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RESEARCH PAPER

Reasons for Usage of Unfair Means during Examination among the Secondary School Students: A Case Study of Lasbela, Baluchistan

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ABSTRACT

This study emphasized use of cheating among students at a school in Lasbela. Focus group discussions and key expert conversations were employed as a strategy to analyze how harmful cheating is, ideas and comprehension, usage patterns and sources, ways to deal available. Participants' replies to questions were recorded and analyzed throughout the conversation. The study used a qualitative technique with a phenomenology design with a population of girls and boys comprising n= 40 from high school in the area of Lasbela, Baluchistan. The researcher used the deliberate snowball sampling approach for focus group conversations for people who had firsthand experiences with the issue. The data gathering process included evaluating questionnaires thematically evaluated. The majority of focus group respondents described cheating recourses as well-known in the general public. Cheating culture is prevalent in the Lasbela district, according to the majority of students and parents among focus group member. The study suggested that family's assist that they are aware of what their children are doing; raise knowledge of the hazardous future risks of cheating, how to prevent cheating, and how to use money for constructive and useful causes.

Introduction

Students must be physically strong and emotionally secure in order to engage in excellent habits at school. I've seen pupils utilize unfair means during exams, such as coping and openly using a cell phone in the test centre, as well as other resources. These are detrimental to their future since they will damage them physically, cognitively, emotionally, and socially. This research may make them aware that thousands of dollars invested in this study will result in an improvement in their situation. Suggestions from research can help teachers and administrators. Community preventive activities, as well as the belief that additional programming and limits should be implemented to avoid teenage copying culture during examination. Families and instructors should keep a tight check on their children's company to ensure that they are not being exploited. The government should impose harsh penalties on cheating supplier and booti mafia. Through suggestion, this research can assist teachers and administrators. Community preventative efforts and the concept that restrictions and supplemental programmes should be implemented to prevent pupils from cheating or coping.

Literature Review

According to Kwong et al. (2010), students commit academic dishonesty as a result of their workloads as well as time limitations, desire to get high marks, and unclear expectations. Recommendations from professors on what is considered academic misconduct furthermore, environmental and cultural variables. Technical factors may

enhance a person's propensity to cheat: lack of awareness, social-culture, discipline, risk, and burden to attain. Students may cheat in classrooms that place a high value on grades and test results. Situational circumstances can contribute to pupils' proclivity to cheat. As an example, some Students consider their job tough or dull, risk failure, lack training, and maybe feel pressured by their heavy workloads and short study time.

Influence Social Networks

The main driving force for cheating is peer pressure. They are more likely to adopt unethical behavior if their social circle's peers do (Muzaffar, Chohdhry, & Afzal, 2019; Muzaffar, Yaseen, Safdar, 2020) What their friends do has an impact on adolescents. They create friendship groups based on shared interests. Peer group is at its peak during this time at some time in their life.

The Home Environment

The family environment, which has to do with the environment in which persons living, is alternative issue in duplicitous. It is apparent that families provide youngsters with a wealth of information, not just in academics but also in moral principles like honesty. When parents drive their kids to get top grades, academic honesty is more likely to occur (Choudhry, Muzaffar & Javaid, 2016). According to Humera (2009), the learners' capacity is the third element.

Learning Technique

The learning elegances that are typically constant are cognitive, emotional, and physiological behavior. There are 124 indicators that describe how students view, engage with, and react to their educational environment. Different teaching and learning approaches might occasionally impede students' ability to correctly acquire knowledge in accordance with course requirements and educational elements. (Callahan 2004).

School Setting

There are a number of reasons why a teenager would prefer academic dishonesty to cheating in class to the academic environment where crime happens. For grades, kids and teenagers compete with one another (Sarita, 2015) permits students to be admitted directly to rival schools and universities. According to Riera and Di Prisco (2002), as referenced by Sarita (2015), the ideology of a school may also affect who gets caught and given a warning when they participate in academic dishonesty. The objectives that are established and achieved during the educational year are both decisions that are made in part by the instructors. Teachers may employ a performance or a mastery structural goal in their classes. Performance goals are more concerned with results than mastery objectives are with learning and advancement (Muntada, Martín, Pros & Busquets, 2013).

Levels of difficulty

Anxiety about education

Stress and academic tension are joined to make academic stress. Students are concerned about their schooling because of parental pressure. Due to the pressure on schools and students to get excellent scores, students are stressed out. The students are aware, cheating is wrong, yet they believe that getting good marks is the most essential thing they can do. Indeed, much of the study on academic dishonesty has focused on identifying plausible causes. Students cheat for psychological reasons.

Cheating is the primary motivator. If their colleagues in own groups, choose educational fraudulence, they are extra inclined to follow suit. Adolescents are impacted by their classmates, and they create peer groups based on common interests. Peer influence is at its peak during this time at some time in their life.

