

UNIVERSITY OF GJAKOVA “FEHMI AGANI”  
FACULTY OF PHILOLOGY  
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE



DIPLOMA THESIS

Subject: The perception of the third and fourth year English students of  
University of Gjakova on cheating

Student: Albin Simoni

Professor: Ph.D. Nazli Tyfeci

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## **Rationale of the study**

The purpose of this paper is to show the perception of third and fourth year English students on cheating. It is important to know they're opinion and how they feel about it because most students cheat. Even though they know that cheating is bad they still continue to do it. Cheating in schools is called academic dishonesty . There are many types of cheating in school including : plagiarism ,fabrication, abuse of academic material,electronic dishonesty etc.

When students cheat their perception between right and wrong changes , in other word the more a students cheat , the easier it becomes to try and cheat again and again . In my opinion cheating is a skill and only the skilled one can do it without being caught, I can say it from my own experience that when I tried to cheat I was caught and a fellow colleague did it with ease without being noticed from the professor and they were so calm and unworried about it .this research has three equally important parts : the introduction part ,methodology ,and conclusion .

We can say that cheating comes from two different reasons: Reason one is that the student came to take the exam unprepared and just want to pass, and reason two which is for a higher grade or it has become a habit , we can all agree that cheating is wrong but why do students still continue to practice it ,they try to find the most different ways to cheat ,especially when they are taking an exam .why do students cheat ,their behavior ,how do they feel about it this is the subject that we are going to further expand and try to find the answers to it,be it from the students themselves ,our own experience ,and what we learn from them from they're answers we are going to find out.in the process of doing this study I was able to define cheating. So in other words cheating is a reward for something we didn't do ,for a work we didn't finish and we tried to find the easiest way out of it , ,how often do they cheat we can with absolute certainty say that most of them cheated in their life be that in school or somewhere else. It is desired that the bottom line of this study will contribute to the understanding of the students behavior towards studying.Academic dishonesty is a problem that continues to plague universities.

## **Literature Review**

According to Jamie Koss (2015) in a presentation about “Academic dishonesty among students” he concluded that Academic dishonesty is a growing concerns among students in Universities worldwide .Some reasons why students cheat is the pressure that they have from their teachers ,parents and friends .Students find successful and efficient ways to cheat on assignments or exams. Students place sheets on the wall next to them or on the chair ahead of them. They also write on their arms, legs, or hands.In peer groups, they identify codes and use their specific codes to cheat on exams.

A number of researchers have identified effective prevention and intervention approaches to academic dishonesty. District wide policies are a start to combat academic dishonesty. In classrooms, teachers establish classroom interventions. For some students needing more individualized attention, individual interventions may be helpful.

Academic dishonesty is a growing concern amongst students for better grades (Bushweller, 1999). It occurs in elementary school, middle school, high school, college, and even in master's level programs. With technology evolving making it easier to have access to different tools, adolescents are faced with a decision to choose academic integrity or academic dishonesty.

MuafiaMunir ,ErumShahzadi ,and Z.Ahmad (2011) from Univeristy of Southampton stated that Academic dishonesty is a prevalent problem that crosses all disciplines at the university level. Academic dishonesty, a serious concern, cuts to the heart of the purpose of higher education.

The finished products of the university, its students, may not possess the fundamental information and skills implied by the transcript. Academic dishonesty is an affront to academically honest students as well as most college professors whose purpose is to teach.

Their findings suggest that the most significant predictor of academic dishonesty in students of University of Southampton was sabotage. The most important factors are sabotage, electronic cheating and outside help. Results of this paper reveal that sabotage, electronic cheating and outside help are most important variable for prediction ofacademic dishonesty of University of Southampton students.

Dishonesty is a word which, in common usage, and it may be defined as the act or to act without honesty. It is used to describe a lack of probity (virtue), cheating, lying or being deliberately deceptive (misleading) or a lack in integrity (truth).

Dishonesty is the fundamental component of a majority of offences (violation of law) relating to the acquisition (achievement).Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise. Academic dishonesty has been documented in most every type of educational setting, from elementary school to graduate school, and has been met with changeable degrees of respect throughout history. Today, educated society tends to take a very negative view of academic dishonesty. The University of Newcastle defines academic dishonesty as comprising two major categories, academic fraud and plagiarism. Academic fraud is making a false representation to gain an unjust advantage. The presentation of the thoughts or works of another as one's own is plagiarism

In "Cheating behaviors of college students" by Kathryn Louise Holleque (2007) it is stated that Cheating is defined as changing one or more answers when correcting own examination and/or not marking two or more incorrect responses. She concluded 20 most important features of cheating according to her findings :

1. Cheating is independent of gender.
2. Part-time, older students tend to cheat less than younger "full-time students.
3. Cheating is independent of any plans for further training/ education after college, but cheating is related to specific plans for such training/education.
4. Cheating is independent of students' perceptions of home environment.
5. Cheating is independent of students' perceptions of disciplinary measures taken by parents.
6. Cheating is independent of birth order.
7. Cheating is independent of study habits.
8. Cheating is independent of students' perceptions of parental values regarding school.
9. Cheating is independent of students' values regarding school.
10. Cheating is independent of perceived difficulty of schoolwork.
11. Cheating is independent of students' perceptions of parental attitudes toward grades.
12. Cheating is independent of students' attitudes toward grades.
13. Cheating is independent of religious background
14. Cheating is independent of frequency of church attendance.
15. Cheating is independent of students' primary reason for being in college.
16. Cheating is independent of perceived importance of high grades to occupational plans.
17. Cheating is independent of anticipated success in the general psychology course.
18. Cheating is related to anticipated success in college.
19. Cheating is independent of past test performance in the general psychology course.
20. Students with low grades tend to cheat more than students with high grades.

## **The importance of this study**

The most important purpose of this study is to expose the perception of the third and fourth year English students of University of Gjakova on cheating and to determine their ways and reasons why they cheat. It hopes that this study will help the faculty to be aware on the increasing population of students engaging themselves in academic dishonesty.

This study will serve as basis for future pedagogical plans of the school administrators for appropriate actions to be done in order to try and extinct the act of cheating and to let complete and balanced education come into being.

Finally, this will help them have insights about the nature of the problem to respond for a remedy. The success in implementing the solution would be a great help to bring the institution's standing in the higher level.

## **Hypothesis**

To students cheating is a way of passing the exam ,cheating is a result of laziness and unpreparedness ,males students tend to cheat more as they study less for exams , and the most common methods students use to cheat are sheet papers and smartphones .

## **Definitions of academic dishonesty(cheating).**

Students are expected to know, understand, and comply with the ethical standards of the University. In addition, students have an obligation to inform the appropriate official of any acts of academic dishonesty by other students of the University. Academic dishonesty is defined as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student's work in meeting course and degree requirements. Examples of academic dishonesty include, but are not limited to, the following:

### **Plagiarism**

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation.

### **Cheating**

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise. Examples of cheating are:

### **Fabrication and Falsification**

Fabrication involves inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise.

### **Multiple Submissions**

This is the submission of academic work for which academic credit has already been earned, when such submission is made without instructor authorization.

### **Complicity in Academic Dishonesty**

Complicity involves knowingly contributing to another's acts of academic dishonesty.

