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<p>Lahbib Benarbia</p>	<p>RESEARCH ARTICLE </p> <h2 style="text-align: center;">Academic Dishonesty in Secondary Education: A Sociological and Educational Analysis of the Causes, Forms, and Preventive Strategies of Cheating from Students' Perspectives</h2> <p>Dr. University of Tlemcen Algeria Email: lahbib.benarbia@univ-tlemcen.dz</p>	
<p>Keywords</p>	<p>Academic dishonesty; cheating behavior; secondary education; student ethics; examination integrity; educational psychology; school environment; moral development; academic integrity policies; sociological factors; assessment systems; student behavior analysis; prevention strategies; educational reform</p>	
<p>Abstract</p> <p>This study examines the phenomenon of academic dishonesty, with a particular focus on cheating behaviors in secondary education, through a sociological and educational lens. The research aims to identify the most prevalent forms of cheating, analyze the underlying psychological, institutional, and socio-cultural determinants, and propose evidence-based strategies for mitigating this pervasive issue. Guided by three core research questions addressing the nature, causes, and prevention of cheating, the study adopts a quantitative descriptive research design. Data were collected באמצעות a structured questionnaire comprising 20 items, administered to a sample of 100 students across five secondary schools in Tlemcen province, Algeria. The instrument demonstrated acceptable reliability, and the data were analyzed using descriptive statistical methods, including frequencies and percentages. The findings indicate that academic dishonesty is a multidimensional and systemic phenomenon influenced by a complex interaction of factors. At the individual level, variables such as performance anxiety, fear of failure, and low self-efficacy play a significant role. At the institutional level, weaknesses in assessment design, inadequate supervision, and overcrowded classrooms contribute to the normalization of cheating behaviors. Additionally, broader socio-cultural influences, including family expectations and peer dynamics, further reinforce such practices. The study reveals that cheating is not merely an individual ethical lapse but reflects structural deficiencies within the educational system. Based on these findings, the research proposes a comprehensive framework for prevention, emphasizing the reform of assessment systems, the promotion of ethical awareness, the strengthening of institutional accountability, and enhanced collaboration between schools and families. The study contributes to the growing body of literature on academic integrity by providing empirical insights from a developing educational context and highlights the need for systemic, multi-level interventions to ensure the credibility, fairness, and sustainability of educational outcomes.</p>		
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Introduction:

Cheating is considered an unethical and uneducational behavior indicative of an unhealthy and immature personality characterized by fear, anxiety, helplessness, negativity, weak willpower, and low self-confidence. This behavior, in all its forms and levels, is forbidden religiously, morally, and socially. It is also considered a violation of religious teachings, the dictates of conscience and morality, and fundamental human values.

Psychological, educational, and social studies confirm that cheating behavior develops in individuals through familial and social upbringing. These studies also indicate that cheating often develops within a social and educational environment that provides a conducive climate for it. Furthermore, these studies emphasize that a person who becomes accustomed to cheating in childhood is likely to continue engaging in the same behavior.

This behavior can persist into adulthood, posing a risk not only to the individual but also to society. Furthermore, individuals who habitually cheat during their school years are likely to continue this behavior in other areas of life.

Cheating in exams and school assignments is a phenomenon almost universal in contemporary societies. The methods and means of cheating vary according to the culture and level of development of the society. Simpler societies use methods that suit their limited resources, while students in more developed societies employ more sophisticated techniques.

Although cheating in the school environment is a widespread phenomenon in many societies, studies that have addressed the topic are relatively few compared to other topics that have addressed many aspects of student life and the school community, such as academic achievement, academic delay, absenteeism, dropout, violence, and others.

Research Problem:

Despite the great efforts made by professors and workers in the education sector to reduce the phenomenon of cheating, and despite the multiple efforts of the education authorities to improve the level of education and examination methods, this phenomenon has become widespread among students in a way that is perhaps more than it was before, and it has begun to take on dimensions such as indifference or a feeling of fear on the part of students towards professors, administration and even parents.