Theoretical Framework

"Theory of social learning is concerned with learning which takes place in a social setting." It believes that individuals learn through one-another, incorporating principles with imitation, modeling purposes, and observational learning" (Corpuz & Lucas, 2011). This theory incorporates elements such as monitoring others' conduct and the outcomes of the activities, learning happens through no variation in behaviour, and understanding acts a part in erudition. In the middle of this pressing problem of students duplicating the solutions of other students, the department of training, through its instructors, is developing better options and remediation for students receiving failing grades. The difficulty of copying-in-the-making then reverberates within the hallways of college students' unconscious acts with and without the instructor in the front of them. Cheating is not unusual inside the expert world. (Baker, Thornton & Adams 2008).

Material and Methods

Research Design

The framework of the study was interpretive, and a qualitative approach was used. Phenomenology was used in the study's design. All students in Baluchistan who engage in test fraud are included in the study's large population of interest. To conduct targeted snowball sample interviews with specific people who had firsthand knowledge of the subject, the researcher used this technique. Examining questionnaires was part of the approach used to acquire the data. A qualitative research methodology was used to examine these cases. It is a qualitative technique, thus all school students in District Lasbela Baluchistan. As it was, the investigator's interview with experts in the field under discussion served as the targeted snowball sampling approach. (Aaron & Roche 2013).

Seven students, four parent volunteers, and four teachers make up the focus group. They were selected using a targeted research approach. Interviews with teachers who use unethical tactics during examinations were conducted for the information, students as well as parents. The student's responses to numerous interview questions were recorded and examined. The goal of the Point of Interest Corporation's focus group became to investigate network members' comprehension and perceptions of copy culture harm. Processes and reasons for consumption, services, and cheating, as well as preventative and control, approaches 15 important witness interviews were performed between December 21 and January 22. The interviews with the head of authorities lasted a short while and were conducted in character. During the break, six students' interviews were done. In the staff room, five interviews were conducted with the school instructor, five fathers and mothers. All focus groups and interviews were done in their homes, and data analysis was carried out inductively using a grounded theory and the snowball approach. Depth interviews were recorded using masking tape and written down. Recognize the investigative classes that emerge from the report. The study strategy was to survey sources of knowledge that have shown significant progress in educational research. The primary source of information is utilized to identify books, papers, and other publications relating to the research problems. The majority of prepared materials are either indexes or summaries of educational publications that include the author, publishing place, and publication date.

Population

The target population to whom the researcher wishes to generalize the studies fined the majority of prepared materials are either indexes or summaries of educational publications that include the author, publishing place, and publication date. The study addressed all form three learners and their associated school administrators in Lasbela District 2 secondary schools. The population is boys and girls from secondary schools Lasbela and the sample size is 40.

Sampling/Procedure

A simple random sampling technique was applied. Furthermore, schools were tiered based on their categorization, i.e. 11 secondary schools are functioning in District above fifty thousand students are enrolled in these institutions. The sample was selected in ratio to the student population in each area. The specific schools where the interviews will be held were then found using the random sample method. Each of the chosen schools used a methodical random sampling approach to sample students. Every participant at each level was chosen for the interview using a school's registration as the sample frame (Aligi. I 2016).

Reliability and Validity of Tools

Validity indicates when the objective functions do not measure what they are supposed to measure. Pilot study can help reveal things that may be misinterpreted, and such items can subsequently be altered to optimize face validity. Prior to the start of the investigation, the reliability and validity of the technology will be tested in advance.

Data Collection

The method of data collection was a survey because the researcher will be personally gathering the information. Data through interviews, which were subsequently transcribed and thematically evaluated. The following is a summary of the topic analysis. The investigator made arrangements with the sample schools' principals to visit the schools and conduct the surveys. Following that, the responders were provided instructions and guaranteed their secrecy. Ample time to complete the surveys the completed questionnaire was then carried out by the researcher within the time frame agreed upon by the participants. As the investigator fills in the information in the interview, interview dates were pre-arranged and meetings were scheduled with the head teacher who was interviewed schedules.

Analysis of Data

Five coders with professional experience in qualitative research reviewed each focus group conversation after it had been completely transcribed, and then they gathered to share their initial assessments of the transcripts. To ensure coding fidelity, at least two members of our study team were necessary to code the transcribed narratives. After separately coding the first three focus groups, coders convened to agree on codes for a preliminary codebook, which was utilized as a template to discover comparable topics for coding future transcribing narratives. Following the conclusion of the original codebook, coders separately coded one focus group at a time, and then met weekly for 45minutes to two hours to debate and agrees on codes, and to add new codes to the codebook as needed, for a total of 6 meetings. Developers would discuss their disagreements in order to find a solution. Comparing viewpoints as a group and getting at a dominant group's Agreement. If the programmers were unable to reach an agreement at the time of following the debate, the relevant transcript extract would be captured on a note, and reserved for future discussion if there is a need for an extra transcript. The stories were code and themes to see whether

there were any repeating themes. Requiring the creation of a new code, or how the transcript snippet in the inquiry would be better suited to pre-existing codes.