## Methodology

### **Objectives of the study**

**This study will be conducted to determine the perception of the third and fourth year English student of university of Gjakova on cheating. Specifically this study aims to :**

- 1. define what is cheating to them:**
- 2. to find the reasons why they cheat:**
- 3. identify the differences between male and female students towards cheating :**
- 4. determine the ways on how they cheat:**

### **Research Design**

This descriptive study uses survey method to obtain the needed data and to determine the perception of third and fourth year English students regarding with cheating problem. The second method is interviewing one female and one male student and find out the differences between genders and how they differ in ideas and methods regarding cheating . This is to get the general perception and to find the main differences .

This is to figure out what are the reasons of the third and fourth year English students on why they are cheating during examinations, how often they do the said act and, distinguish whether it is a positive or negative doing of the students. Students were asked to fill in a survey questionnaire in order to determine the factors and their reason behind why cheating is done whether it is a product of laziness and/or some other circumstances

There are 48 respondents of the third and fourth year English students, each of them were given survey questionnaire and were asked different types of questions: how they rate themselves with the choices always, very often, often, sometimes and never; what ways they cheat or use in cheating; their opinions about cheating; what comes to their mind when they see someone

cheating; and, if they see cheating as positive or negative act. This is to determine how they feel about cheating as one of the means in achieving one's goal.

### **Data collection**

Direct Survey Questionnaires -This is a kind of method that was used to gather the data.and to find out the most important information what the students think and feel toward cheating Instruments . Survey questionnaires were used during the conduct of the gathering of data.

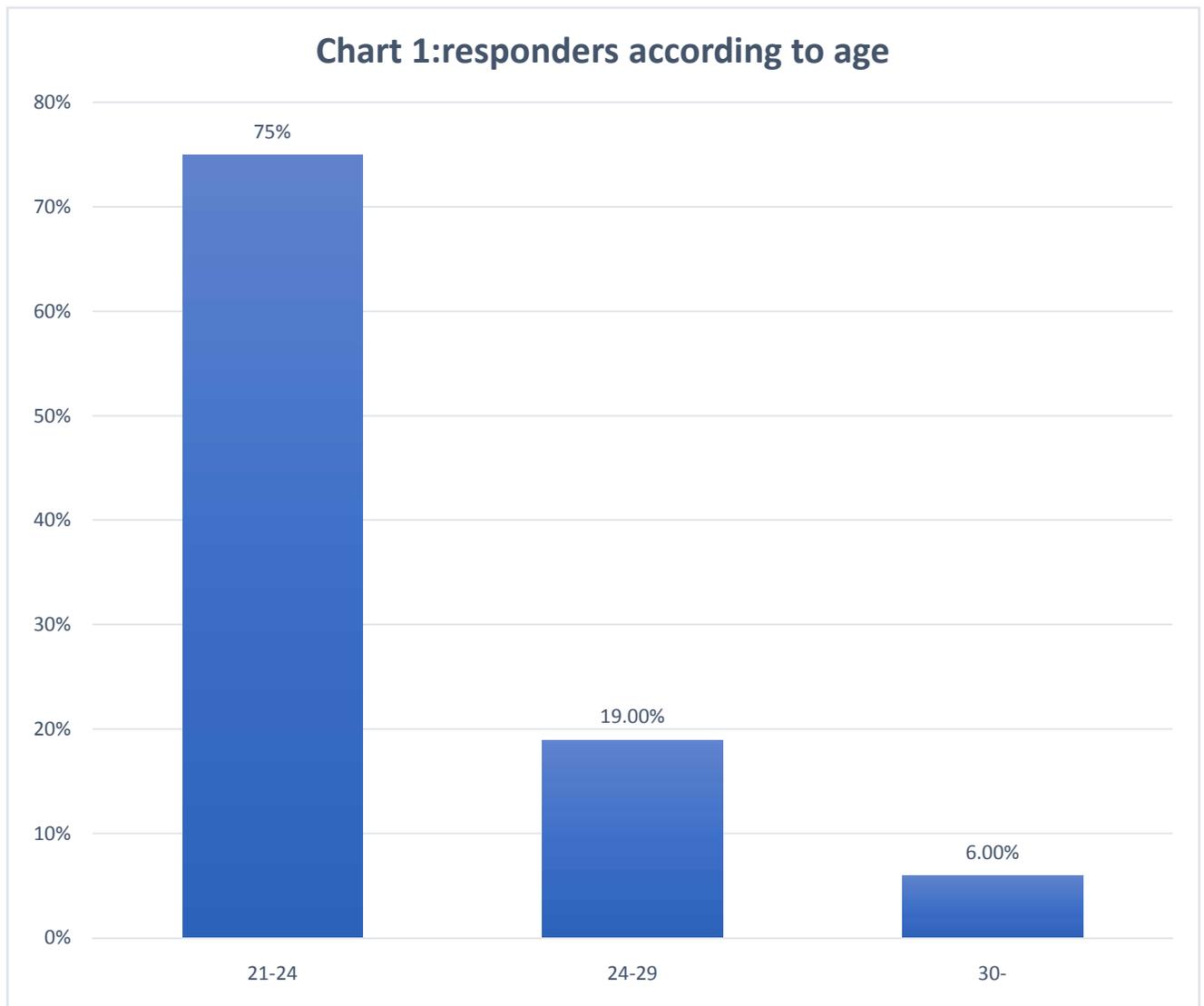
Interviews: there were 2 interviews conducted by the researcher to two students ,one female student from the third year ,and one male student from the fourth year in order to understand the differences between a male and a female student toward cheating.

