Electronic Cheating: Challenges in Online Teaching

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ABSTRACT

This study sought to elucidate the perspectives of Iraqi higher education learners regarding cheating in online learning systems, including the methods, reasons, and potential strategies to mitigate cheating. A questionnaire was used to collect both quantitative and qualitative data from 20 online learners. The questionnaire consisted of both open-ended and close-ended questions. The individuals engaged in academic dishonesty by utilizing online resources such as Google to plagiarize the answers, seeking assistance from others, and relying on personal class notes or course materials. Their cheating was motivated by a lack of information, the desire to achieve higher results, technical difficulties, the absence of proctoring, and exam-related stress. In order to deter cheating, respondents proposed that universities should deactivate the copy and paste functionalities. Teachers ought to devise individualized quizzes for each student, mandate the activation of webcams by all students during online assessments, employ alternate means of evaluating performance, formulate essay-style questions that stimulate critical thinking, and foster an understanding of the issue at hand. Nevertheless, certain students explicitly expressed that no action can be taken either as a result of technical infrastructure issues or the lack of motivation from professors.

Keywords: Cheating, learner perceptions, online distance learning, virtual/online classes, online exams.,

الغش الإلكتروني: تحديات التدريس عبر الإنترنت

مديرية تربية بابل/مدرسة الثقلين الابتدائية المختلطة

مدرس مساعد: نور شاكر فاضل

المستخلص

هدفت هذه الدراسة إلى تسليط الضوء على تصورات طلاب التعليم العالي العراقيين حول الغش في برامج التعلم عبر الإنترنت، وطرق وأسبابه، وبعض المقترحات للحد من الغش. تم جمع البيانات الكمية والنوعية من 20 متعلمًا عبر الإنترنت من خلال استبيان يتضمن أسئلة مفتوحة ومغلقة. لقد قاموا بالغش من خلال "استخدام مصادر عبر الإنترنت مثل Google لنسخ الإجابات ولصقها"، و"التشاور مع الآخرين، و"استخدام ملاحظات الفصل الشخصية أو كتاب المقرر الدراسي". لقد غشوا بسبب "نقص المعرفة"، و"الحصول على درجات أعلى"، و"بعض المشاكل الفنية"، و"عدم المراقبة"، و"ضغط الامتحان". ولمنع الغش، اقترح المشاركون أن تقوم الجامعات بتعطيل ميزات النسخ واللصق. يجب على المعلمين إنشاء اختبارات مختلفة لكل طالب، ومطالبة جميع الطلاب بتشغيل كاميرا الويب الخاصة بهم أثناء الاختبار عبر الإنترنت، واستخدام طرق بديلة للتقييم، وإعداد مقال مثل الأسئلة المثيرة للتفكير، وخلق الوعي بالمشكلة. ومع ذلك، ذكر بعض الطلاب بوضوح أنه لا يمكن فعل أي شيء إما بسبب بعض مشاكل البنية التحتية التقنية أو حتى بسبب كسل المعلمين

Section One

1.0 INTRODUCTION

Online learning, also known as online education, experience or environment that relies on the as the primary method of communication and presentation . Online instruction provides learners with the possibility to get education without the need to physically attend classes. Many universities worldwide have implemented online education to promote and enhance learning. Multiple research have previously demonstrated diverse advantages of online learning. Online education allows adult learners with full-time employment or family commitments to participate in classes without needing to take time off from work or leave their homes (Park & Choi, 2009; Tekinarslan, 2008). Furthermore, educational institutions worldwide have used online instruction in response to the Covid-19 pandemic. This measure is necessary to ensure social separation, safeguard the health of learners, and prevent any disruption to . However, online instruction presents various challenges, including limited interpersonal interactions with peers and teachers (Dumford & Miller, 2018; Kim, Liu, & Bonk, 2005), a lack of real-time feedback and answers to questions (Kim et al., 2005), shorter virtual class durations, and increased opportunities for academic dishonesty (Corrigangibbs, Gupta, Northcutt, Cutrell, & Thies, 2015; Nguyen, Keuseman, & Humston, 2020; Raines et al., 2011; Saleh & Meccawy, 2021; Watson & Sottile, 2010). Cheating is defined as the act of a student acquiring or attempting to acquire an advantage or additional marks by dishonest or fraudulent methods have contended that which are employed to gauge learning in online courses, may not accurately reflect learning due to the potential for cheating during these online assessments (Arnold, 2016; Harmon, Lambrinos, & Buffolino, 2010). Gaining insight into the learners' attitudes on cheating in online learning is crucial for instructors and administrators. Several colleges in Iraq have used meticulously designed online learning methods (Kaya, 2012). In addition, the COVID-19 pandemic has necessitated Iraqi institutions to deliver online education in order to avoid any disruption to students' academic pursuits (Erkut, 2020; Gunes, 2020). The problem of academic dishonesty in online education is crucial to address when conducting online courses and exams in Turkey, as well as in any other country. The lack of a proctor and the ability to verify the identity of the learner raises concerns for faculty and administrators regarding the authenticity of test takers and assignment submissions (Raines et al., 2011; Watson & Sottile, 2010).

