

**The Effects of School Culture on Students' Academic Cheating in  
Selected Secondary Schools of Jimma Zone**

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**Jimma/Ethiopia**

**The Effects of School Culture on Students' Academic Cheating in  
Selected Secondary Schools of Jimma Zone**

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## Contents

|   |                              |
|---|------------------------------|
| Declaration .....                                       | Error! Bookmark not defined. |
| Acknowledgments.....                                    | iii                          |
| List of Tables .....                                    | vii                          |
| List of Pictures .....                                  | viii                         |
| Acronyms and Abbreviation.....                          | ix                           |
| Abstract.....   | x                            |
| CHAPTER ONE .....                                       | 1                            |
| INTRODUCTION .....                                      | 1                            |
| 1.1. Background of the Study .....                      | 1                            |
| 1.2. Statement of the Problem.....                      | 3                            |
| 1.3. Basic Research Questions.....                      | 4                            |
| 1.4. Objectives of the Study.....                       | 5                            |
| 1.5. Significance of the Study.....                     | 5                            |
| 1.6. Delimitation of the Study.....                     | 6                            |
| 1.7. Limitation of the Study.....                       | 6                            |
| 1.8. Optional Definitions of Key Terms .....            | 7                            |
| 1.9. Organization of the Study.....                     | 7                            |
| CHAPTER TWO .....                                       | 8                            |
| REVIEW OF THE RELATED LITERATURES .....                 | 8                            |
| 2.1. Concepts of School Culture .....                   | 8                            |
| 2.2. Components of school culture .....                 | 9                            |
| 2.3. Aspects of School culture .....                    | 12                           |
| 2.4. What are the factors shaping school culture? ..... | 15                           |
| 2.5. School Culture and academic cheating.....          | 17                           |
| 2.6. Social Factors Influencing Cheating.....           | 18                           |
| 2.7. Environmental Factors influencing cheating .....   | 19                           |
| 2.8. The five common misconceptions about cheating..... | 20                           |
| 2.9. Theory of Planned Behavior .....                   | 23                           |
| 2.10. Conceptual framework.....                         | 25                           |
| CHAPTER THREE .....                                     | 28                           |

|  |    |
|--|----|
| RESEARCH DESIGN AND METHODOLOGY .....                                | 28 |
| 3.1. Research Design .....   | 28 |
| 3.2. Method of the Study .....                                       | 28 |
| 3.3. Sources of data.....  | 28 |
| 3.4. Sample size and sampling techniques.....                        | 29 |
| 3.5. Data Gathering Instrument.....                                  | 29 |
| 3.5. Validity and Reliability of the Instruments.....                | 30 |
| 3.6. Study area description.....                                     | 31 |
| 3.7. Data collection procedures.....                                 | 31 |
| 3.8. Methods of Data Analysis.....                                   | 32 |
| CHAPTER FOUR.....  | 33 |
| ANALYSIS, FINDINGS AND DISCUSSION .....                              | 33 |
| 4.1. Analysis of Data and Interpretation .....                       | 33 |
| 4.1.1. Analysis of the stakeholders .....                            | 33 |
| 4.1.2. Analysis for data of School Culture & Academic Cheating ..... | 35 |
| 4.1.3. Analysis for data of Observation .....                        | 51 |
| 4.2. Findings of the study.....                                      | 57 |
| 4.3. Discussion.....   | 58 |
| CHAPTER FIVE .....   | 64 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS.....                         | 64 |
| 5.1. Summary .....   | 64 |
| 5.2. Conclusion .....  | 65 |
| 5.3. Recommendations.....  | 66 |
| REFERENCES .....   | 68 |
| Appendixes .....   | 75 |
| Visual Attachments.....  | 80 |

## List of Tables

|  |    |
|--|----|
| Table-1: Sources of data, population, sample and sampling techniques .....       | 29 |
| Table-2: The value of Cronbach's Alpha for instruments .....                     | 31 |
| Table-3: Analysis for demographic factors of the respondents.....                | 33 |
| Table-4: Mean and Std. Deviation for items of School Culture.....                | 35 |
| Table-5: Mean and Std. Deviation for items of Academic Cheating behaviour.....   | 42 |
| Table-6: Analysis for factors of academic cheating.....                          | 44 |
| Table-7: T-test for relationship between independent & dependent variables ..... | 47 |
| Table-8: T-test analysis for School Culture & students' academic cheating .....  | 49 |
| Table-9: Regression analysis for the effect of school culture .....              | 49 |
| Table-10: The ANOVA test to identify the fitness of the regression model.....    | 50 |
| Table-11: The Coefficients of predictor variables.....                           | 50 |

## **List of Pictures**

|   |    |
|---|----|
| Picture 1: Orientation to avoid cheating & Police personnel to control exam cheating..... | 51 |
| Picture 2: Controlling system to avoid academic cheating during National Exam.....        | 52 |
| Picture 3: Students' academic cheating practice on National Examination.....              | 53 |
| Picture 4: Students' greeting culture in selected secondary schools.....                  | 54 |
| Picture 5: The disturbance in the examination room during examination.....                | 54 |
| Picture 6: The overcrowded exam rooms during observation in sample schools.....           | 55 |
| Picture 7: Observation about academic cheating by meeting with the SMC committee.....     | 55 |

## **Acronyms and Abbreviation**

**CRC** - Cluster Resource Center

**FDRE** - Federal Democratic Republic of Ethiopian

**GPA** - Grade point Average

**INEE** - Inter-agency Network for Education in Emergencies

**ISSN** - International Standard Serial Number

**LMU** - Loyola Marymount University

**LLS** - Loyola Law School

**LLC** - Limited Liability Company

**MoE** - Ministry of Education

**NCF** - National Curriculum Framework

**NEAEA** - National Education Assessment and Examination Agency

**PR** - Public Relation

**PTSA** - Parents, Teachers, Students Association

**SMC** - School Management Committee

**TPB** - Theory of Planned Behavior

**TRA** - Theory of Reasoned Action

**UCLA** - University of California & Los Angeles

**UNESCO** - United Nation Educational Scientific and Cultural Organization

## Abstract

*The main purpose of this study was to investigate the effect of school culture on students' academic cheating behaviour. To this end, the Survey design and mixed methods were used to collect data from the sources. Six public secondary schools were included in this study. 210 school professional (including 186 teachers, 6 school principals, 12 vice school principals, 6 discipline committee members) and 240 students were involved. Totally 450 people were engaged in this survey. The data collection tools like; questionnaires (including likert-scale, some yes/no & unstructured items) and observation were employed. The descriptive and inferential statistics including; mean, standard deviation, correlation, regression, ANOVA and t-test were used for data analysis. This study found that the school culture has a highly significant effect on students' academic cheating behavior by values of  $f = 13.884$  &  $p < .001$ . Similarly, the school culture has a significant negative relationship with students' academic cheating behavior in  $r = -.332$  by significance value of  $t(209) = -9.708$  &  $p < .05$ . The school culture and academic cheating have the collected mean value of 3.10 and 3.72 respectively. The study found student related, teacher related, leader related, school related and technology related factor as a major causes for academic cheating. Furthermore The specific factors such as; the rampant usage of social media, the expansion of new cheating system, the students' adaption with academic cheating as a culture, the lack of stakeholders' collaboration, the need for false report, competition among schools, the need for future work opportunity, the lack of leaders' and teachers' commitment and the lack of compatible evaluation system are identified as reason for expansion of academic cheating behaviour. The qualitative result indicates that the unfavorable social climate become emerged in many secondary schools. However, rules, regulations & behavior policies are neglected in almost all secondary schools of Jimma zone. The researcher suggested that the mandate for controlling the expansion of academic cheating problem should not be the only responsibility of school community, but also it should be considered as the public & Government responsibility. Consequently, the giving attention as one the cross-cutting issues, inclusion in curriculum, the need for farther study, revision of exam regulation, discussion & training for prevention were recommended.*

# CHAPTER ONE

## INTRODUCTION

This research report has prepared to show the process and the result of the study about “The effect of school culture on students’ academic cheating behavior” The study was organized in five chapters. However, this introduction (first chapter) consists of parts such as: background of the study, statement of the problem, the basic research questions, objectives, significance, delimitation, and limitation, definition of key words and organization of the study are discussed.

