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PUBLIC OPINION ON CHEATING ON EXAMS

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Abstract

Cheating on the examinations is the one which is done due to the forces triggered by the peers. Cheating during examinations defeats the purpose of understanding, applying and creating ideas as stipulated. This study discovered that friendship is manipulated, for it makes doing the right things unacceptable and things to be avoided like cheating seem right and acceptable. The behavior about cheating during examination is deeply rooted in the culture of social acceptance/liking and debt of gratitude. This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Condemning academic dishonesty must not merely rest in the enrollment forms, but by constant moral reminder and intervention of teachers who have a responsibility to hone learners' decorum on honesty and maturity. Data was gathered by using online interview techniques so that correct and authentic information from the concerned people should be collected. The total sample size is 200. This study, however, gives out some new findings regarding both the pros and cons of comparison among students. The main route of information is gathered with the help of a set of questions through area research containing a set of questions that was designed according to Problems Faced by the adolescents as well as people who are being compared.

Keywords: academic cheating; examination; academic performance; friends, cheating practices; social connection.

Introduction:

The reason the students tends to cheat in exams are that they are more genuinely lacking the knowledge to outright dishonorable intentions., Basically the students tends to states the reason for proving their stand are as follows - (1) Desire to get a good grade., (2) Fear of failing., (3) Procrastination or poor time management., (4) Disinterest in the assignment., (5) Belief they will not get caught., (6) Confusion about what constitutes plagiarism or current university policies. Whatever the cases maybe but one of these reasons is acceptable reasons to plagiarize,

cheat, or commit other acts of academic dishonesty. The real reasons vary just as much as my students' explanations. But educators can still learn to identify motivations for student cheating and think critically about solutions to keep even the most audacious cheaters in their classrooms from doing it again. Why do students from all age groups and levels of achievement participate in cheating? One line of speculation is that dishonesty in school is just a reflection of a much broader erosion of ethical behavior that has become commonplace in a society that tends to support self-centeredness over concern for others. To delineate the essence of the issue, I focus my attention on the

following topics: 1. the reasons why students copy other learner's answers during examinations 2. The ways by which students copy other learners' answers 3. The effects of copying other learner's answers in personal and social identity. It is revealed that peer pressure is one of the most triggering causes in this kind of academic dishonesty. Moreover, the findings revealed that unpreparedness causes stress and triggered with time pressure deeply affected learners to cheat during examinations. Rex shared his experience in this regard: "Peer pressure caused me to be stressed if I cannot answer the questions correctly. So, I just wait to find a way and copy if the proctor is not guarding us." As to their aspirations, most of the informants conceded that they do not want to feel ashamed to their parents because of their failing grades. In their mindset, they copy during examination in order to get good grades, make their parents proud, avoid failing grades, and to be happy still despite knowing that they pass examination through unfair copying others' answers. When they were asked as to how certain are they that the answer which they copied is true or not, they commonly answered that they are confident that their seatmate's answer is true for she or he is their friend. For them, they have this saying that friends do not lie and leave each other. Data revealed that the duration of time given is not a problem but the access to friends who know the answer. Kid stated: "Time is not a problem as long as you have a friend who knows the answer; the problem is if you both do not know the answer." Learners' cheating habits during examination is notably rooted in their elementary years. Most of them revealed that their dishonest behavior occurred between grades two (2) and four (4). Peer influence is the common cause of this problem of copying. Because their friends are cheating, so are they. In this realm, curiosity and a need to be belonging could also be noticed as the cognitive tendencies that played a huge effect to learners developing the habit of copying other learners' answers during examinations.

Objectives:

- To know about the anonymous mentality of the students to cheat in exams.
- To determine how the students are highly motivated by grades rather than learning.
- To examine the comparison made by the parents and faculties are more likely to cheat in exam by the students
- To understand about the Major factors prompting students to cheat in examinations

Literature Review:

(Maciejewski 2020) First, know that students realize cheating is wrong—they simply see themselves as moral in spite of it. "They cheat just enough to maintain a self-concept as honest people. They make their behavior an exception to a general rule, "According to Maciejewski Rettinger and other researchers, students who cheat can still see themselves as principled people by rationalizing cheating for reasons they see as legitimate. Some do it when they don't see the value of work they're assigned, such as drill-and-kill homework assignments, or when they perceive an overemphasis on teaching content linked to high-stakes tests.