Section two

2.0 LITERATURE REVIEW

Literature encompasses many works that have identified several methods that learners have already employed to engage in academic dishonesty in . During an online test, learners were more inclined to get solutions from their peers. Additional methods of online cheating involve students engaging in dishonest collaboration and exchanging homework with each other, as well as or other students. Moreover, the literature highlights certain factors that contribute to learners engaging in online cheating. The primary internal factors include irresponsibility, laziness, disregard for academic regulations, lack of interest or unwillingness to study, and low self-esteem. Furthermore, factors such as peer influence, the desire to obtain passing scores without necessarily acquiring information, the motivation to please parents by achieving passing grades, the difficulty of the exams, the inability to adequately prepare for the exams, and the absence of penalty or consequences for cheating contribute to the prevalence of academic dishonesty. External factors contributing to absenteeism from sessions include a lack of study time, a willingness to assist friends, and technological difficulties encountered during an online examination. Documented the rationales behind pupils' academic dishonesty. The participants consisted of 16 students who were selected at random from a pool of Junior and Senior High School learners. Diego discovered that the prevalence of cheating during tests is strongly ingrained in the cultural norms of social acceptance and a sense of indebtedness. If a student refrains from sharing their answers, they will be categorized as 'no concern'.Diego contended that honesty should not merely be a policy, but rather, it should be the exclusive policy. Condemning academic dishonesty should not be limited to just including it in enrollment forms. It should also involve professors consistently reminding and intervening to instill a sense of moral responsibility and cultivate students' behavior in terms of honesty and maturity. The text on page 122197. Addressing the issue of academic dishonesty in online education is crucial for mitigating this worry and successfully implementing online programs (Saleh & Meccawy, 2021). Moreover, academic dishonesty is not a novel issue; yet, online assessments necessitate distinct approaches when compared to traditional methods . Consequently, several studies have already examined this matter. An essential aspect that must be taken into account by academics, students, and administrators is the need to raise awareness about the issue of academic integrity being disregarded . Moreover, providing rephrased inquiries rather than exact examination questions can reduce the likelihood of academic dishonesty (Golden & Kohlbeck, 2020). Furthermore, online proctoring serves as a potent method to reduce instances of academic dishonesty in online examinations The factors contributing to cheating in distant learning programs include technical difficulties, the frequent lack of virtual class attendance, and students prioritizing grades over acquiring knowledge. To limit instances of

cheating, it is essential to increase students' awareness of the cheating policy and address common technological concerns.

The current investigation While there is a focus on addressing the issue of cheating from the perspective of teachers' knowledge, it is equally important to investigate how learners engage in cheating based on their own personal accounts . As far as the researcher of this study is aware, there is no published research on the topic of cheating in online learning programs at universities in Turkey. Hence, this study aimed to ascertain the perspectives of Turkish higher education students who engaged in online learning regarding their methods and motivations for cheating in online classrooms. Furthermore, the study endeavored to propose potential remedies for this issue. Therefore, this study examined the following inquiries:
1. How do online learners in Iraqi education engage in cheating?
2. What motivates Iraqi online learners to engage in academic dishonesty?
3. What feasible measures are suggested by Iraqi online learners to deter cheating in online education?