The phenomenon of cheating cannot be attributed to a single factor; it may have psychological, economic, or social causes. It is noteworthy that there is a scarcity of studies addressing the phenomenon of cheating in examinations in general, and specifically those examining its social dimensions. Hence, the research problem focuses on understanding the causes of cheating in secondary school examinations, the forms of cheating practiced by students, and how to reduce, mitigate, and address this phenomenon. It also aims to raise public awareness of its dangers and remove all obstacles that hinder students' academic success. Based on this, the following questions are posed:

1. What types of cheating are common among students?
2. What are the causes of cheating?
3. What methods are used to address cheating?

The importance of this research lies in:

The study's significance lies in uncovering the causes of cheating and demonstrating its severity, thus facilitating strategies to reduce and address it.

Raising awareness among parents about cheating in exams and encouraging them to pay attention to their children.

Understanding the causes in order to develop appropriate solutions to stop this phenomenon.

Alerting a large segment of students to the extent to which they are betraying themselves and their families by engaging in this reprehensible behavior, which constitutes lying, theft, and betrayal.

Theoretical Aspect

1. Cheating in Language:

Cheating is the opposite of giving advice, and it is derived from the word "ghashghash," which means murky or muddy water. (IbnManzur al-Ifriqi, n.d., p. 323)

2. Cheating in Terminology:

It is defined as behavior aimed at falsifying reality to achieve an illegitimate gain, whether material or moral, or to satisfy a psychological need. (Bakish Omar Suleiman, 1979, p. 2)

From a sociological perspective, cheating is defined as a deviant social phenomenon because it violates the social norms and values established by society, and because of the negative effects it has on social life, systems, and institutions (Moulay El Mostafa El Berjawi, n.d.). From a psychological perspective, cheating is considered an unethical and uneducational behavior that reflects an unhealthy or immature personality characterized by fear, anxiety, helplessness, negativity, dependency, weak willpower, and low self-confidence (Moulay El Mostafa El Berjawi, n.d.).

From an Islamic legal perspective, God Almighty condemns cheating and those who practice it in the Holy Quran, threatening them with woe and destruction, as it contributes to the corruption of society and the loss of the foundations of civilizational and scientific development. This is understood from the verse: "Woe to those who give less [than due], who, when they take a measure from people, take in full, but when they give by measure or weight to them, cause loss."

From an educational perspective, cheating is defined as a student's use of any means to obtain answers or grades in an exam illegitimately. It also includes attempting to deceive the teacher into believing that the submitted work is their own. (Abu Anas Muhammad bin Musa Al Nasr, 2008, p. 229).

3. Reasons and motives for cheating:

There may be reasons for cheating, whether they relate to the nature of the exams, their systems, or the specific goals that are clear to the student as the goals of the educational process, which are limited to merely acquiring some information and succeeding in the exams, or they relate to the individual who cheats, or to factors in the environment to which he belongs.

Farouk AbdoFaleeh concluded that there are a number of factors behind some students cheating in exams, which are: moral and religious factors such as: the weakness of religious conscience among students, the weakness of their value framework, the lack of ethics among some teachers, and factors related to society such as: the lack of deterrent controls for anyone who cheats, the disintegration of the family and school community and the separation between them, educational factors such as the leniency of supervisors, the difficulty of the curriculum, the poor exam system, the overcrowding of classrooms with students, and factors related to security aspects and outside of it, pressure from some families on supervisors, the lack of complete confidentiality of exams (Lawrence BastaZakaria and EtedalBint Al-Rahman Hijazi, 2011, p. 21).

One of the reasons for cheating is the student's failure to study or read the exam material, either completely or partially (Abdul Aziz Al-Maayta and Muhammad Abdullah Al-Jughaiman, 2009, p. 64). We also find that some economic and social circumstances influence a student's choice to cheat, either directly or indirectly (SharikiWiza, 2013, p. 28). Nabil Abdul Fattah Hafez (1995) believes that the family's social, economic, and cultural level may put pressure on its children to obtain a university degree, which qualifies them for a prestigious and well-paying job. If the intellectual abilities are insufficient and the living conditions are not suitable, the child may resort to devious means to achieve self-realization.