(Carrell, Malmstrom, and West 2008) the question of whether peers influence individual behavior has been widely studied in the economics literature. The role of peers is central to many education policy debates such as busing, affirmative action, and ability grouping.

("Website" n.d.) Peer effects also have been the focus in explaining the variation in crime rates across cities or juvenile correctional facilities and academic achievement across classrooms and schools. However, due to difficulties in measuring peer influence, there is a relatively small body of direct credible evidence of peer effects.

(Anderman and Murdock 2011) In fact, the most recently published research has drawn into question the very existence of peer effects in higher education. Even less is known about the potential mechanisms that may drive peer influence.

(“[No Title]” n.d.) Technology can provide many benefits to society and improve both the business and academic environments. Technology can also be used in ways that circumvent the educational process and create situations where it is not being used in the appropriate way.

(“Website” n.d.) College students that use technology to gain access to unauthorized information is a form of academic dishonesty referred to as e-cheating. This can happen both inside and outside of the classroom and takes on many forms. The Internet, in particular, fuels this behavior making it easier, faster, and more convenient than in the past. In addition, electronic devices like smartphones, tablets, and laptops are commonly used across all institutions and will continue to be used for the foreseeable future.

(Cizek 1999) Fortunately, faculty can use traditional pedagogical methods for educating, preventing, and reporting academic dishonesty. This paper discusses the common ways technology is being used by students for e-cheating and the actions faculty can take to hopefully reduce academic dishonesty in their courses.

(Gonzalez and Nunez 2017) Students are less likely to cheat on work in which they feel invested. A multiple-choice assessment tempts would-be cheaters, while a unique, multiphase writing project measuring competencies can make cheating much harder and less enticing.

(Davis, Drinan, and Gallant 2011) Repetitive homework assignments are also a culprit, so teachers should look at creating take-home assignments that encourage students to think critically and expand on class discussions. Teachers could also give students one free pass

on a homework assignment each quarter, for example, or let them drop their lowest score on an assignment.

(Zhao et al. 2017) Research indicates that using the language of fixed mindsets, like praising children for being smart as opposed to praising them for effort and progress, is both demotivating and increases cheating. When delivering feedback, researchers suggest using phrases focused on effort like, “You made really great progress on this paper” or “This is excellent work, but there are still a few areas where you can grow.”

(Rahaman and Ullah, n.d.) These were the circumstances regarding the cheating problem and how it was announced to the public in Laos from the past few years. Cheating doesn't only happen with the entrance exams or the way the degree is awarded.

(“Website” n.d.) At the same time, cheating also happened in class such as: copying the answers from friends, smuggling some clip notes into the exam class. This reflects the researcher's empirical observation as a Lao student since an early stage during his studies in secondary school that his classmates and other students always cheat on exams.

(McCabe, Butterfield, and Treviño 2012) It seemed like there was nothing being done about it. There was no accountability, clear policies, or punishment. The researcher started to wonder why, if this is our culture, or is cheating acceptable or at least permissible?

(Robertson, Grant, and Jackson 2005) Enrollments in online courses are soaring. Between fall 2002 and fall 2005 the number of students enrolled in at least one online course doubled from 1.6 million to 3.2 million. In fall 2005, 84% (2.5 million) of these students were enrolled in undergraduate courses representing 17% of the estimated 14.9 million total undergraduate enrollments.

(“Website” n.d.) The growth of online offerings at undergraduate colleges and universities is

fed by both demand and supply factors. On the demand side there is a large and growing market of older, non-degree seeking students with full-time jobs. Nontraditional students are a high proportion of enrollments in 2 year institutions and online enrollments in 2 year institutions are a high proportion (59%) of total undergraduate enrollments.