### 1.1. Background of the Study

There are various problems affecting the quality of education all over the world. Among these problems academic cheating becomes the most serious challenge of the current education system. The term can be used interchangeably with academic dishonesty or academic misconduct. It indicates a range of behavior from copying an answer over a shoulder to fabricating or presenting other’s work as one’s own (Heyneman 2004. 2014; Transparency International, 2013). In a broad context, they are close to the corruption, recognized as a threat to academic integrity. Academic cheating is the acts which cover areas identified as illegal, unethical, immoral or that go against the rules (Teixeira and Rocha 2010). According to Burrus, McGoldrick & Schuhmann, (2007), Sasic & Klarin, (2009), definitions of academic dishonesty are neither exact nor the list of behaviors and its definitions differ greatly across cultures. The academically dishonest person gains real or perceived benefit from breaking established rules (Green, 2004). Academic-dishonesty is defined as the deliberate behaviour or action that interferes with or hinders the pursuit of knowledge and results in misrepresentation of academic materials, taking credit or recognition for academic-work including papers, lab-reports, quizzes, examination, etc. (UNESCO, 2003). It is particularly easy to cross the line between family support and cheating in homework and home assignments (Bouville, 2010; Walker & Townley, 2012). These indicate the complex nature of academic cheating, and its various imitations with cultures and stakeholders.

Currently, by following the expansion of technology academic cheating becomes more complicated by modern technology. As reviewed by Feday (2017) in educational institution today, students’ access to modern technologies, such as mobile phones, IP internets, and

scientific calculator has broadened the ways by which students can achieve the goal of dishonesty. Consequently, the day to day dynamic changing world through networking technology is considered as the determinant factor for the complexity of academic cheating. Followed by this change academic cheating becomes a culture in schools.

In case of Ethiopia, some researchers have attempted to conduct studies on titles related to academic cheating. According to recent study by Wondifraw (2020, p-8), the majority of students are actively engaged in most academic cheating behavior with the prevalence rate of 80.5%. Hailu (2015) indicated that a wide range of students are engaged in cheating during homework, classroom test and national exam. He also identified three categories of factors that push students to cheat. These factors were; external factors (Including; parents, school and teachers), inadequate teachers' selection (poor pedagogy), and students' factors (such as; propensity to score high mark and pass examination at all cost & peer influence). On the other hand, Getachew & Dereje (2017) found that cheating is common problem of all schools with different techniques. Including side copying of examination results, tossing of written answers of the exam, collaboration and mischief with invigilators, enforcing invigilators to cooperate, exchanging of answer sheets. They clearly indicated that cheating is common problem of all schools where it became more comprehensive and complicated. Similarly, Deribe et al. (2019) Identified causes of cheating such as; poor preparation and administration of exam, poor invigilation and supervision, poor attendance, poor school facilities, fail in schedule and planned competition among schools.

The agent of Ethiopian, Tilaye (2019) reported that a widespread leakage of exams papers have led to the cancellation of students' result in 2018 academic year. He also cited that Somalia recently used the same measure of cancelling national exams because of a wide spread leakage of exam paper. It led to protests by affected students in capital Mogadishu. He added that, Zambia and Algeria have also employed internet blackouts for the same reason. One of the current indicators for exam cheating was the public conflict with Ethiopian Examination Agency in year 2018; it was caused due to the agency's attempt to clarify unexpected result related to exam cheating. According to the report of MoE, Students at all schools of regional states share the problem in different degrees. That serious unexpected event was one of the shocking indicators for seriousness and risk of cheating in Ethiopian education system

However, in Ethiopian context academic cheating behavior is not a new phenomenon, it was known in various wrong assumptions in different places differently. For example, some

students use the wrong common proverb about cheating. They usually say in Amharic “ሁሉ ከማጥናት የአንድ ቀን ዓይን ጥራት!” It means “*Good eye sight for a day is better than Studying for every day.*” For some others this proverb is not only the way to encourage cheating in schools. But also, they give a greater acceptance for somebodies, who help them to cheat paradoxically. These wrong perceptions become a culture in many areas of the country.

Therefore, “The effects of school culture on students’ academic cheating” is selected as a title to this study. Here, the school culture is taken as independent variable, while the students’ academic cheating is used as dependent variable. This means the students’ behavior of cheating is predicted to be varied based on different independent variables of school culture. This culture can be either positive or negative. The suitable school culture influence students to develop positive behavior, while unsuitable school cultures influence students’ attitude towards inappropriate behavior.

In this regard, since schools of Oromia region are known by the greatest number of students’ enrollment in the country, there is the highest opportunity for expansion of academic cheating. So, the researcher impressed to conduct this study on six selected secondary schools of Jimma zone”

## **1.2. Statement of the Problem**

Basically, this study was intended for addressing the effect of school culture on students’ academic cheating. The title was selected to fill certain gaps of study for the current hasty expansion of academic cheating. The study was also motivated in the belief that academic cheating in our schools threatens our social fabrics. Nowadays the academic cheating in education system, plagiarism in education and training systems, forged document in sectors and corruption in political and government organization systems, become a bottle necked problem that hinder the achievement of the real development in our society. Because, Widespread abuses of academic integrity may lead to endemic corruption (Crittenden et al., 2009). The researcher believes that academic cheating problem is the root cause for the occurrence of plagiarism and corruption. So that, he impressed to conduct the study by focusing on students’ academic cheating problem. However, this study was conducted by impression that components of school culture were not addressed as factors for students’ academic cheating problem. The other issue that impressed the researcher was the gap in the honor codes of schools. Since, the existing ethical codes in schools could not prevent the current over-changing behavior of academic cheating in schools. As reviewed by Jones (2009

p-184) a large technological gap exists between the current generation of students and those in the professoriate. This gap may worsen the students' engagement in academic cheating.

On the other hand this study was to indicate the rule and the regulation gap in relation to the current complicated academic cheating behavior. According to National Education Assessment and Examination Agency (NEAEA) establishment council of ministers regulation no.260/2012, one of the key powers and duties of the agency is to administer and ensure the confidentiality and safety of national exam (Federal Negarit Gazeta of the FDRE, 2012 p-6289). Nowadays, the practical implementation of this regulation mandates face a broader gap due to the expansion of complicated cheating system. As a result, this regulation needs to comply with the current systematic cheating through technological device. The ultimate intention of this study was supporting a success of the education policy. One of the critical issues of the current Ethiopian Education Policy is promoting quality of education MoE (1994). Accordingly, to facilitate decision-making for quality of education this study should be given a priority as a policy issue

Generally, by considering the above discussion, the researcher has adjusted these factors according to the level of the sampled school and population. The self-responses have used as the method for gathering data to solve the problem. Hence, the data were gathered through more structured Likert-scale, some unstructured & Yes/No questions; however, observation was used to gather the relevant data for the study.