Among them is cheating in exams. The ambitions and aspirations of parents who pressure their children to succeed may push children with mental abilities that are not suitable for the levels of the family's aspirations to resort to cheating. There is no doubt that the home plays an important and major role in the educational process. A home in which the student suffers from broken family relationships creates an unsuitable atmosphere for studying, which sometimes pushes him to use cheating in exams as a form of compensation (Lawrence Basta and EtedalHijazi, 2011, p. 22).

Cheating behavior may be primarily due to the socialization process, which is a learning, teaching, and upbringing process based on social interaction. It aims to equip the individual with behaviors, standards, and attitudes appropriate to specific social tools, enabling him to keep up with his group and achieve social compatibility with it, giving him a social character and facilitating his integration into social life (Lawrence BastaZakaria and EtedalBint Al-Rahman Hijazi, 2011, p. 22).

4. Psychological characteristics and personality traits of cheaters:

Some studies have attempted to examine the psychological characteristics, personality traits, and behavioral differences among students who engage in cheating. Some of these studies are listed below: (Lawrence Basta and Etedal Abdel Rahman Hijazi, 2011. 20).

- Students with lower intelligence are more likely to cheat than those with higher intelligence.
- Students who cheat have a high level of fear of failure.
- Students who cheat have lower moral judgment than non-cheaters.
- Those with lower cognitive abilities are more likely to engage in cheating, experience less guilt, are quicker to cheat, and are less resistant to temptation.
- Students who cheat are socially unacceptable.

- Students who cheat have low self-esteem.
- They exhibit high levels of social maladjustment, aggression, social anxiety, and delayed maturation.
- Students who cheat are psychopathic and have higher levels of neuroticism and extroversion than non-cheaters.
- Cheaters lack consistency in their thinking; they often act contrary to their beliefs.

Students who cheat are distinguished from those who don't by the following characteristics (Lawrence Basta and Etedal Abdel Rahman Hijazi, 2011, p. 21):

- Self-esteem
- Focus and dedication
- Competitiveness
- High level of achievement motivation
- High level of academic achievement
- High level of ambition

5. The psychology of the learner who cheats during exams:

To understand the behavior of the student who cheats, we examine the behavioral symptoms that have been observed and recorded in the field among many middle school, high school and even university students: (Khaled Abdel Salam, 2011).

- Frequent looking around and not sitting upright and still.
- Excessive movement and visible signs of anxiety and restlessness in the student's face and body.
- Constantly staring at the invigilator, waiting for them to become distracted or preoccupied.
- Deliberately damaging draft papers and exam papers, repeatedly asking the invigilator to replace them, in order to keep them occupied and distracted by moving between rows, thus creating opportunities for cheating.
- Placing numerous draft papers on the desk to conceal pre-prepared copies that might not attract attention.
- Frequent inquiries from supervising teachers or professors about certain questions, sometimes regarding unclear words, and other times about the time, to facilitate cheating.
- Frequent requests from classmates to hand over items such as pens, rulers, calculators, etc., with the professor's permission. During these requests, students use phone calls to gather information, equations, formulas, or to pass on answers.
- Hiding behind classmates or resting a hand on the cheek, concealing the lips from the watchful professor, to communicate in hushed tones with those nearby. When professors approach, they pretend to be talking to themselves.
- Feigning to think of an answer by looking at the wall or the board, while their eyes act as a "camera" focused on the papers of their classmates sitting in front of them to gather information, especially in university lecture halls...