Results and Discussion

The questionnaire of primary section focused on students' involvements with dishonest throughout exams. Tests, proficiency tests, and monthly exams were offered to students of junior school, though section or unit tests and trimestral exams were offered to the senior school students. According to the data, the majority of the informants admitted to cheating on exams, mastering exams and regular quizzes. The data similarly revealed that the defendants' duplicitous activity is largely reliant on their desire to pass scores to be considered for advancement.

Furthermore, fifty percent of the informers admitted that they had never been caught in the act of cheating. Their most common response came from the second section of the questionnaire, which questioned, "Have you had any worse memories of getting caught in the act while?" cheating? However, one of the answers said that she would never forget the encounter. Her teacher punished her, and her parents were informed. She experienced mental distress. Her father's treatment of her as someone who does not use her thoughts.

Table 1
Responses from participant

Code with name	Age	Cheating grade level	Cause of copying	Cheating Source	Effect of cheating	Cheating need in Subjects	Current grade
Boy	14	3	Teaching Style	Coping from class fellows	Low confidence	English math and science	7
Raza	16	2	Friend pressure	Coping from class	Low confidence	Science mathematic	9
Saad	16	2	Difficulty in subject	Coping to class mats	Avoid failing gread	Science English	9
Girls	16	2	Difficulty teaching style	Coping to class mate	Avoid falling	Math, Eng	9
Tara	16	3	Difficulty in subject	Wish to help friend	Low confidence	Science, Eng	10
Sara Rani	16 17	2	Difficulty teaching style	Passing grad	Low confidence	Math, Eng	10 10
Nadia	17	3	Difficulty in subject	Coping from class fellows	Low confidence	Math, Eng	10

Each of the eight (8) informants who participated in the interview had a code, as given in Table 1. The replies range in age from 13 to 17 years, with the mainstream exists 14 years and levels of years are chosen at random.

Grades 9 through ten were chosen. The majority of responses are in eighth grade-X and ninth grade-IX. As shown in table, the majority of them learnt and started cheating

through the years of primary school. The main part, particularly in grades three, four, and five, is peer pressure. Respondents' justification for cheating during exams Exam difficulty and a lack of preparation are the main drivers of strategies for coping. Respondents' most prevalent attitude is to make friends with their peers. Or more half of those polled stated that the major reason they cheat is to achieve good marks and make their parents pleased. Conversely, for a minority of informants, poor is one of the consequences. In compared to individuals who did not cheat, cheaters had lowered confident. According to attitudes towards dishonesty, it was found that whereas non-cheaters strongly valued loyalty, cheaters placed a low value on it. Maths is the topic that most respondents find to be the most difficult.

The researchers collected the data through interviews, which were then documented and thematically evaluated. This is a summary of the idea evaluation assessment report. The following is an outline of the issue assessment interpolation declaration, which is an observation with many participants' analysis as a matter of fact analysis approach that goes into research. Data collection techniques include the cycle procedure interview and comments. Each beginning that is a selection of issue data analysis entails breaking down into the intricate element divisions, coding into the fundamental part, and assembling all the components into new armament. To define the meaning of the inheritance factor and to list all similarities, differences, trends, and standing factors, all similarities, differences, trends, and standing factors should be taken into account. When analyzing data, a user is able should look for new correlations between numerous aspects. Data should be reviewed from as many perspectives as appropriate so that new facts may be discovered.

When asked why they cheated during exams, more than half of the informants. In addition to the key elements indicated in table 1, they claimed it was because they did not understand the subject or lesson taught and did not prepare for their classes. Furthermore, when he and she are detected, the teacher does not reprimand them. Furthermore, because their teacher is quite stern, they are too indolent to listen to the conversation. In these particular conditions, learners' behaviour towards the dialogue was influenced by their inability to comprehend a wide range of academic notions. It should be emphasized that interactive activities are favoured by 21st century learners over the traditional discussion approaches used by their instructors.

Concentration and attention are the primary abilities that are disrupted when instructional tactics are ineffective. As a result, students are rapidly losing interest in meaningful absorption of ideas in the lesson. Data demonstrated a steady decline in attention and focus. Conventional teaching methodologies functioned as primary determinants and reasons why learners fail reliance on exam cheating with fellow students.