Table 1. Table of research objectives

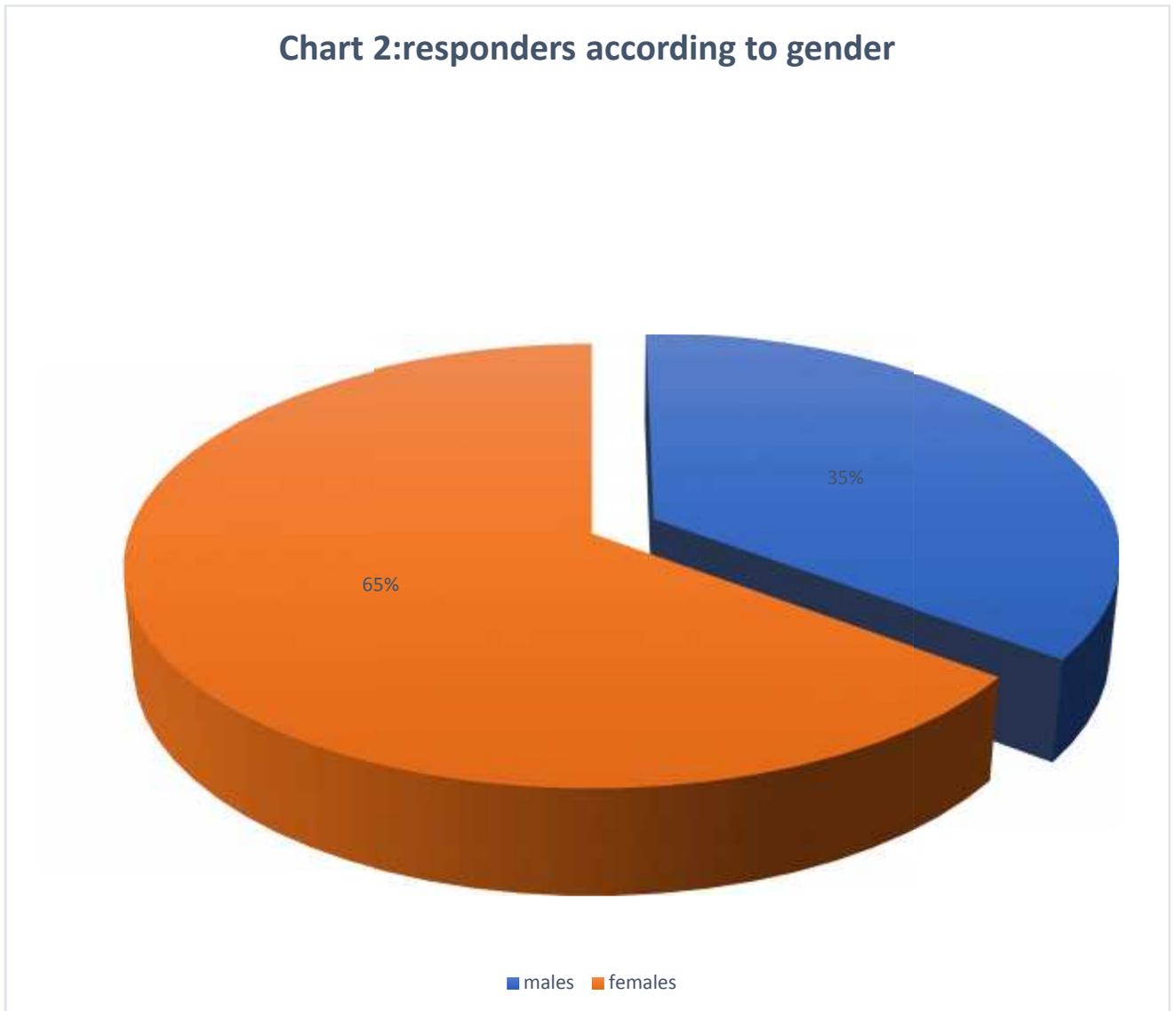
<b>Objectives</b>	<b>Variables</b>	<b>Definitions</b>	<b>items</b>
1. To define what cheating is to students of third and fourth year of English students	The perception of third and fourth year English student of UGJK on cheating	Their awareness and consciousness of UGJK English students on cheating	Students definition of cheating
2. To understand better why students cheat and the reason why they cheat.	Reasons of cheating	Causes why students cheat	Reason why the English students of third and fourth year cheat
3. To identify the differences between male and female students.	External factors ,social factors	Individual and group cheating	Age, gender
4. To determine the ways on how they cheat.	Ways of cheating	Means on how students cheat	Cheating methods

## Findings and Discussions

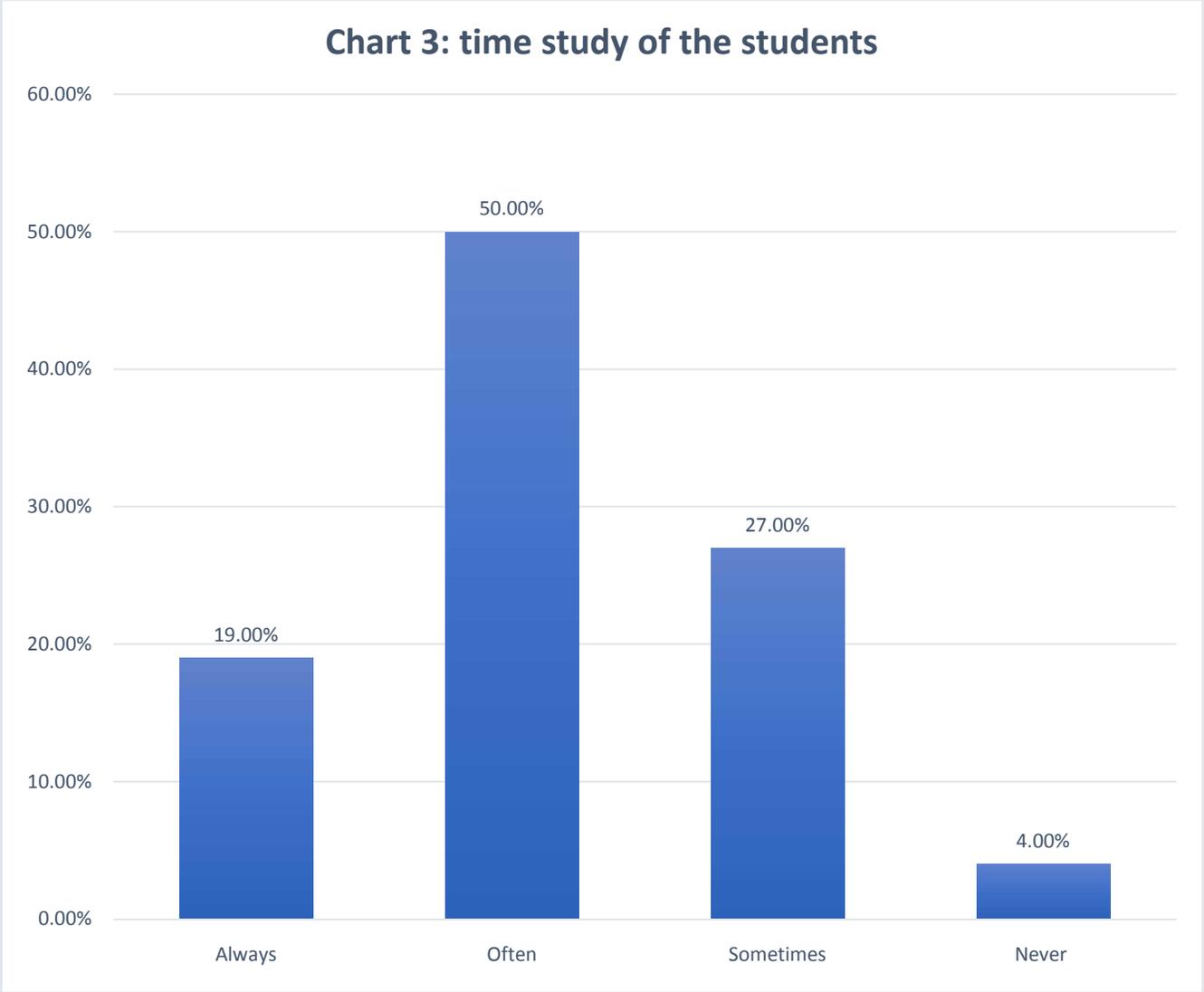
The responders were third and fourth year English from the university of Gjakova .There were 48 responders . 36 or 75% of them were from 21-24 ,6 or 19% of them were from 25-29 ,and 3 or 6% of them were 30 or more