6. Treatment Methods:

Since the student is the effective instrument for the advancement of society and its well-being, provided they receive their education as prescribed and planned by the relevant authorities, and since the student who resorts to cheating is either suffering from a problem or viewing this serious issue with disregard, which may drive them to take risks, it is necessary to put forward some suggestions and recommendations that may be suitable for eliminating this uncivilized phenomenon, including:

- The teaching methods used at all stages of education need to be reconsidered. The method of rote learning and memorization is not effective. Rather, the teacher should strive to instill confidence in every student, regardless of their status, and encourage them to analyze and ask questions. The successful teacher is the one who asks questions in every way and means, stimulates interest, encourages, and makes their lesson a scientific circle. They use all possible means to bring information closer to the minds and motivate students to take the exam by asking many daily questions in the lesson, ensuring that each student has grasped the presented daily information, and trying to make students aware of the purpose of the exam, with the necessity of reconsidering the curricula. (Rafida Al-Hariri and Zahra Bin Rajab, 2008, 126-128).
- Activating the role of the educational and psychological counselor in helping students prepare for exams and alleviating the resulting anxiety, given its impact on student performance during testing (Lawrence Basta&Hijazi, 2011, p. 104).

- Reviving moral values and cultivating an inner conscience that God Almighty is ever-watchful over His servants and will hold them accountable for their actions.
- Implementing an awareness program at the beginning of the academic year by relevant authorities regarding the rules against cheating in exams.
- Educating students about the negative consequences of this wrong behavior in order to achieve high moral standards and positive conduct.
- Holding religious seminars to explain the dangers of cheating and its contradiction with religious principles and educational values and goals.

Raising awareness among students about adhering to the teachings of Islam and making them a practice in their daily lives, and focusing on honoring outstanding students for their performance.

- Utilizing various media outlets to produce targeted programs that address the phenomenon of cheating in school exams and its impact on students, their academic achievement, and their behavior, as well as explaining the procedures students face if they cheat on exams.
- Holding seminars within educational institutions and encouraging teachers to avoid surprise exams, as these contribute to the spread of cheating among students. They should also avoid essay questions that require higher levels of understanding, such as analysis, synthesis, differentiation, evaluation, and critique. Furthermore, students should be seated far apart during exams, and there should be a time gap between tests.
- Adapting teaching curricula to current realities and the demands and changes of the modern era, moving away from traditional methods based on rote learning, memorization, and an excessive number of courses. Exams that focus on simple levels of knowledge should also be avoided (Ruqaya Al-Sayed, Abdul-BaqiDafallah Ahmed, p. 8).

Literature Review

Academic dishonesty, particularly cheating in educational settings, has been widely examined across disciplines such as sociology, psychology, and education. Early foundational studies, such as those by Bowers, William J. (1964), identified cheating as a pervasive behavior among students, establishing its prevalence as a systemic issue rather than an isolated phenomenon. Subsequent research has confirmed that academic dishonesty is deeply embedded within educational environments and influenced by multiple interacting factors (Whitley, 1998).

From a psychological perspective, cheating behavior has been linked to motivational and emotional variables. According to Anderman, Eric M. and colleagues, students' fear of failure, low self-efficacy, and performance-oriented goals significantly increase the likelihood of dishonest behavior (Anderman & Murdock, 2007; Murdock & Anderman, 2006). These findings align with the present study, where fear of failure and the desire to obtain high grades were identified as dominant motivations .

Sociological approaches emphasize the role of environmental and structural factors in shaping cheating behavior. Émile Durkheim conceptualized deviance as a product of social conditions, suggesting that norm violations emerge when institutional regulation weakens. In educational contexts, this perspective is reflected in studies showing that overcrowded classrooms, weak supervision, and ineffective assessment systems contribute to the normalization of cheating (McCabe & Trevino, 1997; Rettinger & Kramer, 2009). These findings are consistent with the current study, which highlights institutional weaknesses as key drivers of academic dishonesty.

The role of social and cultural influences has also been widely documented. Family expectations, peer pressure, and societal emphasis on academic success can create conditions that encourage dishonest practices (Simkin & McLeod, 2010). In many cases, students perceive cheating as a rational strategy for achieving desired outcomes, particularly in competitive educational environments (Nomis & Swift, 2001). This aligns with the findings of the present study, where familial pressure and performance expectations were identified as contributing factors .