(“Website” n.d.) On the supply side the cost of producing online courses is decreasing because of the emergence of course management software (CMS), and textbook publishers are developing digitized supplements, such as PowerPoint lecture notes and test banks compatible with the CMS software.

(Harmon and Lambrinos 2008) Among college educators there is a widespread belief that the extent of academic misconduct is on the rise. The issue is central to online instruction because in the absence of the ID confirmation afforded by a proctored exam, it is impossible to know whether the registered student or a substitute has taken the assessment, or if students worked collaboratively on the exam.

(Sutherland-Smith 2008) We report the findings of a natural experiment wherein an identical exam was administered in a proctored and unproctored setting, holding constant factors such as instructor, text and delivery method. Our purpose is to contribute useful information to instructors as they decide whether to administer proctored or unproctored assessments in their online courses.

(Rettinger, Jordan, and Peschiera 2004) This study uses students’ evaluations of a hypothetical situation to assess their beliefs about other students’ decisions to cheat on an exam. Participants read a vignette describing an examination in which the protagonist has the opportunity to cheat. The description of the vignette’s protagonist was manipulated with respect to his perceived competence in the course and the source (intrinsic or extrinsic) of his motivation. In addition, students rated their

own likelihood of cheating in the hypothetical situation. Their self-reported motivation and actual cheating behavior were assessed as well. Vignette results indicate main effects for both competence and motivation, with high competence and intrinsic motivation leading to lower expected rates of cheating.

(Diego 2017) I cheat with, from and for my friends. This is a prevalent mindset of learners whenever they are facing difficulties during examinations. Cheating on examinations in academic institutions is a worldwide issue. Adolescents are at a time in their lives where peer influence and peer pressure are high. Student habits and views on cheating are developed in high school. In the advent of the twenty-first century generation, one of the most disturbing and alarming problems in education is underpinned by students’ ways of cheating. Cheating occurs when a student obtains or attempts to obtain some advantage or extra marks by any dishonest or deceptive means. This can include lying; copying from another’s test or examination; interacting with other students during assessments and taking any unauthorised material into an examination venue. Thus, cheating is considered as one of the forms of academic misconduct that has become one of the biggest concerns of educational institutions.

Methods and Materials:

The researcher obtained the primary source of data by conducting an empirical study on seeking responses from the general public based on a questionnaire and also relied on secondary sources of data such as books, journals, e-sources, articles and newspapers. The research method followed here is empirical research. A total of 200 samples have been taken out of which is taken through convenient sampling methods. The sample frames taken by the researcher are various students and their parents especially belonging to the rural parts of Madurai, Chennai and Tirunelveli districts. The independent variables are age, gender and occupation. The dependent variables are that,

have you ever cheated in any exams? Do you agree that students are more likely to cheat when they feel anonymous in class? In what percentage do you agree that many students are highly motivated by grades and might not see the relationship between learning and grades. How do you rate that the comparison made by the parents and faculties are more likely to cheat in exams by the students. What are the Major factors prompting students to cheat in examinations? The statistical tool used by the researcher is correlation and graphical representation.

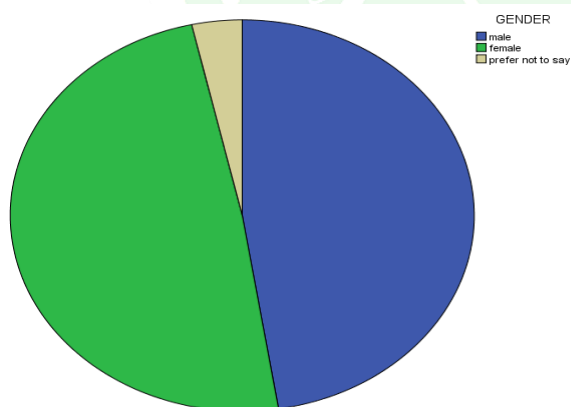
Hypothesis:

H0: There is no significant association between age and chances of students getting cheated on exams.

H1: There is a significant association between age and chances of students getting cheated on exams.