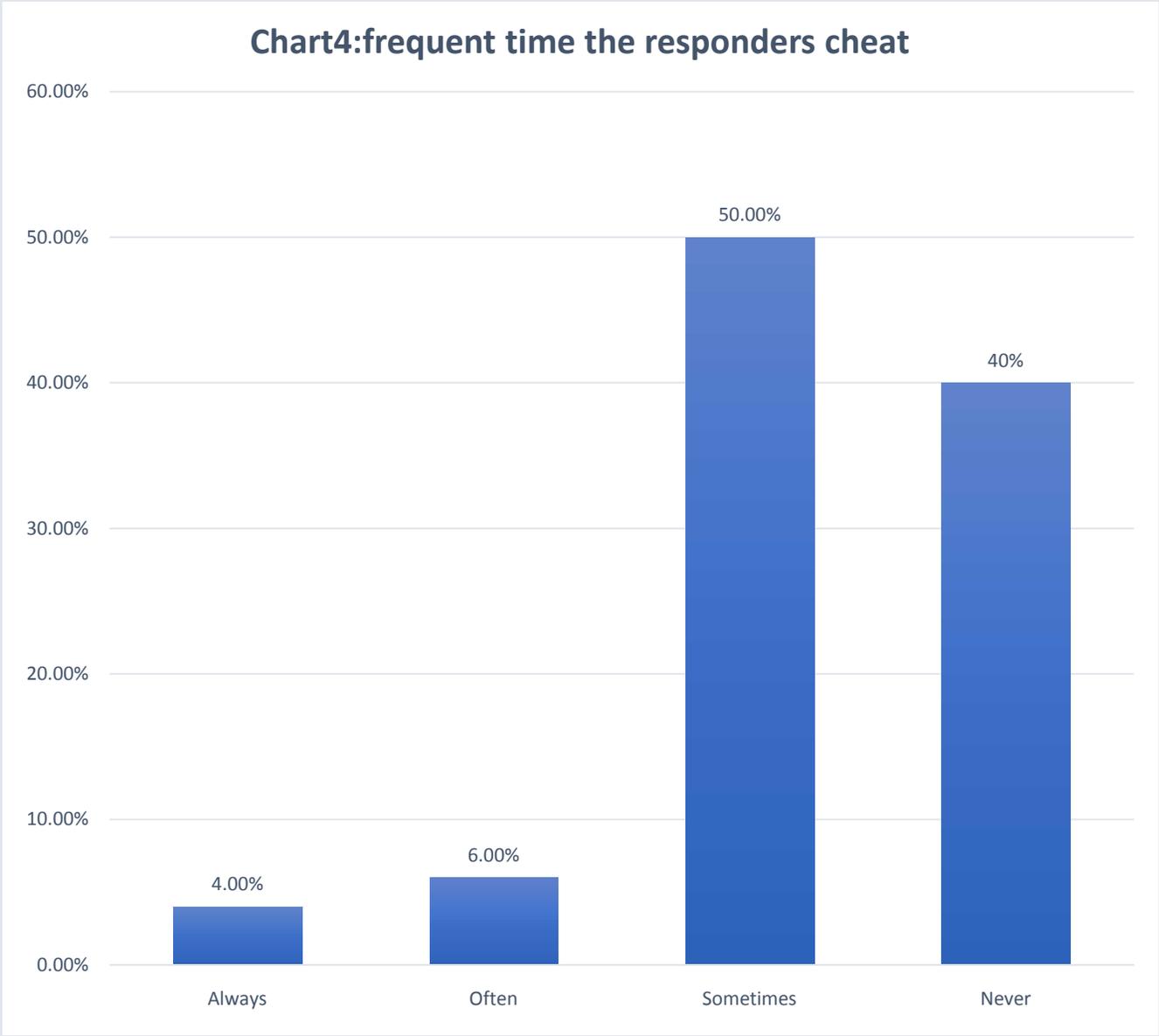
Among 48 responders that were took part in the questionnaire ,17 or 35% of them were males,31 or 65% and the were females ,



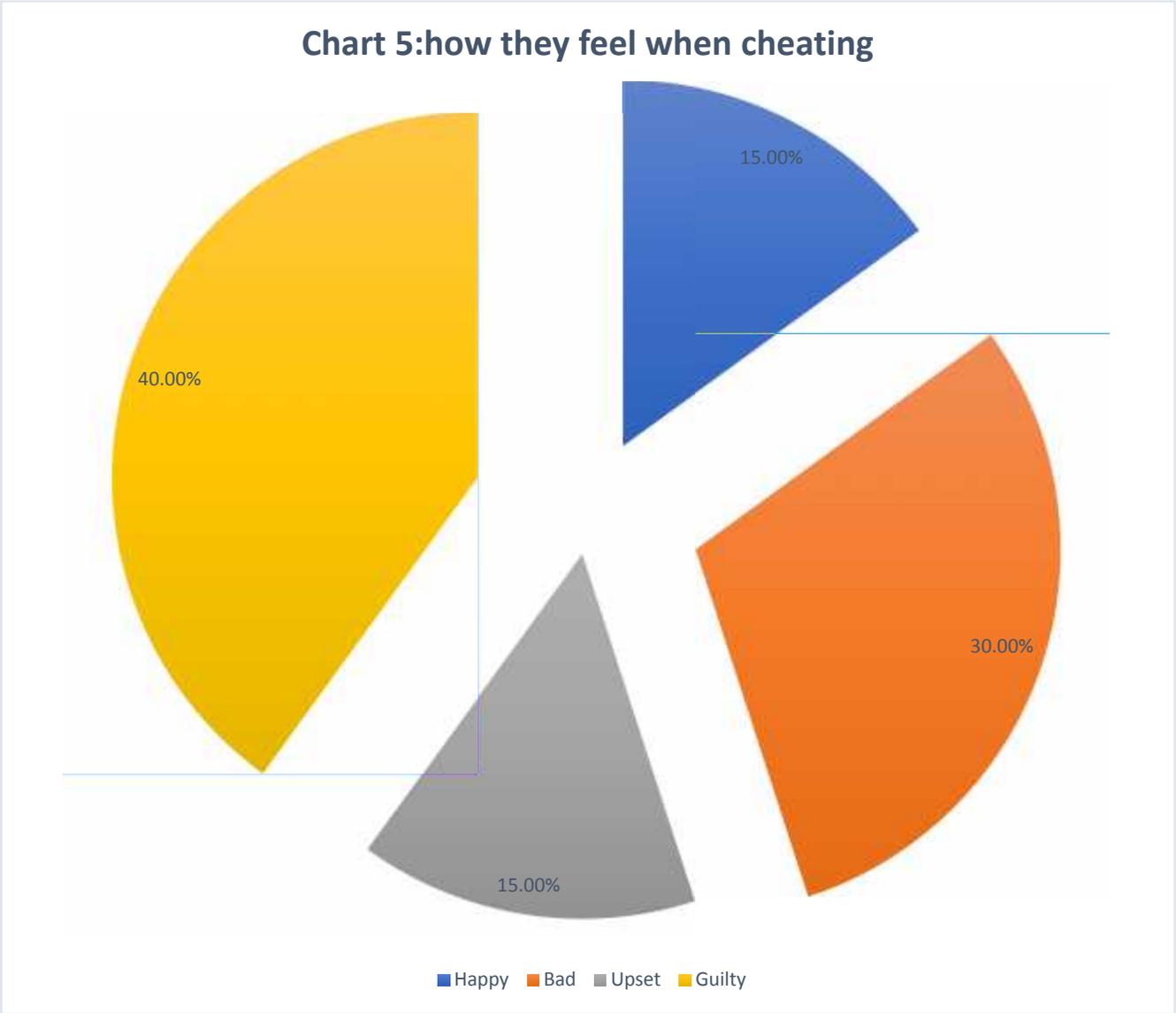
1. When asked about how frequent do you study you lesson, 9 or 19% answered Always ,24 or 50% answered Often ,11 or 27% answered sometimes, and 2 or 4% answered never