Furthermore, research in educational psychology highlights the importance of institutional context in shaping student behavior. According to McCabe, Donald L., the presence of clear academic integrity policies and consistent enforcement significantly reduces cheating behaviors (McCabe et al., 2012). Similarly, Cizek (1999) argues that assessment design plays a critical role in either facilitating or discouraging academic dishonesty.

Recent studies emphasize that academic dishonesty should be understood as a multidimensional phenomenon requiring comprehensive interventions. As noted by Stephens and Gehlbach (2007), effective prevention strategies must address both individual motivations and systemic conditions. This includes fostering ethical awareness, improving teaching practices, and redesigning assessment systems to reduce opportunities for cheating.

Despite the extensive literature, there remains a gap in empirical studies focusing on secondary education in developing contexts. Most existing research has concentrated on higher education or Western settings, leaving limited insight into the dynamics of cheating in diverse socio-cultural environments. This study contributes to filling this gap by providing empirical evidence from secondary schools in Algeria, offering a context-specific understanding of academic dishonesty.

Discussion

The findings of this study confirm that academic dishonesty in secondary education is a complex and multidimensional phenomenon shaped by the interaction of psychological, institutional, and socio-cultural factors. The analysis of survey data reveals that fear of failure (76.25%) and the desire to obtain high academic achievement (71.25%) are the most significant motivations driving cheating behavior among students. These results are consistent with previous research indicating that performance anxiety and achievement pressure are key predictors of academic dishonesty (Anderman & Won, 2019).

From a psychological standpoint, the findings support the argument that cheating behavior is closely associated with students' emotional and cognitive states. High levels of anxiety, low self-confidence, and fear of negative evaluation contribute to the adoption of dishonest strategies as coping mechanisms. This aligns with the theoretical framework proposed by Murdock and Anderman (2006), which emphasizes the role of motivational factors in shaping academic behavior.

At the institutional level, the study highlights the critical role of educational structures in facilitating or constraining cheating. Factors such as ineffective supervision, poorly designed assessment systems, and overcrowded classrooms create environments in which cheating becomes both possible and normalized. These findings reinforce the conclusions of McCabe and Trevino (1997), who argue that institutional context significantly influences student behavior. The absence of strong monitoring mechanisms and clear accountability structures reduces the perceived risks associated with cheating, thereby increasing its prevalence.

The study also reveals that cheating practices are highly diverse and adaptive. Students employ a wide range of techniques, including exchanging signals, writing on personal items, and using hidden notes, demonstrating a high level of creativity in circumventing examination controls. This finding supports the observations of Cizek (1999), who notes that students continuously develop new methods of cheating in response to institutional constraints.

From a sociological perspective, the findings indicate that academic dishonesty is influenced by broader social dynamics, including family expectations and peer interactions. The pressure to succeed academically, combined with limited resources and opportunities, encourages students to prioritize outcomes over ethical considerations. This reflects the argument of Simkin and McLeod (2010) that cheating can be understood as a rational response to structural pressures within competitive educational systems.

An important finding of this study is that students demonstrate ambivalence toward punitive measures. While strict sanctions are recognized as effective deterrents, many students express resistance to certain disciplinary practices, particularly those perceived as humiliating or excessive. This suggests that prevention strategies should balance enforcement with educational and psychological support, rather than relying solely on punitive approaches.

The findings also highlight the importance of integrating ethical education into the curriculum. Developing students' moral awareness and internal sense of responsibility is essential for reducing reliance on external control mechanisms. This aligns with contemporary approaches to academic integrity, which emphasize the role of values-based education in promoting ethical behavior (McCabe et al., 2012).

Overall, the results demonstrate that academic dishonesty cannot be effectively addressed through isolated interventions. Instead, a comprehensive and systemic approach is required, incorporating reforms in assessment design, institutional policies, teaching practices, and socio-cultural awareness. The study underscores the need for multi-level strategies that address both the root causes and manifestations of cheating behavior.