Analysis and Discussion:

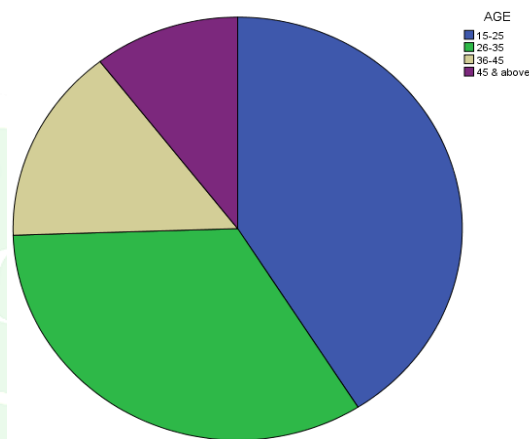
GENDER FREQUENCY:



With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The present frequency table is based on the gender of persons who were taken as samples. Among the samples, the number of female responses is comparatively more when compared to the number of responses by male samples. Where the sample response from female is 98 (49%) and the response from male is 95 (47.5%) in number and the sample response from people

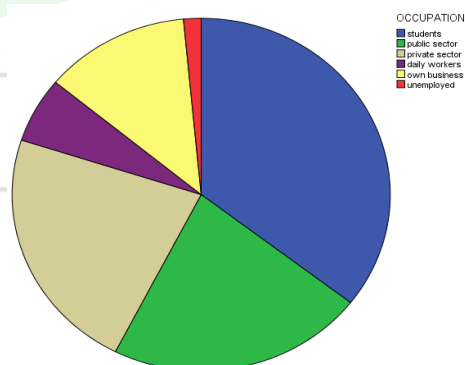
not prefer to say are 7 (3.5%) in number. Thus, on the whole there were about 200 samples taken for the present survey.

AGE FREQUENCY:



With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The present frequency table is based on the age of the persons. Among the persons who are between 15-25, there were 82 (41%) sample responses taken and between the 26-35, there were about 67 (33.5%) sample responses taken. Between those who were between 36-45 there were 30 (15%) sample responses taken and between those who are 46 & above, there were 21 (10.5%) sample responses for this survey. Thus, on the whole there were about 200 samples taken for the present survey.

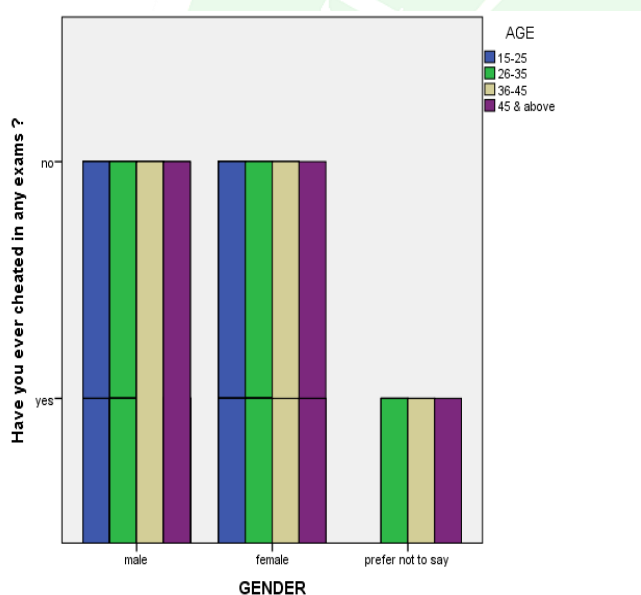
OCCUPATION FREQUENCY:



With respect to the current survey results, the frequency table is created out of the survey responses received from several people. The

present frequency table is based on occupation of the persons. Among the persons who are students, there were 71 (35.5%) sample responses taken and among the public sector, there were about 45 (22%) sample responses taken. Among those who have a private sector there were 44 (22.5%) sample responses taken and among those who are daily workers, there were 25 (12.5) sample responses taken and among those who have their own business, there were 12 (4.5%) sample responses taken and among those who are unemployed, there were 3 (3%) sample responses for this survey. Thus, on the whole there were about 200 samples taken for the present survey.