2. When asked how frequent do you cheat? 2 or 4% answered Always, 3 or 6% answered Often, 24 or 50% answered Sometimes, and 19 or 40% answered never

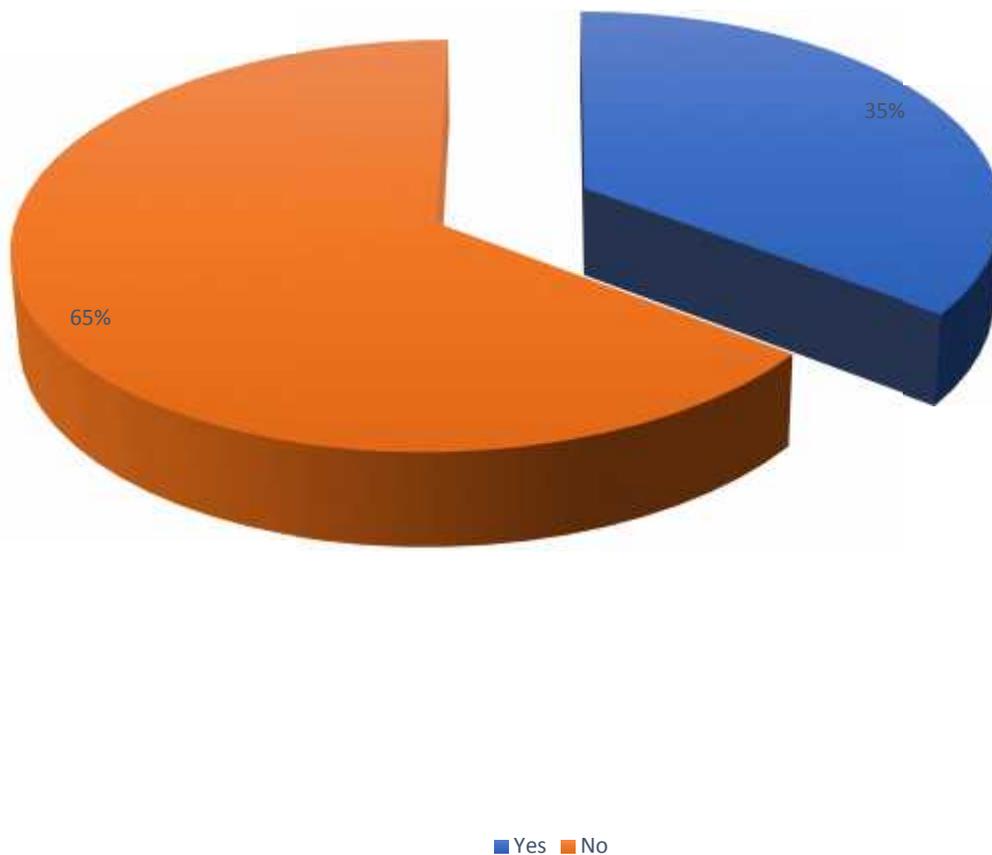


3. When asked about how they feel when they cheat , 7 or 15% of them felt Happy,14 or 30% of them answered Bad,7 or 15% were upset , and 20 or 40% who felt guilty of cheating



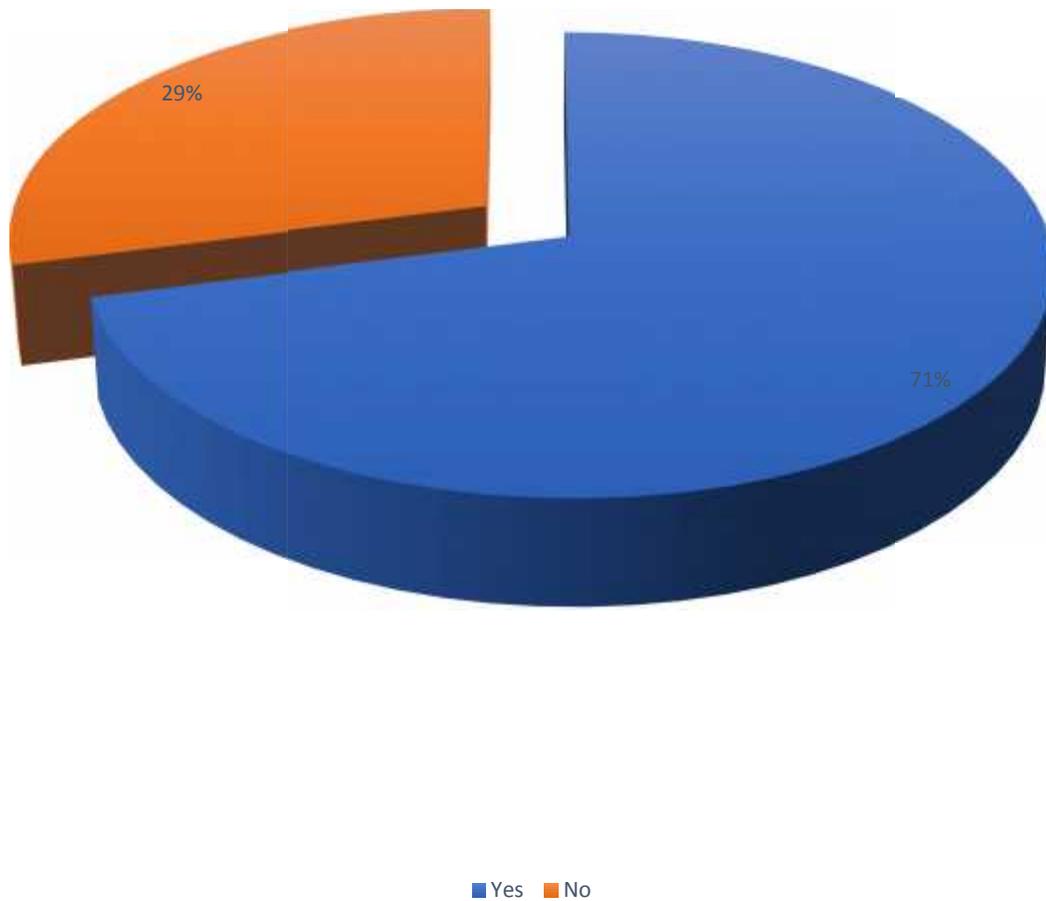
4. When asked have you ever been caught by your teacher when cheating, from 48 responders there were 31 or 65% who proudly said that they were not caught by their teachers and there were 17 or 35% who admitted being caught while cheating.