2.1 Advantages of E-learning

The utilization of e-learning in the classroom has been advantageous in numerous scenarios. Prior studies have demonstrated several advantages associated with the incorporation of e-learning technologies in higher education. The reference is from Raspopovic et al. (2017). E-learning can be conceptualized as a means to focus on the individualized requirements of certain pupils. In the digital era, it is more advantageous to provide knowledge tailored to the specific needs of individual learners rather than focusing on the preferences of instructors or educational institutions (Huang and Chiu, 2015). E-learning is an efficient method to accomplish objectives quickly and with less effort. When overseeing the e-learning environment, one can monitor its impact on educational learning by ensuring equitable access to information, regardless of users' geographical regions, ethnic backgrounds, races, and ages. Multiple research have demonstrated the beneficial impacts of e-learning based on the perspectives of learners or students (Gautam and Tiwari, 2016). For example, elearning provides the opportunity to engage in flexible learning methods, eliminating the need for extensive travel to attend classes. Students are permitted to have a more profound understanding of the subject by engaging in activities facilitated by interactive video technology within the classroom (Gautam and Tiwari, 2016). This allows for a seamless experience and learning process (Radu, Radu, and Croitoru, 2015). Despite sharing a similar name, each system has a distinct function. LMS, or Learning Management System, has become extensively utilized by diverse educational institutions in the realm of e-learning. organizing and structuring training materials, generating assessments to assess and reinforce understanding, and evaluating learners' progress

(Rietsema, 2016). The software is additionally utilized to publish, strategize, distribute, and position self-paced online courses. In their study, led to a notable enhancement in the level of collaboration between staff members and students. It also improves institutional procedures that rely on learner participation (Muruthy & Yamin, 2017). Al-Handhali and Sherimon (2020) emphasized various significant advantages of the system, including its user-friendly nature, efficient time management, ease in managing courses, teachers, and facilities, as well as the ability to generate reports. Additionally, it offers customers timely notifications regarding important events such as delivery dates, question responses, and exam schedules. Aydin & Tirkes (2010) conducted a study to assess the practicality of.

2.2 Advantages of Online Learning for Students

1. Online learning caters to the requirements of all individuals. Online learning is universally well-suited for all individuals. The advent of this digital revolution has brought about significant transformations in the methods by which content is obtained, consumed, debated, and disseminated. Office goers and housewives alike have the opportunity to enroll in online educational courses at their convenience. A considerable number of individuals opt to pursue learning on weekends or evenings, depending on their accessibility and personal convenience.

2. Lectures are repeatable. Online learning offers students the advantage of limitless access to course materials, unlike traditional classroom education. This is particularly necessary throughout the process of reviewing in preparation for an examination.

3. Provides access to current and refreshed information One major advantage of online learning is that it ensures that you are in sync with contemporary learners. This allows the student to retrieve current content at their convenience.

4. Expedited dissemination of instructional materials E-Learning is a method of rapidly delivering educational content. Compared to the traditional style of teaching in a classroom, this mode provides faster delivery cycles. Several factors contribute to the reduction of learning time in eLearning:

• Lessons commence promptly and are efficiently concluded within a single learning session. This allows training programs to be quickly implemented within a few of weeks, or sometimes even days.

• Learners have the autonomy to determine their own pace of learning rather than conforming to the pace of the entire group.

• Eliminates the need for a student to commute to the training place, therefore saving time. One can acquire knowledge in the convenience of their own location.

• Learners have the option to concentrate on particular and pertinent aspects of the educational content without having to cover every single topic. For instance,

individuals have the ability to bypass specific areas of knowledge that they are not interested in acquiring. Scalability refers to the ability of a system or process to handle an increasing amount of work or data in a smooth and efficient manner. E-Learning facilitates the development and dissemination of novel training, policies, concepts, and ideas. eLearning is an expeditious method of learning, whether it be for official schooling or amusement purposes.

6. Uniformity E-Learning allows educators to achieve a greater level of reach in effectively conveying their message to their intended audience in a consistent manner. This guarantees that all learners are provided with uniform training using this learning modality.

7. Decreased Expenses Online learning is more cost-effective than traditional methods of learning. The price reduction is attributed to the rapid and effortless learning experience provided by this form of learning. Significant time savings are achieved in terms of trainers, travel, course materials, and accommodation.

8. Efficacy Implementing E Learning has a beneficial impact on an organization's financial gain. It facilitates comprehension and assimilation of the information.

• It leads to enhanced performance on certifications, assessments, or other forms of evaluation.

• Increased proportion of pupils attaining a 'pass' or 'mastery' level.

• Improved capacity to acquire and apply new procedures or knowledge in the workplace.