Question 1:



GRAPH 1

Legend:

From the graph, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on have you ever cheated in exams.

Results:

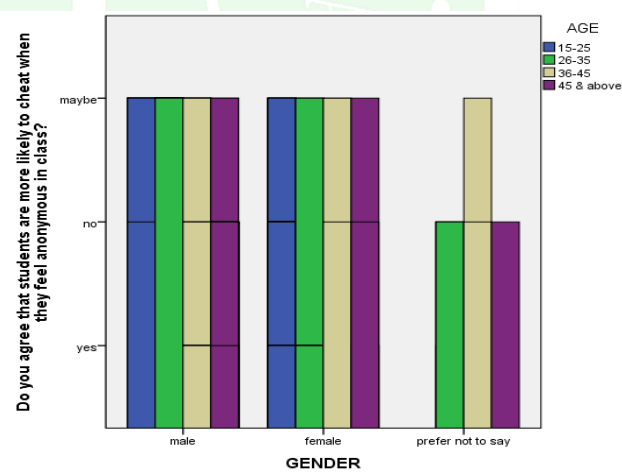
From the survey: in graph 1, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on have you ever cheated in exams. The maximum number of responses

was collected from both the male and female respondents who are between age groups of 15-25 and 36-45.

Discussion:

From graph 1, it is shown that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on have you ever cheated in exams. The maximum number of responses was collected from both the male and female respondents who are between age groups of 15-25 and 36-45. This is due to the fact that in today's generation society is giving higher importance to grades and marks than on learning and humiliates the person who failed to secure higher grades which automatically makes the students to cheat on Exams.

Question 2:



GRAPH 2

Legend:

From the graph, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents and their opinion on how you agree that students are more likely to cheat on exams when they feel anonymous in class.

Results:

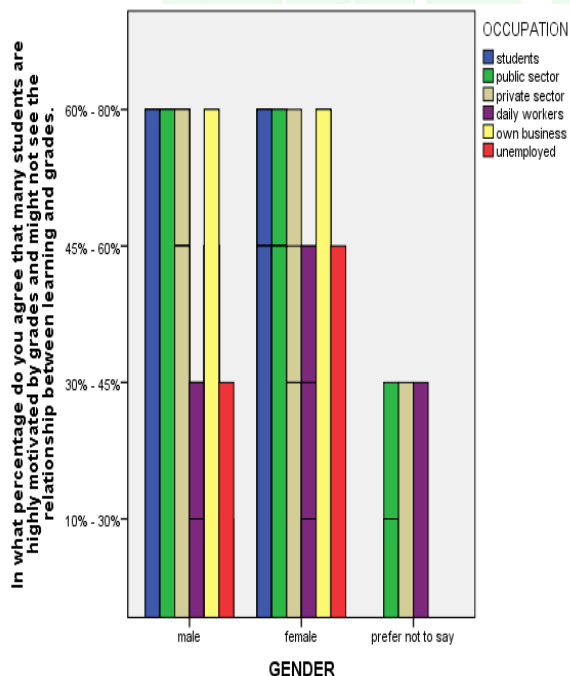
From the survey : in graph 2, it is observed that it exhibits the age distribution of the respondents among different genders of the respondents

and their opinion on how you agree that students are more likely to cheat on exams when they feel anonymous in class. The maximum number of responses was collected from both male and female respondents who are between age groups of 15-25 and 36-45.

Discussion:

From graph 2, it is shown that it exhibits the age distribution among different genders of the respondents and their opinion on how you agree that students are more likely to cheat on exams when they feel anonymous in class. The maximum number of responses was collected from both male and female respondents who are between age groups of 15-25 and 36-45. This is due to the fact that in today's generation society is giving higher importance to grades and marks than on learning and humiliates the person who failed to secure higher grades.

Question 3:



GRAPH 3

Legend:

From the graph, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents

and their opinion in what percentage do you agree that students are highly motivated by grades and might not see the relationship between learning and grades.