Field Aspect

1. Study Methodology:

The current study is based on the descriptive analytical method, which aims to identify the causes and forms of the phenomenon of cheating in school examinations from the point of view of secondary school students in the state of Tlemcen, in order to limit or reduce it, address it, alert public opinion to its seriousness, and remove the obstacles that prevent students from striving.

2. Study Sample:

The study sample consisted of secondary school students distributed across five secondary schools in the Tlemcen province, totaling 100 students.

3. Study Instrument:

A questionnaire consisting of 20 items was used as the study instrument. The questionnaire comprised three sections: one on the reasons for cheating, another on the forms and types of cheating, and a third on methods of addressing the issue.

4. Instrument Validity:

To ensure the validity of the questionnaire, the researcher relied on expert review. The questionnaire was presented to professors in the Psychology Department in Tlemcen, and some items were modified and others rewritten.

5. Instrument Reliability:

To confirm the reliability of the questionnaire, the researcher calculated Cronbach's alpha coefficient for the two axes. The reliability coefficient for the first axis was 0.75 and for the second axis, it was 0.80, which is a high coefficient indicating the reliability of the instrument.

6. Statistical Analysis:

Due to the small sample size, the researcher used descriptive statistics based on frequencies and percentages.

7. Study results and discussion:

Discussion of the first hypothesis: There are several reasons leading to the phenomenon of cheating.

7.1. Discussion of the first hypothesis: There are several reasons leading to the phenomenon of cheating.

Table No. 01

Distance	Number	Paragraph	agree		Disagree		I don't know	
			repetition	%	repetition	%	repetition	%
Causes of fraud	01	Fear of failing the exam	61	76.25	10	12.50	09	11.25
	02	Difficulty of some academic subjects	27	33.75	45	56.25	08	10.00
	03	Frequent surprise exams	21	26.25	48	60.00	11	13.75
	04	Difficulty in reviewing	35	43.75	43	53.75	02	02.50
	05	The student's desire to obtain a high grade	57	71.25	11	13.75	12	15.00
	06	Confusion on exam day	25	31.25	49	61.25	06	07.50
	07	Fear of family punishment for failure	35	43.75	30	37.50	15	18.75

By analyzing the results of the first table of reasons that lead to the phenomenon of cheating in school exams, we find that the students' fear of failing the exams was the highest percentage at 76.25%, followed by the students' desire to obtain high marks at 71.25%, compared to the other items such as the difficulty of reviewing, fear of family punishments, and the difficulty of the study programs, in which the percentages were close and below average. This confirms the hypothesis that students practice cheating in school exams out of fear of failing and in order to obtain good marks that enable them to move to the next grade by all available and illegal means.

Discussion of the second hypothesis: There are several common types of cheating among students.

7.2. Discussion of the second hypothesis: There are several common types of cheating among students.

Table No. 02

Distance	Number	Paragraph	agree		Disagree		I don't know	
			repetition	%	repetition	%	repetition	%
Types of fraud	08	graffiti	11	13.75	53	66.00	16	20.00
	09	Writing on small pieces of paper	35	43.75	30	37.50	15	18.75
	10	Writing on personal tools (ruler, pen)	36	45.50	21	26.25	23	28.75
	11	Writing on the table	29	36.25	27	33.75	24	30.00
	12	Exchanging signals with colleagues	46	57.50	30	37.50	04	05.00
	13	Open the booklet for the subject	19	23.75	29	36.25	32	40.00
	14	Exchanging papers with a colleague	33	41.25	35	43.75	12	15.00

By analyzing the results of the second table regarding the types of cheating practiced by students, we find that among the methods used by students is exchanging signals with colleagues during exams, and the percentage confirms this, 57.50%, which is a high percentage compared to the other answers. They also cheat by writing on personal items such as rulers and pens, at a rate of 45.50%. Then the third type is writing on scraps of paper or small pieces of paper and exchanging papers with colleagues, at a rate of 41.25%. From this, we conclude that students are creative in the types of cheating, and this confirms the validity of the hypothesis that there are several forms of cheating in the school environment.