**Chart 6: students who were caught while cheating**



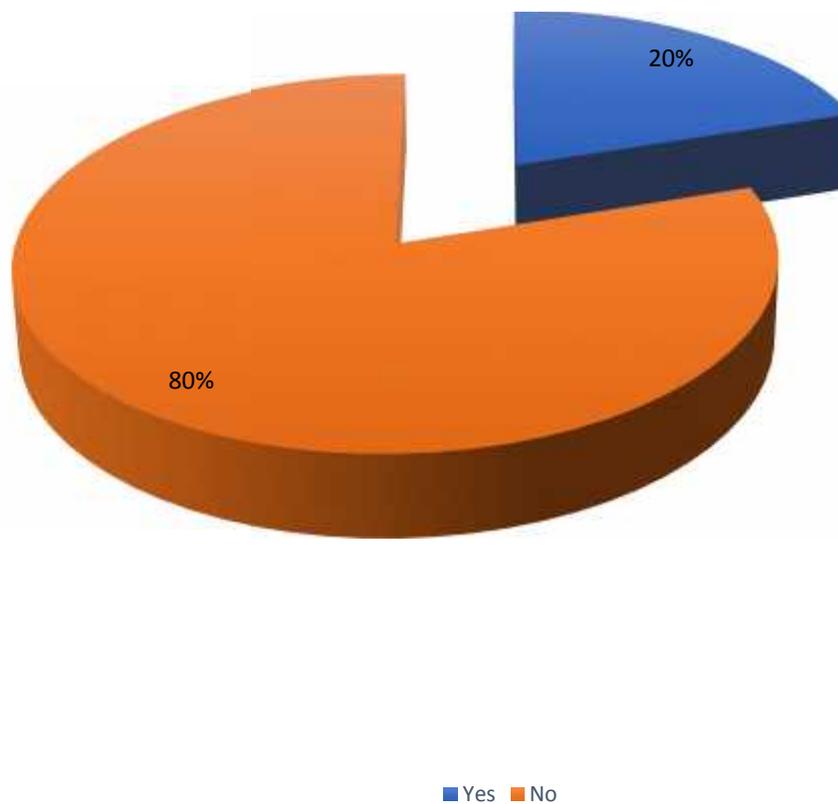
5. Based on the answers from 48 responders when asked if have they got questions or answers from other students who already taken the exam ,34 or 71% said yes ,while 14 or 29% said no.

**Chart 7:students got aswers from someone else**

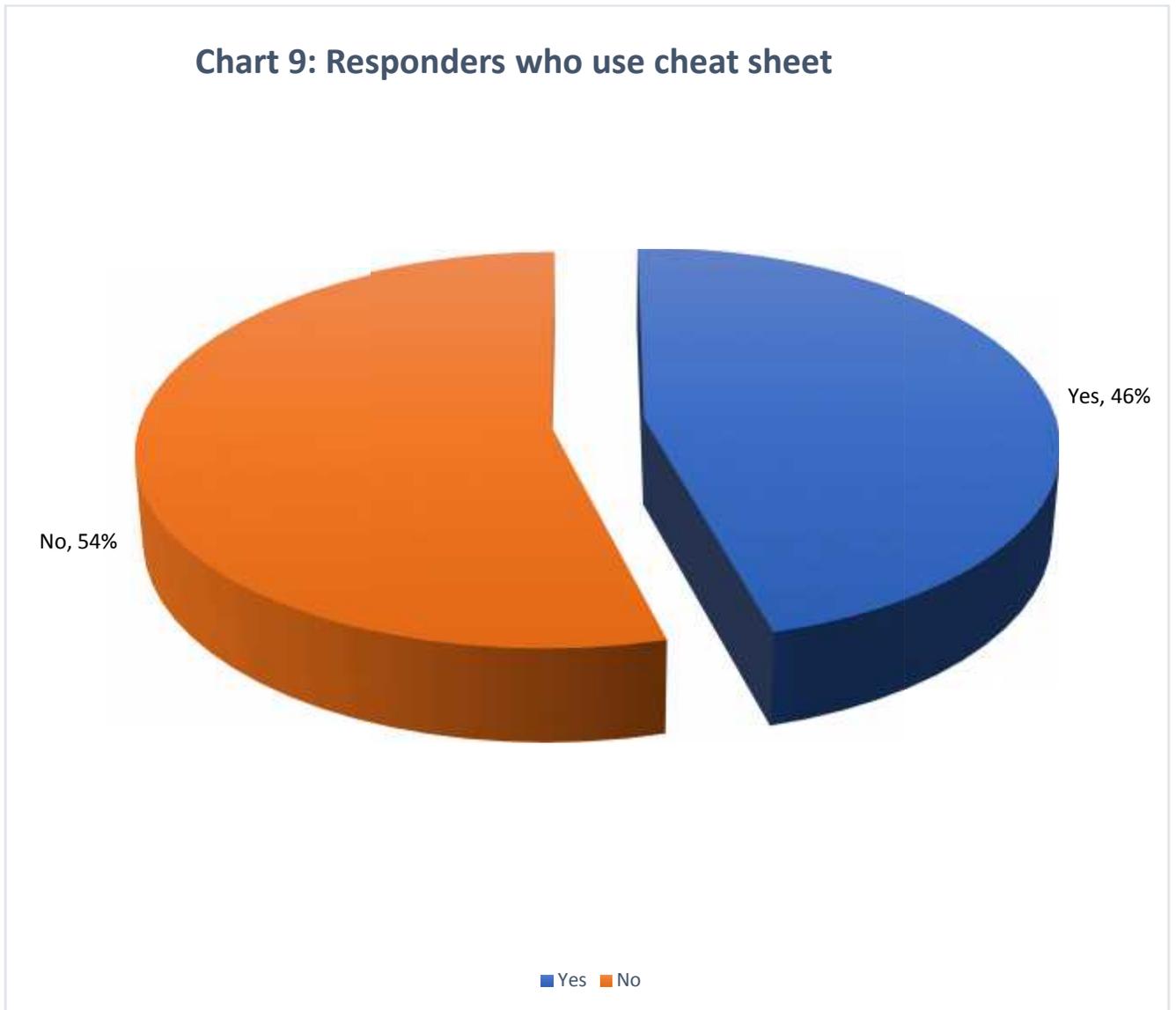


6. There were 10 or 20% responders who claimed or submitted academic works of others as their own while there were 38 or 80% who do not among 48 responders.