Results:

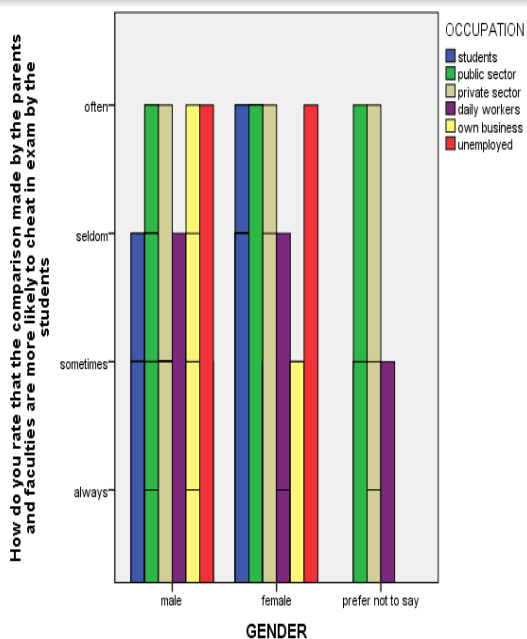
From the survey: in graph 3, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion in what percentage do you agree that students are highly motivated by grades and might not see the relationship between learning and grades. The maximum number of responses was collected from both male and female respondents who are students, working in public and private sectors and doing their own business.

Discussion:

From graph 3, it is shown that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion in what percentage do you agree that students are highly motivated by grades and might not see the relationship between learning and grades. The maximum number of responses was collected from both male and female respondents who are students. This is due to the fact that in today's generation society is giving higher importance to grades and marks than on learning.

Question 4:

JCATE - EVOLVE



GRAPH 4

Legend:

From the graph, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on how you rate that the comparison made by the parents and faculties are more likely to cheat in exams by the students.

Results:

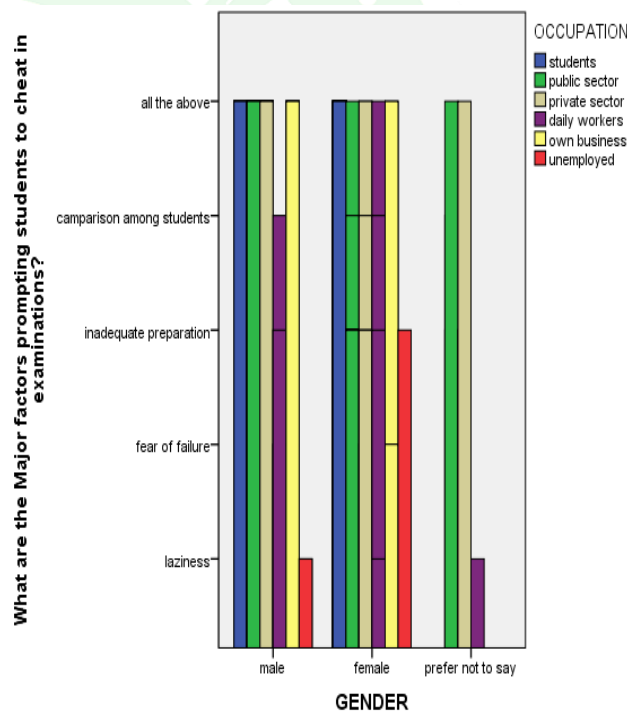
From the survey: in graph 4, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on how you rate that the comparison made by the parents and faculties are more likely to cheat in exams by the students. The maximum number of responses was collected from both the male and female respondents who are working in public and private sectors.

Discussion:

From graph 4, it is shown that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on how you rate that the comparison made by the parents and faculties

are more likely to cheat in exams by the students. The maximum number of responses was collected from both the male and female respondents who are working in public and private sectors. This is due to the fact that most of them were working in both private and public schools where they're being exposed to many children who are involved with the practice of cheating and they open up with them that the major reason for cheating is that the comparison made by the parents and faculties are more likely to cheat in exams by the students.

Question 5:



GRAPH 5

Legend:

From the graph, it is observed that it exhibits the occupational distribution of the respondents among different genders of the respondents and their opinion on what are the major factors promoting students to cheat in examinations.