• Assistance in keeping information for an extended duration.

9. Reduced environmental impact: E-Learning, being a paperless method of learning, significantly mitigates harm to the environment.

2.3 Disadvantages of E-learning

Despite the numerous advantages of online learning, pupils encounter various challenges that ultimately lead to restricted or undesirable outcomes. Arkorful and Abaidoo (2015) found in their study that e-learning can be occasionally carried out afar and through reflection, hence limiting student interaction. The absence of face-to-face contacts with teachers or instructions may result in e-learning being less successful compared to traditional modes of education. Due to the online nature of e-learning examinations, the likelihood of their being utilized as a means to penalize illicit activities such as cheating and plagiarism is reduced. (Arkorful and Abaidoo, 2015). The primary disadvantage of e-learning is the lack of crucial face-to-face interactions, which is evident not only among fellow learners but also between instructors and learners (Islam, Beer, & Slack, 2015). In the realm of online education, the sense of community is limited due to the fact that the connection between students is not as significant as the contact between students and teachers. Gilbert (2015) illustrated that the majority of pupils have a preference for

working independently in order to avoid interacting with their classmates. An further notable disadvantage of The Electronic is the cultural disparity. In the realm of daily existence, technology serves as a readily available platform that is often overlooked, despite the absence of financial incentives to utilize it. The proliferation of computers and electronic devices among students has resulted in a surge in the quantity of global knowledge accessible on the internet. The authors of the study are Talebian, Mohammadi, and Rezvanfar (2014). Another negative of online courses is the challenge that online learners face in maintaining motivation. According to Sarkar (2012), pupils that lack independence and self-motivation had lower success rates compared to their peers. Students that lack self-regulation often fail to allocate enough time to complete projects, resulting in subpar or unfinished work. Typically, accomplished students demonstrate higher levels of self-confidence, increased personal accountability, improved technological resources, and enhanced organizational skills. The source cited is Sarrab, Al-Shihi, and Rehman (2013). In order to sustain a consistent speed over the duration of the course, students must possess the ability to assess the factors that propel progress. Students with poor motivation frequently experience a lack of focus and easily become lost in the classroom, resulting in their withdrawal from the course (Raspopovic et al., 2017). Therefore, it is crucial to evaluate a student's probability of achievement in an online course by the examination of their learning preferences and behavioral   patterns.

The disadvantages of online education Lack of self-discipline Devoid of inspiration, an individual will lack the motivation to engage in studying, leading to procrastination. Traditional classroom instruction is advantageous since it enables close monitoring of students who may be falling behind in their coursework. Medical conditions This typically occurs when an individual devotes excessive amounts of time to using a computer or tablet, resulting in ocular fatigue, impaired vision, and various other complications. To alleviate discomfort, it is recommended to engage in regular walking, take breaks for relaxation lasting at least ten minutes every hour, and even engage in wrist exercises. Lacking the ability to utilize technology Individuals who desire to register for an online course but are hindered due to the absence of a device with internet connectivity, or alternatively, because they reside in a location where internet access is not easily accessible, face this predicament.

Section Three

3.0 A Questionnaire Study

This section provides an analysis of the questionnaires conducted at the Abu Gharaq Institute, Al-Furat Al-Awsat University in Babil, which aimed to investigate the motivations behind engaging in cheating. Moreover, it presents the perspectives of professors regarding the efficient strategies that can deter or,

ideally, eradicate cheating among students in educational institutions. The data collected from these questionnaires is evaluated to elucidate the factors contributing to the widespread occurrence of academic dishonesty and to identify the most effective strategies for addressing this phenomenon among students.

3.2 Objectives of the Questionnaire

The main objective of the questionnaires is to investigate the underlying reasons for practicing cheating in Technical institute of Babylon , Al-Furat Al-Awsat Technical University . It is also designed to assess the effective methods which can prevent and lessen cheating from instructors' standpoints.

3.3. The Society of the Research

The questionnaire forms are given to a specimen of (25) randomly chosen students of the first and second stages and arbitrary samples of (25) tutors of various specializations in Technical institute of Babylon , Al-Furat Al-Awsat Technical University.

