’s performance but not the only element in evaluating and assessing’ students.
- We should eradicate the notion in Libyan culture that says in the exam the student is rewarded or disrespected.
- Teachers should encourage students to participate in operation of assessment and consider peer and self-assessing is necessary and crucial in teaching and learning in general. Because the assessment requires the gathering of evidence of students’ performance over a period of time to measure their learning and understanding.
- Teachers and students should not believe that learning is the amount of knowledge or the ability of memorisation and transmission of facts only by students but also the purpose of teaching is to enhance their students’ desire to learn, help them express themselves and engage with their society.

(See Powell-Davies)

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