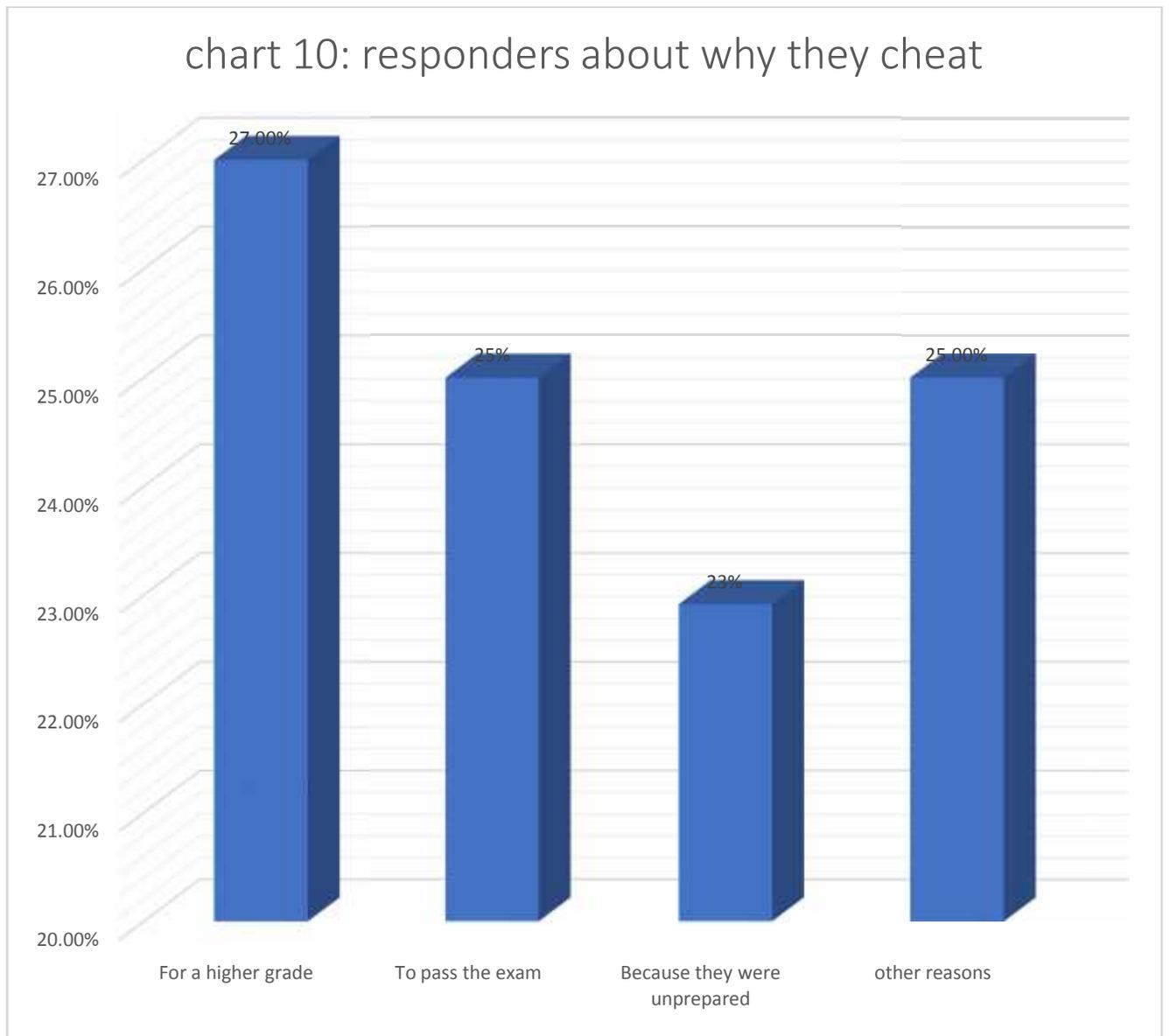
**Chart 8:students who submitted other academic work as their own**



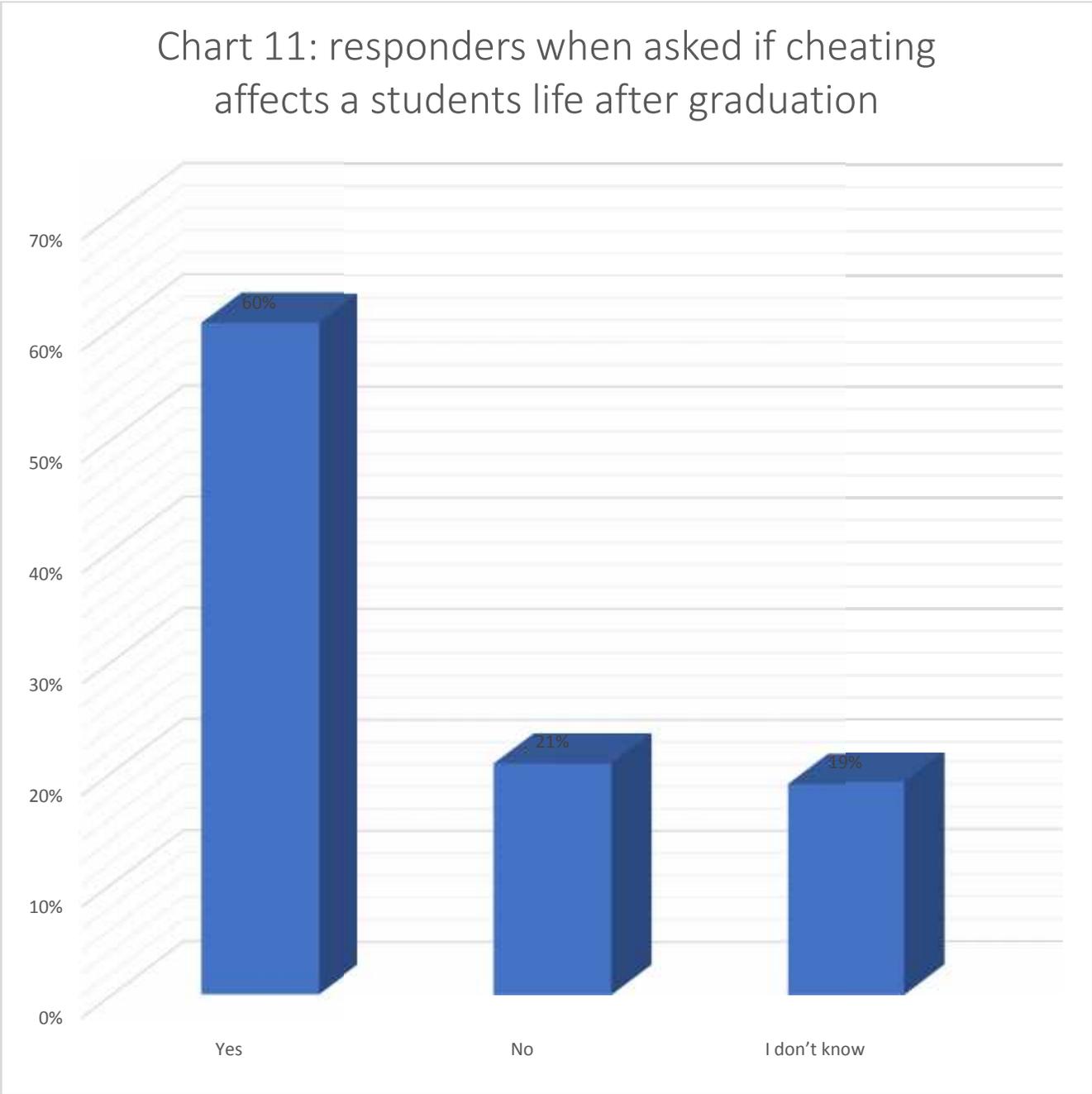
. The chart below shows how many from the 48 responders took cheat sheets and used them to cheat. 22 or 46% answered yes, they had used it and 26 or 54% no they have not.