3.4. Methodology

The current study utilized two open-restricted questionnaires as a means to get objective information from the individuals in the sample. The students are provided with a questionnaire comprising 25 potential justifications for engaging in cheating. The purpose of this questionnaire is to gather the students' perspectives on the significance of these reasons in relation to cheating behavior. A survey including 25 items is administered to 25 instructors to assess their level of agreement or disagreement regarding effective strategies to prevent cheating. The feedback received from psychiatric and educational assistance specialists is utilized to improve and optimize the items, as well as the presentation of the surveys. The acquired data is subjected to statistical analysis using the weighted average and centennial weight, as described in (Fisher, 1956:327). The obtained results will be presented and analyzed according on their ranking and sequence, taking into account the weighted average and centennial weight.

3.5 Motivations for Engaging in Cheating

Out of the 20 students that took part in the survey on the motivations for cheating, a significant majority of 74% concurred that exam anxiety, fear of failure, a strong aspiration for achievement, and the desire to advance to a higher level are the primary factors contributing to cheating in college. According to a majority of respondents (72%), a student's aspiration to enhance their social standing and worth in society could serve as a driving force for engaging in cheating. However, the majority of the respondents (71%) concur that certain students engage in cheating as a result of insufficient study sessions or weak religious beliefs. Nevertheless, 44% of participants believe that a culture that considers cheating as a form of student engagement is a significant

factor. Additionally, as reported by 39% of students, their teacher's tolerance served as a catalyst for cheating as it showcased solidarity among them. However, 32% of students acknowledge that exam questions are challenging, while 29% believe that the regulations and authority of the invigilator compel students to cheat, and 22% believe that the selection of exam questions by the testing committee promotes cheating.

Table (1) The Items Discussed in the Questionnaire about Reasons for Practicing Cheating

The order of items	Average	Items	Percentage
4	1	Fear of exam	
8	2	The desire of success	
3	3	The desire to get a value in society	
5	4	Lack prepare to exam	
16	5	Weakness of religious faith	
18	16	The effect of culture that encourage cheating	
17	17	Helping students to cheat	
14	18	Difficulty of exam	
9	19	Type of questions	
10	20	The rule of exam	

Section Four
Conclusions

Due to the increasing prevalence of academic cheating among the individuals affiliated with the technical institute in Babylon, the researcher examines a subset of the faculty and students at the institute. The study examines the factors that contribute to student cheating, explores student attitudes towards cheating, and investigates the effective strategies that teachers believe can be implemented to prevent this conduct. This study provides valuable insights for administrators and educators on students' perceptions of cheating and effective strategies to prevent it. By applying preventive measures, administrators and educators can reduce the likelihood and allure of cheating among students. Due

to the increasing prevalence of academic dishonesty among the individuals affiliated with the technical institute in Babylon, the researcher examines a subset of the faculty and students at the institution. The study examines the factors that contribute to student cheating, explores student attitudes towards cheating, and investigates the effective strategies that teachers believe can be implemented to prevent this conduct. This study provides valuable insights for administrators and educators on students' perceptions of cheating and effective strategies to prevent it. By applying preventive measures, administrators and educators can reduce the likelihood and allure of cheating among students. Prohibiting exam proctors from engaging in conversation with students during the exam, maintaining a distance from the exam area, and disallowing students from bringing electronic devices, such as cell phones, inside the exam room. Upon careful consideration of the ongoing discourse, it has been ascertained that situational and educational factors, alongside psychological elements, also play a role in the occurrence of cheating. In other words, the children's reactions indicate that they have a genuine fear of failing the test and a strong desire to excel academically. Teachers can assist students in navigating this unsettling experience by arranging meetings with educational and psychological counselors. These discussions provide students with an opportunity to address the challenges they faced during the exam and articulate their anxieties. Meetings provide educators with an opportunity to enhance students' understanding of the significance of cheating and its potential impact on both their academic performance and future professional endeavors. In order to counteract the tendency to cheat, pupils need also possess a clear understanding of its immorality. Educators must explicitly cover the definition of cheating in their syllabus, outline the repercussions for participating in such behavior, and emphasize the significance of upholding academic honesty. Specifically, there should be an emphasis on fostering ethical principles among university students. Cheating, being a type of deceit that allows individuals to obtain something they do not deserve, should be clearly and unequivocally condemned by educators as morally and ethically unacceptable, both in terms of societal norms and religious principles. It is imperative that the administration and teachers take laws that prohibit cheating and execute appropriate penalties very seriously.

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