### **1.3. Basic Research Questions**

Based on the stated statement of the problem the study was conducted to solve the following four basic research questions:

1. What are the major school cultures related influencing factors leading students' attitude towards cheating behavior?
2. To what level school culture affects students' behavior to engage in academic cheating?
3. To what extent sub-variables of school culture affect students' academic cheating behavior?
4. What are the major students' academic cheating behaviors that created due to the effect of school culture?

## **1.4. Objectives of the Study**

### **1.4.1. The Major Objective**

The major objective of this study was to examine how school culture affect students' attitude towards academic cheating behavior in secondary schools of Jimma zone

### **1.4.2. Specific Objectives**

- 1) To identify the major factors that drive students' attitude towards academic cheating behavior in secondary schools of Jimma zone
- 2) To assess the effect size of school culture on students' behavior to engage in academic cheating acts in secondary schools of Jimma zone
- 3) To evaluate the levels of significance for each predictor variables' effect on students' academic cheating in secondary schools of Jimma zone
- 4) To identify students' academic cheating behaviors that generated due to the influence of school culture in secondary schools of Jimma zone

## **1.5. Significance of the Study**

The finding of this study is important for all education practitioners and stakeholders including the larger community. Specifically, students are expected as the primary beneficiaries of this study, when the schools used the finding of this study to consider in organizing school system students are benefited. On the other hand teachers are expected to get a great benefit from this study in order to facilitate their roles in creating competent students. It also has a great significance for management of schools to revise their school rules and regulation for avoidance of academic cheating by considering the contribution of parents on students' behavior. The larger community is expected to get the final benefit from this study, because avoidance of academic cheating can be one of the efforts to change the bad culture in larger community. In addition, the finding of this study is important to education policy makers to consider the challenge of cheating, while arranging policies for measurement and evaluation system. Finally, the study is expected to provide some investigated evidences to other future researchers.

## **1.6. Delimitation of the Study**

The scope of this study is geographically and conceptually delimited. Regarding to geographical delimitation, it was restricted to three selected Woredas of Jimma zone (Namely: Sekoru, Omo-Nada and Tiro-afeta). From these three woredas 6 secondary schools (2 schools from each of the 3 Woredas) were included. Specifically, the secondary schools like; *Sekoru, Deneba, Nada, Asendabo, Dimtu and Ako* were involved. On the other hand, this study was conducted on Grade-12 students. The concept was restricted on the six components' of school culture such as; Stakeholders' collaboration, Public Relation, School partnership, School branding, Goal focus and Communication effects on the expansion of students' academic cheating behavior,

## **1.7. Limitation of the Study**

The following limitations were observed in this study: Since this study was on a new topic, it lacks some theoretical evidence from the previous research studies; As a survey design was used, the constraint of time was the other limitation for this study; Because of the complicated nature of academic cheating behavior, the limited and small sample size were used; Some respondents feel suspected and fear for giving the right response, because they reflected wrong assumption by perceiving the academic cheating problem as the indirect political system imposed on education

## **Measures Taken to Overcome Limitation**

The researcher used the following strategies to overcome the limitation during the study: In order to solve the lack of theoretical evidence the researcher tried to organize some conceptual frameworks on the base of the reviewed literatures; To solve the constraint of time, the researcher devoted his power and full time to achieve the work of this study; Since, the small sample size was used the researcher tried to collect additional and detail data for information through observation. As a result, some additional data were presented and analyzed based on the collected pictures. To reduce distrust and fear of some respondents on the issue of academic cheating the researcher has explained the aim and purpose of the study to those respondents.

## 1.8. Optional Definitions of Key Terms

- **Academic Cheating:** is the illegal use of educational materials, information and device in completing answer on assessment and evaluation.
- **School Culture:** is the way that indicates how school communities operate their work to achieve educational goals. It includes attitudes, interactions, relationships, and written and unwritten rules that shape and influence every aspect of how school functions.
- **Secondary school:** It is a school intermediates between elementary school and higher education, it covers the range of levels from grade 9 up-to grade-12

## 1.9. Organization of the Study

To achieve the above objectives, the study was organized under the following chapters. The second chapter contains the review of related literatures on related issues of school culture and academic cheating and the conceptual framework. The third chapter includes the research design & methodology, including method of study, source of data, sample & sampling techniques, the data gathering instrument, reliability& validity, study area description, data collection procedure and methods of data analysis are listed and discussed. The fourth chapter comprises the data analysis and interpretation that followed by findings and discussion. Finally, the fifth chapter covers the summary, conclusion and recommendations. Furthermore, the details of this research report are presented as follow

## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURES

#### 2.1. Concepts of School Culture

Culture is defined by different scholars with slight differences. For example, Hoy et al. (1987) defined culture as a system of shared orientations that hold the unit together. Hopkins (2001) also defined culture as consisting of a group of ideas, customs, objects, beliefs, attitudes, language, art, technology, and traditions. The above definitions of culture imply that all cultural practices that exist around a school have a strong linkage with school day to day practices. This means that school culture is born from the general societal culture (Lawton, 1987). This is so due to the fact that elements of school culture (vision, mission and values) do not stand apart from societal cultures. Taylor et al. (n.d.) also supported this idea, once stated that "schools have no choice to be concerned without community. It is within the context of teaching and learning occurs without community there will no schools" (p. 151). Therefore, the culture of a school has a direct impact on the success or failure of the implementation of a reform initiative.

Based on this context, Patterson et al. (1986) provide a summary of information on the impact of school culture: School culture does affect the behavior and achievement of elementary and secondary school students (though the effect of classroom and student variables remains greater), school culture does not fall from the sky; it is created and thus can be manipulated by people within the school, school cultures are unique-whatever their commonalities, no two schools will be exactly alike, nor should they be, to the extent that it provides a focus and clear purpose for the school, culture becomes the cohesion that bonds the school together as it goes about its mission, though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school, lasting fundamental change (e.g., changes in teaching practice or the decision-making structure) requires understanding& often altering the school's culture; cultural change is a slow process.

They generalize that the culture of a school organization is made up of the core values and beliefs that drive the behavior of individuals within that organization. The culture can be either positive or negative, and consequently can work for you or against you. The culture of

an organization has a tremendous influence on how people will react to outside initiatives. Needless to say, this will be especially difficult if the initiative is contrary to the underlying beliefs, values, assumptions, and rewarded behaviors of the school culture.

According to evidence document “No Child Left behind Act (2001)”. A current example is the cultural struggle between the notions of “All students can learn” and the historically culturally embedded notion in many schools that all students can learn if they are academically at grade level, can speak English, have no learning disabilities, have parents who support the work of the schools, are self-motivated and self-disciplined, attend school regularly, and do their homework.

It is imperative that the principal understand the school culture and how it evolved. This is even more essential during a time of change, and it can be considered a critical, and often overlooked, attribute of the change process. These core beliefs and values act as a lens for people within the organization to evaluate and shape a change initiative into what they perceive it should be. The best-intentioned principal will have little success unless he or she is able to understand the school’s culture at a deep level and has the skills to shape that culture to encourage people to change their behavior.

## **2.2. Components of school culture**

Travis (2018) found six school culture building components. He stated that shaping the schools’ culture and fostering community is a challenging responsibility for school leaders. They need to be careful not to set down their role, while at the same time empowering those they manage with shaping, building, and manifesting the school’s sense of community. We are relational beings and we function best when we operate in dependence of each other. An effective model of school leadership is one of empowering others to the greatest extent possible, without abdicating or withholding involvement and responsibility. Here are six components to support that work, and their effectiveness is built on a single and shared factor. Each component must be INTENTIONAL.