Discussion of the third hypothesis: There are established methods for addressing the phenomenon of cheating.

7.3. Discussion of the third hypothesis: There are established methods for addressing the phenomenon of cheating.

Table No. 03

Distance	Number	Paragraph	agree		Disagree		I don't know	
			repetition	%	repetition	%	repetition	%
Treatment methods	15	Reviewing exam questions	25	31.25	24	30.00	31	38.75
	16	Students caught cheating will be permanently expelled from high school.	12	15.00	60	75.00	08	10.00
	17	Replacing written exams with oral exams	30	37.75	38	47.50	12	15.00
	18	The student was suspended for a week as a first punishment.	40	50.00	20	25.00	20	25.00
	19	Placing photos of cheating students in all educational wings of the high school	04	05.00	75	93.75	01	01.25
	20	The student sitting alone at a table on exam day	15	18.75	49	61.25	16	20.00

Through the table of methods used to address the phenomenon of cheating in the school environment, we see that the students' answers indicate their extreme fear of the proposed penalties if they are applied, and the results show this. If we take the paragraph related to placing pictures of students who cheat in exams in each educational wing of the institution, we find that the percentage of the response was 93.75%, meaning that more than half of the sample (75) students do not agree with this punitive method. Likewise, the student sitting at one table on the day of the exam, which had a percentage of 61.25%, which the students also did not agree with because it prevents them from cheating.

Therefore, all these answers confirm the validity of the hypothesis that methods for treating the phenomenon of cheating in the school environment exist if they are applied to all students.

Summary of findings:

1. Students have become accustomed to cheating on school exams.

2. Cheating is widespread among all student groups.
3. Fear of failing exams and the desire to achieve the highest possible score are the main reasons that encourage cheating.
4. Exchanging signals with classmates, writing on personal items, and using cheat sheets are the most common forms of cheating.
5. Punishments are the best solution to eliminate this phenomenon if implemented.

Recommendations:

1. Continuously and reaffirm the importance of honesty and integrity as a religious duty and a national responsibility, striving to create a society that embodies both knowledge and virtue.
2. Organize seminars, awareness forums, and dialogues to expose the harms of cheating and raise awareness of its legal consequences.
3. Develop sound study skills through training courses, particularly at the early stages of education.
4. Activate and precisely define free periods for students to communicate with their teachers for the common good.
5. Implement strict penalties against students who cheat on school exams.
6. Raise awareness among parents about the importance of monitoring their children's school attendance and reviewing their lessons.
7. Evaluate teacher performance and organize training and professional development courses for underperforming teachers.
8. Instill classroom etiquette in students.
9. Encourage high-achieving students, through their parents or teachers, to help struggling or behind students.
10. Encourage teachers to avoid giving surprise exams.
11. Requiring students to take the exam at a separate desk.
13. Activating the role of the school guidance counselor in raising awareness about the phenomenon of cheating and its dangers.
14. Focusing on providing students with a comprehensive educational preparation at all educational levels, while instilling in them a sense of responsibility and self-reliance.
15. Maintaining a gap of at least one day between exams to allow students time to focus and prepare.

Ethical Considerations

This study was conducted in accordance with established ethical standards for research involving human participants. Informed consent was obtained from all participants prior to data collection, and participation was entirely voluntary. Respondents were assured of the anonymity and confidentiality of their responses, and no personally identifiable information was collected or disclosed. The research design complied with institutional and international ethical guidelines, ensuring that no physical or psychological harm was inflicted on participants. Additionally, the study adhered to principles of academic integrity, including honesty, transparency, and respect for participants' rights.

AI Statement

The author confirms that no generative artificial intelligence tools were used in the design of the study, data collection, statistical analysis, or interpretation of the results.

AI-assisted tools were used solely for language refinement and improvement of academic expression, without influencing the research content, methodology, or findings. All intellectual contributions, interpretations, and conclusions presented in this article are the sole responsibility of the author.

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Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper. The research was conducted independently, and no financial or personal relationships influenced the study's design, analysis, or interpretation of data.

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