Most of the informants reported to have very creative methods for copying other students' exam answers. Using sign language, writing the answers on their hands and desks, giving and receiving crumpled paper containing the answers on the exam, looking for answers on their pocket device, and looking at their classmates' answers are all ways that students have been found to cheat academically. Many people also use their cell phones to cheat by recording their responses and listening to them through headphones while taking the test.

Cheating causes and effects

According to the data, extra burden is the utmost common reasons of this type of deceitfulness. Furthermore, the evidence showed that being unprepared anxiety causes, which, when coupled with the pressures, encourages pupils to cheat on tests. In this context, Rex described his own experience: "Peer pressure made me feels anxious." if I did not correctly answer Cheating practices among students during examinations may be traced

back to their early school years. The majority of them admitted that their dishonesty happened between grades two (2) and four (4).

The most typical reason of this copying problem is examining influence. They are cheating because their pals are. Curiosity and a desire to join were also observed in this domain, as IAFOR Education Journal Vol. 5, Issue-2, summer 2017." So I'm simply waiting for a chance to copy if the proctor isn't watching us." he logical characteristics that have a significant impact on students adopting the habit of copying other students' responses. After examining the areas that students thought were challenging and that they were often duplicating, as per data that the Maths is the most challenging subject for the students of senior high school. As for students of junior high school that the subjects of Maths, English and Science are very tough in direct opposition to this research. Data demonstrates that subjects like Filipino language and values may be dealt with when necessary.

Practical Approaches the Issue by Teacher

The implementation of academic integrity is a major project, yet it is one that can be managed: as per data, teachers and professors are capable of performing simple tasks like making sure that desks are free of scrawled notes, book bags are closed, and caps are taken off. Many copies of exams may be given in small classrooms rather than auditoriums; additionally, they can keep an eye out for eyes that frequently stray from the test; instructors may even designate additional proctors to supervise exams while using wide, fixed-seat measures (Jones, 2011).

Education and Career Implications

Male and female government high school pupils in the district of Lasbela Baluchistan are the subjects of the study. As a result, the author writes the following information on copying another student's work during an exam based on the questionnaire.

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They are distinguished by subject in which who see a difficulty and feel compelled to reproduce throughout tests. Some informers originate it difficulty in Maths but found it easy to learn English. However, there are some;

1. There were also informants who stated that English is more difficult than Mathematics.
2. Why they need to duplicate other people's responses final conclusion is that learners' learning capacities are enhanced.
3. Difficult, because everyone is unique Cheating, thus, cannot be a sensible strategy.
4. Adjusting for various strengths and weaknesses while taking on difficult issues.
5. Participants stated that they had started to copy since basic schooling education. They first act as onlookers, and the desire to fit in with the group led to the copying behavior. In moderation, imitation is acceptable. Modeling is obvious in business, for instance, where being productive and effective requires an entrepreneur to use all of their skills and methods. But at school, the inference is reversed.
6. Replies causes a loss of self-confidence and motivation for studying. Low self-esteem and boredom cause a person to struggle in his or her field of job or career. Many informants stated that in order to gain self-confidence, they must refrain from cheating. Parents are significant for certain teenagers at this age (Strom & Strom, 2007). However, research indicated that informants cheated during exams because to unavailability of parental involvement.
7. This study discovered the importance of parental moral support at home.

8. Another reason that influences student cheating is that some parents are quite judgmental when their child receives a failing mark in school for copying other kids' answers.
9. Learners who rely on making acquaintances in copying during exams have a right serviceable personality. They always get along well with students they think they can learn something from, but they don't like students who don't offer their own solutions. As it's as, if alliance is twisted in such a way that it makes the right thing to do unacceptable and things to avoid as if they're the correct thing to do.

Conclusions

1. This article discusses that trustworthiness should not be only a policy; somewhat, honesty should be the only policy in this circumstance. The unwritten moral rules and customs that are enforced by the school, the family, and society at large cannot be assumed by teachers today to be understood and followed by pupils. These guidelines and standards need to be emphasized in order to maintain integrity and maturity in the future. In addition to being spelled out in the enrollment documents or in the written school policies, the rules and codes must also be upheld. In order to develop learners in the context of honesty and maturity as enduring values in the arena of life, teachers, who have full authority and responsibility for doing so, must constantly remind students of the rules and codes and take appropriate action.
2. Some of the behaviors that students engage in include making friends with their smart peers, supporting their dishonest behavior by giving the answers out of friendship, gaining confidence via social approval because everyone does it, feeling intelligent as a result of cheating activities, and manipulating.
3. Avoid using devices that repeat exact responses. These cutting-edge methods are unsuccessful.
4. Terrible in and of itself (amoral), but in the wrong setting (academics), which upholds the virtues of sincerity for the discovery and mastery of talents.
5. Using the methods listed above becomes unethical, and hence harmful to any student who uses them.

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