*Intentional Collaboration:* Educational administration literature and research repeatedly heralds the importance of creating, fostering, and developing an organizational culture built on collaboration. There are times when school leaders make decisions and push ahead with certain agendas - but these should be rare. These rare moments are typically marked by some

type of pressure, which cannot be controlled (e.g. externally defined timelines from a local authority, etc.).

Culture is defined, built, affirmed, and developed through collaboration. Some research suggests that fostering a professional community through collaboration is accomplished by stakeholders reflecting on fundamental questions. Questions like: Does our collaboration make a change in how we operate? Does our collaboration meet the needs of an ever changing and complex school environment? Does our collaboration make an impact beyond ourselves - producing knowledge and resources for others? Questions such as these require meaningful and thoughtful conversations, which result in fostering a greater sense of community and defined school culture. The importance and value of collaboration in fostering school culture, as well as in defining the professional practice of teachers and administrators cannot be overstated.

*Intentional Public Relations:* Trusted school leaders know the value and importance of developing, maintaining, and adhering to Public Relations (PR) policies that serve the needs and interests of the school, and yet are nuanced to address their local community and setting. The very point and function of PR is making a deeper connection with stakeholders through the fostering of a greater sense of community.

Data generated from a sociological inventory are essential in a developing PR policy, which genuinely and authentically meets the unique needs of the school. For example, the PR policies and practices of public schools located in rural mid-western American communities vary dramatically from private independent faith-based schools located in dense urban or inner city settings in a developing country.

This can be seen in policies that define the extent to which the local community's physical presence on campus is encouraged. That single issue will potentially have opposite definitions and goals depending on the school's sociological setting. In a rural and relatively safe environment, local participation may be welcomed and highly encouraged; in the inner city in a developing country, safety concerns guide administrators to operate a closed or limited-access campus. Both approaches influence the school's culture and have an impact on the perceived level of Connection with school leaders.

*Intentional Partnerships:* Public Relation's policies address the extent to which schools embrace community partnerships. Intentional alignment with various partners has a definable

correlation to school culture. Partnerships typically considered include business partnerships, university or community college partnerships, service-learning partnerships, and church-based or ministry-based ones. Each of these presents potential positive and negative impacts on the school's culture. Leaders need to consider which partnerships support the school's mission, values, and current priorities.

Many schools have become sidetracked into good partnerships, but not necessarily ones supporting the school's essential direction. The most successful and trusted schools carefully enter into community partnerships after identifying that these support their main objectives (e.g. student learning, teacher development, etc.).

*Intentional Branding:* Public Relation's policies support and build up the school's brand. These policies run the gamut/ *range* from the design and distribution of the school's logo to the use of social media, press, and media outlets. The brand should be carefully defined, understood, and protected to ensure that all of the school's storytellers (i.e. administrators, teachers, students, coaches, admissions staff, etc.) tell the same story. A unified and shared story creates a greater level of Connection and defines school culture.

When working on branding policies, it is very important to remember that the school brand is not just about marketing and development, but it actually affects student learning. As seen in earlier research, schools with highly trusted brands also experience higher levels of student achievement. The work of PR in most companies and businesses is supporting a stronger and healthier financial bottom-line. That is a desired outcome for independent schools as well, however, well initiated and guided PR policies support better educational outcomes and a stronger sense of Connection and school culture.

*Intentional Goals Focus:* Fostering community and developing culture is intentional work. Effective PR programs establish data-driven goals to support that work. This means those responsible for drafting PR goals must have access, as well as insight, into understanding multiple data sources regarding the school and surrounding community starting with data from the most recent accreditation process. Nearly all accrediting agencies require schools to produce both internal and external surveys and focus groups during the accreditation process. These data points provide a large amount of information to consider when establishing PR goals.

In addition to being data-driven, PR goals must be established through the filter of the school's stated mission, values, and current priorities. Keeping PR goals aligned with the school's top priorities ensures that work and effort actually supports the desired outcome of making meaningful connections with stakeholders.

*Intentional communication Strategies:* Public Relations strategies are numerous, and vary based on physical and human resources. An assessment of the school's current PR assets should be conducted, as well as an evaluation of the effectiveness and return of those assets, before initiating additional investments. For example, evaluate the impact of the school's current website and social media footprint prior to contracting a social media firm strategies need to be identified based on the goals and outcomes desired to support the PR program. For example, building support with parents through Town Hall meetings may be more effective in introducing a new grading system than simply making announcements through social media. Facebook is not the answer to all PR needs.

An intentional, thoughtful, mission-centered, data-driven PR program can assist school leaders in developing deeper connections with all stakeholders, as well as define school culture. This takes time, commitment, focus, energy, and resources. Quality PR programs resulting in higher levels of trust do not just happen; they require significant attention and investment in the fostering of shared beliefs. (Travis, 2018)

### **2.3. Aspects of School culture**

A school that is able to develop and maintain a positive shared culture knows what aspects of the culture are important in developing an effective learning environment; it consciously transmits these values to its students. Through collective awareness and action, culture can be used positively in order to enhance students' learning and achievement, whether through small actions such as celebrating achievements in public events, or to more large-scale projects such as developing democratic processes for teachers, students and other stakeholders to contribute to curriculum reform. While it appears to be constant, culture is a dynamic space that is influenced by laws, policies and changes of leadership. It therefore requires school leaders to be aware of what influences or changes aspects of the school culture, whether deliberately or not, and ensuring that the culture for learning and achievement are never put at risk. Research demonstrates that school leaders have a critical role in ensuring that the culture supports student achievement (MacNeil et al., 2009). They

highlighted that school climate made a statistically significant difference in the learning environment between the schools they studied. In this study, MacNeil et al. evaluated school climate in multiple schools via the Organizational Health Inventory instrument.

Bulach (2001) stated that leaders must identify the existing school culture before attempting to change it. A positive school culture can be defined broadly to include (Character Education Partnership, 2010): social climate, including a safe and caring environment in which all students feel welcomed and valued, and have a sense of ownership of their school; this helps students in their moral development and the intellectual climate, in which all students in every classroom are supported and challenged to do their very best and achieve work of quality; this includes a rich, rigorous and engaging curriculum, and a powerful pedagogy for teaching. The rules and policies that hold all school members accountable to high standards of learning and behavior, traditions and routines built from shared values that honor and reinforce the school's academic and social standards structures for giving staff and students a voice in and shared responsibility for solving problems and making decisions that affect the school environment and their common life ways of effectively working with parents to support students' learning and character growth norms for relationships and behaviors that create a professional culture of excellence and ethical practice. This definition covers the breadth of school life, both academic and social. However, every bullet point can be seen to have a direct impact on student learning, whether it is through developing a culture of excellence, or ensuring that students feel safe and listened to.

Relatively, The National Curriculum Framework of Ethiopia (2009, p.7) recognizes this through the life skills which is one of the key competencies. It stated as; Students should learn to communicate and interact effectively with a diverse range of people, they should have the ability to listen actively, recognize different points of view, negotiate and share ideas. Students should value themselves as members of society and develop self-confidence as a result of hard work and achievement. Students should be able to organize their own lives, make informed decision and be responsible for their own actions. .

More recently, Section 17 of the Right to Education Act 2009 (RtE) is of particular significance in the context of developing a positive school culture, because it states that 'no child shall be subjected to physical punishment or mental harassment'. This calls for the school leader to focus on making the school an enabling and facilitative place for all school children, thereby providing a stress-free, child-friendly, learner-centered classroom

environment, which requires redefining notions of discipline, punishment and student-teacher relationships.