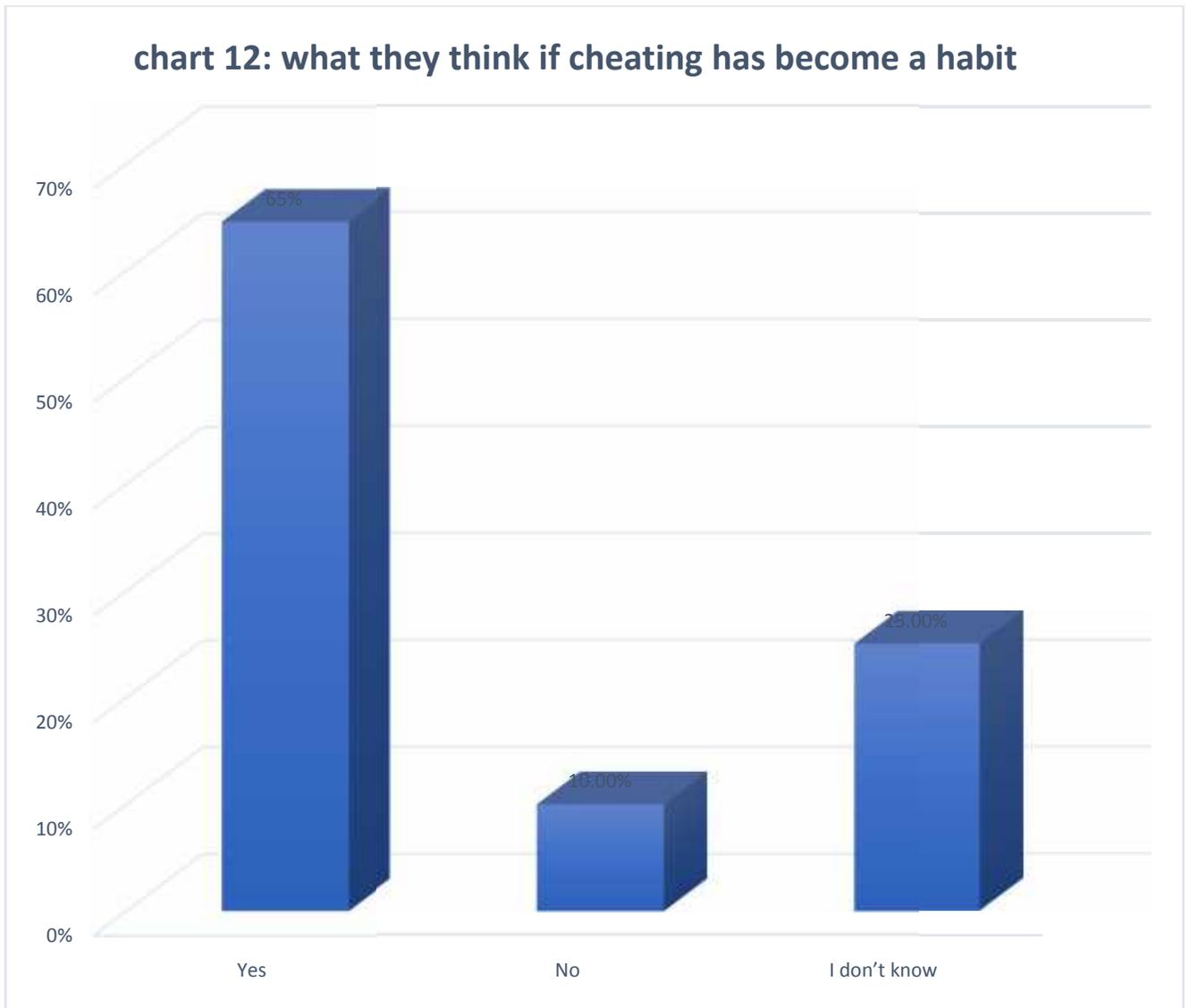
8. When asked why they cheat 13 or 27% responded because they wanted a higher grade ,12 or 25% responded to pass the exam ,11 or 23% responded that they were unprepared to take the exam, and 12 or 25% answered for other reasons



9. When asked about what they think if cheating affects a student's life after graduation 60% indeed think that it does, while 21% think that it does not, and 19% who don't know whether it does or not .



10. When asked what they think if cheating has become a habit to students, 31 or 65% of them think that in fact the students cheating has become a habit ,there were 5 or 10% who don't think so and,12 or 25% who don't know whether it has become a habit or not.



## CONCLUSION

From this research I conclude that it was successful in doing the study because I was able to meet the objectives set for the study. I found out that third and fourth year English students find cheating as something that has become a trend and to most also a habit, it is also become a way of helping the students and prevailing them from failing the exam, I have concluded that most of the students cheat for their exams. According to the data gathered, most of the responder's reasons of cheating are: unpreparedness, they want to prevent from failing, to get higher grades, pressure from teachers and parents, and we can definitely say that cheating is a product of laziness and the most common reason on why students cheat, according to students cheating is taking credit for something they didn't know or a work they didn't do and using information's, materials and communication during an exam ,from the interviews and questionnaires conducted males tend to cheat more than female students partly because they are lazier than the females are more brave to try and cheat even they know the risk of being caught and they prepare less than females students who according to this research study more and prepare more for their exams .Some of the methods students use to cheat are :sheet papers ,writing in hands ,walls ,table or chairs ,but the most used method nowadays are definitely smartphones, they are easy to use ,and easy to get information through the internet. from the data gathered of how students feel when they cheat ,well most of them feel guilty ,there is a part that feel happy and relieved after the exam was done and they where not caught ,females students are afraid and nervous during the act that they are going to get caught and males students are more efficient when it comes to cheating during an exam.

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## **The questionnaire used to ask the students about cheating and the main instrument on this research**

Survey Questionnaire

Topic: The Perception of the third and fourth year English students of University of Gjakova on cheating

Gender:

Age:

Select the right answer and try to be as honest in your answers:

1. How frequent do you study your lesson?  
a) always   b) often   c) sometimes   d) never
2. How frequent do you cheat?  
a) always   b) often   c) sometimes   d) never
3. How do you feel when you cheat?  
a) happy   b) bad   c) upset   d) guilty
4. Have you ever been caught by your teacher while cheating?  
a) yes   b) no
5. Have you got questions/answers from students who already taken the exam?  
a) yes   b) no
6. Have you ever claim or submit the academic work of someone as your own?  
a) yes   b) no
7. Have you taken a cheat sheet into a test?  
a) yes   b) no
8. Why do you cheat?  
a) for a higher-grade   b) to pass the exam   c) because you were unprepared  
d) other reasons
9. Do you think cheating affects the student life after graduation?  
a) yes   b) no   b) I don't know
10. Has cheating become a habit to students who try and cheat for exams?  
a) yes   b) no   c) I don't know

## Interview 1

Interview on perception of third- and fourth-year English students on cheating

Gender: M

Age: 24

1. What is academic cheating according to you?

A: From my point of view cheating is taking credit or lying for something or for a work you didn't do, academic cheating refers to some sort of ways cheating the most common is cheating in exams, cheating means getting answers for questions you can't answer.

2. Why do students cheat?

A: There are many reasons why students cheat, but most students cheat because they come unprepared in exams as a product of laziness or many want a higher grade and for some others has become a trend.

3. Who do you think cheats more males or females and explain why?

A: I think males try and cheat more than female because females are more prepared and tend to study more for exams, and males are more courageous and take higher risks in being caught.

4. Which are the most used methods students use to cheat?

A: Some of the methods used are sheet papers, writing in hands, on chair ,table etc. but the most common used method for cheating is using a smartphone with internet on it or viewing photos in it or using headphones .

5. Have you ever cheated and if you did how have you felt?

A: Yes I have cheated at times and during the act I felt afraid and unsecure because I thought I was going to get caught but after I finished the exam I felt relieved.

## Interview 2

Interview on perception of third- and fourth-year English students on cheating

Gender: F

Age: 22

1. What is academic cheating according to you?

A:According to me academic cheating is the attempt to use information's, materials, communication or notes during an exam.

2. Why do students cheat?

A:One of the main reason that students cheat is to get a higher grade. Another reason is to pass the exam because they did not study enough or they didn't study at all.

3. Who do you think cheats more males or females and explain why?

A:I think that males cheats more than females because they are more lazy

4. Which are the most used methods students use to cheat?

A:The most used methods students use to cheat are: using written notes or materials, using electronic devices such as phone cells, copying from another student or taking an exam for another person.

5. Have you ever cheated and if you did how have you felt?

A:Yes I have cheated sometimes mostly by copying from another student and during that time I felt anxious and nervous because I was afraid that I was going to get caught.