Results:

From the survey : in graph 5, it is observed that it exhibits the occupational distribution of the respondents among different genders of the

respondents and their opinion on what are the major factors promoting students to cheat in examinations. The maximum number of responses were collected from both the male and female respondents who are working in public and private sectors and working as daily workers.

Discussion:

From the graph 5, it is shown that it exhibits the occupational distribution among different genders of the respondents and their opinion on what are the major factors promoting students to cheat in examinations. The maximum number of responses were collected from both the male and female respondents who are working in public and private sectors and working as daily workers. This is due to the fact that most of them were working in both private and public schools where they're being exposed to many children who are involved with the practice of cheating.

Recommendations:

- Students must learn to be true to themselves and their own core values.
- They should not let peer pressure and other influences steal their dreams.
- Parents and educators should emphasize that if students are caught cheating, there will be serious consequences.
- Educators should use positive reinforcement and encouraging the students to acquire a positive outlook in life that will prevent them from cheating.
- Teachers can reduce the tendency to cheat by involving students in interesting assignments that are more engaging and relevant to the students themselves.
- Teachers, as facilitators of learning, should help their students to learn how to summarize and paraphrase in their own words. Being fluent at writing is

possibly the best way of inhibiting cheating.

- Teachers should aim for a “zero tolerance” approach with regard to cheating and plagiarism in their academic environment.
- In order to be consistent and to reach the so-called zero tolerance towards cheating during examinations, teachers should make clear the acceptable and unacceptable behavior of the students at the very beginning of the year, stick to it as far as possible, and frequently remind the students of it.

Limitations:

The Major limitation of the study is the sample frame. The sample frame Collected through online platforms like sending mail, sending links via WhatsApp is the limitation of the study, and the real field experience is missed out due to the pandemic. The restrictive area of sample size is yet another drawback of the research. Collection of data via online platforms is limiting the researcher to collect data from the field. Since the data is collected on an online platform wherein the respondent is not known, the original opinion of the respondent is not found, the researcher could only come to an approximate conclusion of what the respondent is feeling to convey.

Conclusion:

This paper then argues that honesty should not be just a policy; rather, honesty in this case, is the only policy. Indeed, teachers nowadays cannot assume that learners know and abide by the unwritten moral codes and rules imposed by school, family and society as a whole. Henceforth, to uphold honesty and matureness is to emphasize these rules and codes. The rules and codes must not merely rest in the enrollment forms or written school policies, but it must be in action, meaning to say in constant reminder given and intervened by teachers who have full authority and

responsibility to hone learners in the light of honesty and maturity as enduring values in the arena of life. I argue in this paper that learners' illegitimate means of responding to failure and frustration during examinations are not to be counted as excuse for them to be recognized as highly innovative. Through making friends of their intelligent peers, tolerating their dishonest behavior by giving answers because of friendship, gaining confidence through social approval, for everyone does it, feeling of being intelligent because of cheating practices and manipulating gadgets to copy clear-cut answers should not be tolerated. These innovative ways are not good or bad in themselves (amoral) but if they are put in the wrong context (academics), which upholds the virtues of honesty for self-discovery of skills and self-mastery of talents, these mentioned means of cheating becomes immoral and thus destructive for every learner who engages in this practice. Indeed, educators cannot provide all of the guidance that students require to adopt honesty as a lifestyle. Some parents tell daughters and sons that cheating is a fact of life in the world of work and this has forced them to cheat in order to succeed. When parents act in this way, condoning dishonesty and deception as standard, it becomes challenging for educators to counter the message that power of cheating makes it an acceptable practice. "Schools could provide workshops for parents that focus on the range of cheating issues adolescents face and offer agenda questions for discussions at home about honesty, integrity, trust and maturity. In this way, mothers and fathers would be enlisted to sustain their efforts to nurture these valuable attributes in their children. Successful academic performance rooted in honesty enables students to take pride in work that is their own and to make known when tutoring is needed to improve learning.

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