Further, the National Program Design and Curriculum Framework (2014) highlight the need to empower and develop the capabilities of the school leader so that the transformed school proactively nurtures children and facilitates their all-round development. Before understanding the role of school leaders in establishing, modeling and sharing their vision of a positive school culture, it is necessary to consider how different aspects of the culture are enacted in schools.

Generally, as theory stated by Character Education Partnership (2010), the broad definition of school culture includes the major seven areas with specific aspects as listed as follow

*Social climate:* It includes the activities such as: displaying students' work, greeting students as they arrive at each classroom, providing emotional support to those students who need it, creating a safe, comfortable learning environment, including temperature, sight lines to the teacher, comfortable seating, etc., staff are not prejudiced and do not stereotype any students, all students are included and valued, whatever their backgrounds and abilities

*Intellectual climate:* Intellectual climate comprises the activities like: celebrating success in small ways (such as verbal congratulations during a lesson) or in more grand events (such as certificates or prizes at an event with the local community), setting learning goals for students that reflect their personal needs and challenge them appropriately, and valuing a questioning, enquiry or investigative approach to learning

*Rules and policies:* Rules and policies encompass the actions like: Developing a behavior policy jointly with students and displaying it in all classrooms, and discussing the behavior policy in a school assembly or other platforms, in the presence of all the school management committee (SMC) members and teachers Ensure all staff use the behavior policy consistently

*Traditions and routines:* Have time in each assembly where successes from all aspects of school and students' home life are celebrated, staff and the SMC plan, organize and attend the whole range of school events (sporting, musical, prize giving, and fundraising) to support their students and the school community

*Giving staff and students a voice:* Having time each week where staff or students can see the school leader without an appointment, developing a school council or student focus group to discuss issues that they want to raise with the staff, and asking students to evaluate their experiences in subjects or courses, or over an academic year, to help make improvements

*Working with parents:* Setting up parent discussion groups to talk about issues that they want to raise with you or the staff, involving the parents in the SMC, as mandated by the RtE Act (2009), and providing parents with regular updates on their child's progress, but also the school curriculum and student successes

*Norms for relationships and behaviors:* Students saying 'Please' and 'Thank you' to teachers but also – importantly – teachers saying them to students, valuing and respecting the home language of all students, valuing different abilities at all levels and making adjustments to that disability does not exclude students, and respecting each other as learners (e.g. listening to each other, sharing resources politely and considerately)

Generally, having considered the multi-faceted nature of what is meant by a school's culture, it should be clear that there is very little that does not have an impact on how staff and students experience the school and affect the learning that takes place. As a school leader, this includes the way you lead and manage the staff, how you communicate your vision of the school's development, and the relationships and interactions you have with staff, students and stakeholders.

## **2.4. What are the factors shaping school culture?**

As reviewed by Jackson (2018) school culture relies on the value of leaders, and the value of other senior leader, the attitudes of teachers, parents and students and the level of open communication with the school

School culture is incredibly important in the wider context of society; it is in school that we learn how to be citizens and school culture is crucial, ensuring this Deal and Peterson presents the view that "School culture fosters improvement, collaborative decision-making, professional development and staff and students' learning." shaping school culture"; (Deal and Peterson 1999)

School culture is evidently imperative to helping students progress, and we can clearly see the benefits of schools having a positive culture properly, however, we need to understand what it is comprised of understand school culture.

What is school culture? School culture is the shared beliefs attitudes and value of stakeholders in a school as well as the relationships between school, staff, students and families. There are many elements that influence school's culture such as: their policies and the school history. School strives to have a positive culture which is defined by elements such as: the way stakeholders operate and interact with each other, how well students learn as well as the how the safety and wellbeing of all parties are looked after

It is important to understand where school culture stems from, in most case school culture usually being with the head teacher, it is often case the schools will have particular focuses and these are typically in response to the priorities and goals of the head teacher. For example, if a school has historically had issue with students' behavior, then the head may place special emphasis on monitoring good behavior. The emphasis that is placed on this facet of school life will mean that the school culture can be seen as an extension of the head's vision for the school. Jackson (2018) identified three different elements of school culture; attitude, parents' engagement, and communication. Specifically as follow:

**Attitude:** An influential aspect of school culture is the attitude that those with in the school express on a daily basis. If the attitudes of the teachers are indicative of disenchantment, apathy and dissatisfaction, then this will undoubtedly be reflected in the school's culture. The same applies for students, the attitude that students have towards their school and their teachers are hugely influential in the formulation of culture, let us not forget that the majority of people with a school are students and their opinions and feelings will be reflected in the school's culture and how it is perceived.

**Parent engagement:** It is also important to understand that parents have a huge impact on a school's culture. If parents are engaged with the learning process and are active in the school community then this will engender a more positive school culture. Parents that take a more laissez-faire approach to their children's education will also contribute to the school's culture, but not in a wholly positive way even something as simple as attendance at parents' evening can be a big factor in culture. If students' parents don't seem to care about their child's progress, then why should they?

**Communication:** Finally, another key aspect of a school's culture is a communication. If clear channels of communication exist between different levels within the school as well as between staff and parents, this will help to foster a positive culture. Having communication as a pillar helps to promote a more collaborative and community focuses experience and when teachers, students and parents have a voice and are listened to the more likely they are to share their time and get involved in school activities. Conversely, if teachers do not feel like they have a voice, this can lead to dissatisfaction and low retention rates. This is why, when trying to understand a school's culture, communication really a key.

As mentioned earlier, the culture of a school different from one to the next, dependently on their faith, objective & challenges. However, what they should all have in common is a strong leadership with all stakeholders aligned in their values and actions that are reflective of this, as well as clear lines of communication which promote honesty and transparency school wide

## **2.5. School Culture and academic cheating**

Jones and Shalin (2009, P-183) Causal factors for academic dishonesty may be separated into (1) external and situational ones, and (2) internal, developmental ones. Values may be socially created between peoples and embedded in a culture. Some values are situational based and relativistic. Other values may be internal to individuals and may be a factor of their developmental stages.

*External and Situational Causal Factors:* In recent years, there have been some studies that have focused on academic dishonesty in more international settings. One identified the influence of culture on academic integrity (McCabe et al, 2008). Some researchers find cheating more endemic in collectivist cultures, while others find more challenges in individualistic ones. “Instrumental communities create an ‘egocentric climate’ in which an ‘individual conscience takes precedence over the claims of the community’ (Kaplan & Mable, 1998, p. 24) and exacerbate and complicate the tasks of reinforcing academic integrity on campuses” (Gallant & Drinan, 2006, p. 847). External factors related to competition affect academic dishonesty. These may include pressures to achieve good grades, test anxiety, the classroom environment and relative risk of detection, institutional policies on academic honesty, and performance and achievement issues (Higbee & Thomas, 2002).

Others suggest that such situational factors as “the pressure to succeed in school, external work commitments, heavy course loads, and financial aid or scholarship requirements”

(Carpenter et al., 2006) have little effect on academic dishonesty. The challenges of academic dishonesty do not only apply to undergraduate students, but doctoral-level researchers may be poorly advised and may have insufficient experience in the domain field. If students plagiarize outside their Ph.D. advisors' own area of expertise, lapses may not be easily discoverable (Mitchell & Carroll, 2008).

Contemporary students may have varying senses of what is considered cheating. A collaborative student culture may clash with "a more traditional, individualistic faculty culture" (Hughes & McCabe, 2006, p. 15). Students read their environments and decide how to proceed. In a cost benefit assessment, if they see a situation as low-risk, they may engage in academic dishonesty; a majority will choose not to report their peers even if it is an institutional requirement (Jendrek, 1989). A so-called thick trust culture will also result in the low levels of reporting friends because loyalty trumps an honour policy. A contextual approach to e-learning uses organizational theory to situate "the student cheating problem in the context of the educational institution as a complex organization affected by people, time, and social forces (Gallant & Drinan, 2006).

*Internal, Developmental Causal Factors:* In terms of internal factors, Angell (2006) found some potential links to personality constructs. Demographic factors do not apparently affect whether or not a student will engage in academic misconduct, with researchers finding little or no correlation between academic dishonesty and ethnicity, or academic dishonesty and religious beliefs. Those with higher grade point averages (GPAs) tend to be less likely to cheat. Older, non-traditional students tend to cheat less than their younger counterparts. Those involved in campus organizations like the Greek system and athletic teams are more likely to cheat than their peers (Carpenter et al., 2006). Those with membership in Greek organizations have a greater likelihood to fabricate sources (Eberhardt et al., 2003). Students may not have internalized the various sources of professional ethics for the different domain fields.

## **2.6. Social Factors Influencing Cheating**

In the last decade our economy has undergone dramatic changes. "Down-sizing" and economic uncertainties have created a sense of instability. Christopher Lasch observed that "competition (in the business community) now centers, not so much on the desire to excel, as on the struggle to avoid crushing defeat. These pressures are felt among young people, as

well. In a recent article on academic pressure among New York City's private schools, Ralph Gardner observed that: the demanding (academic) competition has left teenagers, at an age when their idealism and sense of opportunity should be sparkling (Bowers, 1956)

The Student Dishonesty and Its Control in College, (New York: Bureau of Applied Social Research, Columbia University, 1964); cited in Donald L. McCabe, "Faculty Responses to Academic Dishonesty: The Influence of Student Honor Codes," *Research in Higher Education*. (Lasch, 1993: 649-650. 5) *The Minimal Self: Psychic Survival in Troubled Times* (New York: Norton, 1984), cynical and pessimistic about their future. Rather than rejoicing in the freedom and adventure that college promised even a decade or two decades ago, they're worried about what's going to happen to them after they graduate. Academic achievement has become a high stakes competition.

Katzman, president of Princeton Review, an organization which prepares students to take standardized tests, believes that "ten years ago students were stressed because they wanted to be the winner. Now they are stressed because they don't want to be the loser." These fears are reflected in the college admission process. Whereas most high school students used to apply to four or five colleges, today most apply to more than ten. While the number of high school students has remained stable, the number of applicants has risen by at least 50% in the last decade.

Presumably, students feel that by applying to more colleges they stand a better chance of being accepted somewhere. Children of the wealthy bear burdens, as well. In a study on adolescents and alienation done by Raymond Calabrese and John Cochran, it was observed that "affluent adolescents confront intense pressure to succeed, reflect the success image of their parents and maintain an affluent status."

## **2.7. Environmental Factors influencing cheating**

Most attempts to understand academic dishonesty they focus on individual students' demographic and personality characteristics. The assumption being that the primary blame for cheating falls on the students. This research suggests that factors such as anxiety (Anderman & et al.; James, 2007), academic ability (Diekhoff & et al.; James, 2007), and morality (Eisenberg, 2004) are related to student cheating. Other research explains the occurrence of cheating using factors such as perceived social norms (Jordan, 2001), and social pressures (Taylor & et al., 2002).

While the impact of these individual and social factors on cheating are important to understand and study, an educator's ability to control or change these factors is severely limited. Recently, research on cheating has suggested that factors like teacher behavior and school and classroom culture can also be used to explain cheating. These environmental theories offer factors that educators can readily address. Factors like environment, structure, leadership, and school and classroom culture can all be directly influenced and altered by educators. This research refocused the attention onto educators, suggesting that educators (unknowingly and unintentionally) create school and classroom cultures that encourage rather than discourage dishonesty (Boysen 2017 p.20)

## **2.8. The five common misconceptions about cheating**

As Challenge Success (2012) five misconceptions about cheating are discussed as follow:

*Cheating isn't a problem at my kid's school:* Many people are surprised to hear just how prevalent cheating is among high school students. Several studies indicate that between 80 and 95% of high-school students admit to engaging in some form of cheating. In 2010, the Josephson Institute of Ethics surveyed 43,000 students from both public and private high schools and asked them about their cheating behaviors. They found that 59% of students surveyed admitted to having cheated on a test in the past year, and more than 80% of students admitted to having copied another student's homework (Josephson Institute of Ethics, 2010).

In another recent study, Wangaard and Stephens (2011) surveyed 3,600 high school students and found that 95% reported engaging in some sort of cheating during the previous year. In addition, O'Rourke (2010) and her colleagues found that 89.7% of the cheating isn't a problem at my kid's school. Kids cheat in the same ways today as they did in the past. Only the kids, who struggle in school cheat. Students who cheat don't know right from wrong.

*Kids cheat in the same ways today as they did in the past* when people think of cheating, they often envision crib sheets and wandering eyes during tests. Although these practices are still quite common, both the research and our experience in schools suggest that cheating has evolved to take on many different forms. Some common cheating behaviors that researchers have studied recently include: giving and receiving test answers, copying homework or other assignments, turning in work completed by someone else, plagiarizing word for word, presenting information without citing a source, collaborating when asked to work alone,

turning in a paper from a “term-paper mill” or website, and fabricating data (McCabe, 2001; O’Rourke et al., 2010).

In addition, in our experience in schools we have seen students cheat in many other premeditated ways, including: writing answers on the inside labels of water bottles or the soles of tennis shoes, hiding textbooks in bathroom stalls and then using a bathroom “pass” during the exam, and paying students who took the exam in an early period to leak the questions to a student who is scheduled to take the test later that same day.

The research suggests that using technology for cheating is also on the rise. Although we don’t know whether technology has actually led to an increase in cheating, there is clear evidence that it has opened up new avenues for cheating. Common uses of technology for cheating include plagiarizing from the internet, using cell phones to look up questions during tests, programming answers into calculators without permission, changing grades on the school computer system, and giving or receiving information about exams through cell phones (e.g. sending pictures of questions or texting). In an online survey with more than 1,000 teenage students, the Benenson (2009) found that 35% of teens who had cell phones reported having used them to cheat at least once, and 65% said that they were aware that others in their school cheat by using cell phones.

*Only kids who struggle:* Many people assume that cheating is an act of desperation committed by students who can’t do the work. The research suggests that it’s not that simple. Although some studies have found that cheating is more common among students with lower academic performance (Finn & Frone, 2004; McCabe et al., 2001),

Other studies find that cheating is also very prevalent among high achieving students (Honz et al., 2010; Educational Testing Service, 1999). In fact, in 1998, Who’s Who among American High School Students conducted a survey of more than 3,000 of the nation’s high-achieving high school students and found that 80% of them admitted to having cheated on a test to get ahead in school among American High School Students (Strom & Strom, 2007; Educational Testing Service, 1999).

In addition, when Taylor, Pogrebin and Dodge (2002) conducted interviews with high-school juniors and seniors in Advanced Placement classes and the International Baccalaureate program from six different high schools, the majority of students interviewed said that they

were aware that cheating was common among their peers and that they occasionally cheated themselves.

*Students who cheat don't know right from wrong:* Many people assume that high rates of cheating indicate that students either don't realize that what they are doing is cheating or don't realize that cheating is wrong. The research doesn't fully support this assumption. In a study of 3,600 students from six diverse high schools, Wangaard and Stephens (2011) found that more than half of the students who admitted to cheating also admitted to knowing that cheating was wrong.

Similarly, Honz et al. (2010) surveyed 100 high-school juniors at a Midwestern high school on their perceptions of what constituted cheating. They found that, although most of the students perceived that the majority of the target behaviors around test taking and homework did constitute cheating, most students admitted they were cheating in these ways. Students give many reasons for cheating even when they believe the behavior is wrong. To explore these rationalizations, Stephens and Nicholson (2008) interviewed a sample of nine middle- and high-school students who said cheating was wrong but chose to cheat anyway.

The rationalizations students used for the discrepancy between their beliefs and their behaviors included feeling unable to do the work, feeling bored by the work and feeling pressure to do well. Other studies show that students perceive different forms of cheating to be more serious than others. For example, Honz (2010) and his colleague found that students perceived cheating actions that still required the student to put forth some effort (e.g. giving someone the test question but not the answer) to be less dishonest than cheating that did not require effort. They also perceived giving information to be less dishonest than receiving it. Students in this study also rated cheating behaviors that happened inside the classroom as more serious than ones that occurred outside the classroom. For example, students responded that it was more serious to cheat on a test in class than on a take home exam (Honz & et al., 2010).

*Cheating is unpredictable:* Although no one can say with certainty which students will or will not cheat on exam. Researchers suggest that there are some key predictors of cheating. First, the researcher suggests that students' perception of their classroom values and norms matter. Specifically, students cheat more when they believe that grades and performance are valued

in their classrooms, and they cheat less when they believe that learning and mastery are valued. In a study of 285 students from an urban middle school,

Anderman & et al. (1998) found that when students perceived an external reward for doing well (for example, they could earn a privilege for doing their work well), they saw cheating as more justifiable and cheated more often. In addition, when students thought that their schools valued performance goals (e.g. grades and test scores) on the whole, they were more likely to both justify and engage in cheating. Anderman & Midgley (2004) found similar results: when students moved from math classes that emphasized performance to classes that emphasized mastery, students' self-reports of cheating went down; when they moved from classrooms that valued mastery to those they perceived as valuing performance, cheating increased.

## **2.9. Theory of Planned Behavior**

Theory of Planned Behavior (TPB; Ajzen, 1985, 1991) is an extension of the Theory of Reasoned Action (TRA; Fishbein & Ajzen, 1975), a model developed to identify antecedents to engagement in a given behavior. Accordingly, the Theory of Planned Behavior specifies three components to predict intention to engage in a specific behavior and intention predicts subsequent engagement in that behavior.

The intention to engage in a behavior is affected by (a) attitudes toward the behavior, that is, beliefs about a specific behavior and its consequences; (b) subjective norms, that is, normative expectations of other people who are important to the actor regarding the behavior, and (c) perceived behavioral control, that is, the perceived difficulty or ease of performing the behavior. Addition of perceived behavioral control distinguishes the TPB from its predecessor, the TRA (Fishbein & Ajzen, 1975)

Ajzen added perceived behavioral control component takes into account whether a person has access to necessary resources and has the opportunity to engage in the behavior (Ajzen & Madden, 1986). Cheating, plagiarism, and other forms of academic misconduct are obvious examples of such behaviors in that they not only violate academic integrity policies but also are usually constrained by other factors, such as monitoring by test proctors and/or availability of another student's test from which to cheat.

For instance, a student may have a favorable attitude toward cheating and may have friends who also engage in cheating, but the level of examination monitoring in a specific class may make cheating very difficult or impossible. Research supports the superiority of the TPB over the TRA in predicting a range of intentions and behaviors, including ethical and unethical activities (Chang, 1998; Kurland, 1995; Madden et al., 1992).

**TPB and Academic Misconduct:** Despite its ability to predict a range of behaviors, use of the TPB (Ajzen, 1991) in academic misconduct research has been limited. Research utilizing the TPB varies greatly in how it treats the model ranging from using it as an ex post facto explanatory tool to using it as the foundation of a prior test of a theoretical model. Whitley's (1998) review examined the efficacy of the model by categorizing variables from existing research according to the TPB and then using the TPB as the basis for a model of academic misconduct.

Passow et al. (2006) and Stone et al. (2009) used exam post facto categorization of items into TPB model components and examined the relationship between the TPB model and measures of academic misconduct. Passow et al. found acts of cheating varied according to the type of assessment which were exam and homework in their study. The TPB has also been used a priori in studies of academic misconduct by Beck and Ajzen (1991) and Harding et al. (2007). Next we briefly review these studies to describe the present state of TPB-based academic integrity research.

The most direct test of the effectiveness of the TPB for predicting academic dishonesty thus far is also the oldest study. Beck and Ajzen (1991) utilized the TPB to predict shoplifting, cheating on an exam, and lying to get of an exam or assignment in a sample of 146 psychology students. They conducted two tests, one for the original model and the second for a modified model that included moral obligation, a variable they believed might enhance prediction of misconduct behaviors. Their results showed that, of the three TPB components, perceived behavioral control explained the most variance in both cheating and lying.

Ajzen (1991, 2002) argued that when resources and opportunities are not under volitional control, behavioral control may better predict behavior than attitudes and norms. Results of the second test found moral obligation added “only modest utility” (1991, p. 296), accounting for only 3% of unique variance. Whitley's (1998) review, classifying 16 studies

using TPB model components, found the TPB accounted for 27.8% of variance in cheating. (Taylor & Francis Group 1998)

At Challenge Success, we believe that our society has become too focused on grades, test scores and performance, leaving little time and energy for our kids to become resilient, successful, meaningful contributors for the 21st century. So every day, we provide families and schools with the practical research based tools they need to raise healthy, motivated kids. Success, after all, is measured not at the end of the semester, but over the course of a lifetime. The next generation will face global, economic, and social challenges that we cannot even imagine. What are the skills our children will need in this uncertain future?

Above all else, they will need to be creative, collaborative, adaptable critical thinkers. Our current hyper-focus on grades, individual achievement and rote answers gets in the way of healthy emotional development and a real love of learning, and it also prevents students from acquiring the exact skills that the new global economy demands. Founded at Stanford University, Challenge Success offers research based courses, conferences, and presentations for educators to develop school and classroom policies that encourage students to reach their individual potential, develop their talents and interests, and remain enthusiastic learners. We provide tools for parents to help children regain their balance, strengthen their sense of self, improve their physical health, and learn how to deal effectively with the inevitable challenges of life (<http://www.challengesuccess.org>.)

Stories of cheating in schools often make local and national headlines, but just how big of a problem is cheating, and what, if anything can be done about it? To answer these questions, we draw upon our own work at Challenge Success, along with key studies on academic integrity in K-12 education from the last fifteen years. We organize the paper around five common misconceptions about cheating in order to explore the scope of the problem, the reasons why students cheat, and what we know about how to prevent cheating behavior.

## **2.10. Conceptual framework**

This study was followed the concept of school culture components those derived by Travis (2018). He listed six components of school culture. These components are: stakeholders' collaboration, public relation, partnership, school's branding, goal focus, and communication strategies. However, the researcher has decided to relate these conceptualized components of school culture to students' academic cheating as follow

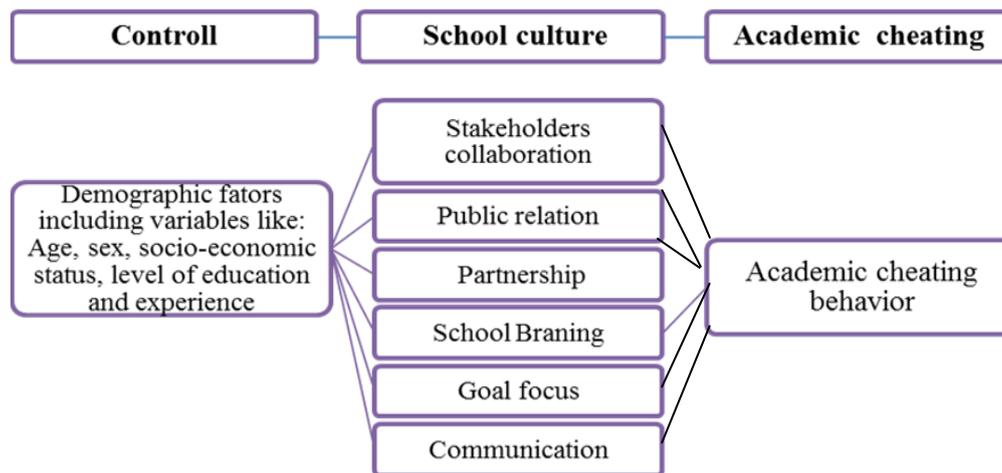


Figure 1- The cause and effect relationship between school culture & academic cheating

Since, the title of this study was new, the researcher has attempted to create the above chart for indicating the cause and effect relationship of school culture and academic cheating. It was prepared based on the concepts from the above review of literature. Consequently, the expected cause and effect relationships between school culture and students' academic cheating behaviour were described. Thus, the meaning of each of predictor variables and their expected relationship with students' academic cheating have discussed as follow:

*Stakeholder collaboration* is a process through which groups with similar or different perspectives can exchange viewpoints and search for solutions that go beyond their own vision of what is possible. Thus, collaboration goes beyond people participating (passively or actively) in a process. It also extends beyond communication, cooperation & coordination, even though these are key elements in the process (Gehman & Armstrong, 2000). In view of that, collaboration of stakeholders is critical element to solve students' academic cheating problem. This means, the stakeholders' collaboration can affect students' cheating behaviour.

*Public Relation (PR)* is a strategic communication process that builds mutually beneficial relationships between organizations and their publics." Essentially, public relations specialists manage an organization's public image and character. They help that organization communicate with their public and work on developing a positive relationship between the two (Society of America). Based on this context, the public relation is needed for managing the image and character of all school community, the lack of public relation can cause the unfavourable school culture such as bad behaviour. Therefore, public relation may affect students' academic cheating behaviour

*Partnership:* School-community partnership is an intentional effort to create and sustain relationships among a K-12 school or school community, district and a variety of both formal and informal organizations and institutions in the community (Melaville & Blank, 1998). Accordingly, partnership is a vital element to link schools with their community to realize the achievement of educational goals. For instance, parent-school partnership helps school to improve students' academic achievement and behaviour. However, the lack of partnership in schools can cause for the expansion of students' bad behaviours. So, partnership may affect students' academic cheating behaviour.

*Branding:* is the process of giving a meaning to specific organization, company, products or services by creating and shaping a brand in consumers' minds. It is a strategy designed by organizations to help people to quickly identify and experience. Branding is endowing products and services with the power of a brand" (Kotler & Keller, 2015). Based on this framework, school branding helps for inspire all school community including: students, teachers, leaders and parents to work for quality of learning outcomes. In contrast, lack of branding can affect students' academic cheating behaviour. Because, the bad and carelessness behaviour may generated due to the absence of designed school branding.

*Goal Focus:* A goal defines an outcome you want to achieve; an area of focus establishes activities you want to spend your time doing. A goal is a result; an area of focus is a path. A goal points to a future you intend to reach; an area of focus settles you into the present. Goal focus can also be defined as the ability of persons, groups or organizations to have clarity, acceptance and support of goals and objectives (Miles, 1971). Based on these premises, the level of focus for the future expectation can determine an individual act of doing something. Therefore, a goal focus may affect students' academic cheating behaviour.

*Communication:* is an apparent answer to the painful divisions between self and other, private and public, and inner thought & outer world (Peters & Durham, 1999). This definition indicates, communication is difficult to define in a consistent manner, because it is commonly used to refer to a wide range of different behaviors broadly: "the transfer of information", or to limit what can be included in the category of communication (Littlejohn et al., 2009). As communication is the glue that holds organization together, it can affect all activities in schools. Therefore, communication can affect the students' behavior to engage in academic cheating acts.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

This section contained the research design, method of the study, sources of data, Sample size and sampling techniques, data gathering instruments, validity and reliability of instruments, study area description and methods of data analysis.

#### **3.1. Research Design**

Basically, the study of academic cheating problem relies on examining people's behaviors, attitudes and beliefs. So, this study was guided by the **Survey Design** (Specifically, **the instrumental type of case study**). Because, the survey design of case study approach usually involves the collection of multiple sources of evidence, using a range of quantitative and more commonly qualitative. As a result, the researcher has decided to use this design. It was administered by questionnaires and observation as instruments to the study

#### **3.2. Method of the Study**

In order to answer the basic research questions the mixed methods of data collection (**QUAN-qual. Approach**) was employed. So that, more quantitative and some qualitative data were collected from different sources. The assumption for using this mixed method was to provide better understanding about the problem. However, the multifaceted nature of academic cheating behavior also was the other reason for the employed mixed approach.

#### **3.3. Sources of data**

Based on the above design& method multiple sources of evidence were addressed. Accordingly, sources of data were students, teachers, principals and secondary schools

##### **I Primary sources of data**

Students and school professionals (including; teachers, school principals & discipline committee) were primary source of data from where quantitative and qualitative data were collected

##### **II. Secondary sources of data**

School Management documents such as: school behavior policy document, filed document about cheating such as; students' portfolios and the posted rules and regulation to avoid cheating have included

### 3.4. Sample size and sampling techniques

**Table-1: Sources of data, population, sample and sampling techniques**

|   | Source of data       | Population | Sample | %    | Sampling technique |
|---|----------------------|------------|--------|------|--------------------|
| 1 | Woreda (district)    | 22         | 3      | 14   | Purposive          |
| 2 | Schools              | 14         | 6      | 43   | Simple random      |
| 3 | Teachers             | 285        | 186    | 65.3 | Simple random      |
| 4 | Principals           | 6          | 6      | 100  | Availability       |
| 5 | V/prin.              | 12         | 12     | 100  | Availability       |
| 6 | Discipline Committee | 18         | 6      | 33   | Simple random      |
| 7 | Students (grade-12)  | 1985       | 240    | 12   | Simple random      |

Based on the above table-1 3(14%) of woredas (Namely; Sekoru, Omo-Nada & Tiro-Afeta woredas) were selected from 22 Woredas of Jimma zone by using purposive sampling technique; the 6 (43%) schools (Explicitly, secondary schools of Sekoru, Deneba, Nada, Asendabo, Dimtu & Ako) were selected from the three woredas by simple random; 186(65.3%) of teachers (31 teachers from each 6 schools) have chosen carefully by using simple random; 6(100%) school principals, 12(100%) vice-school principals; 6(33.3%) discipline committees were selected randomly; 240(12%) of grade 12 students (40 students from each school) were selected by using simple random technique;

Generally, due to the complex nature of academic cheating problem and the current related Challenges, the limited size of sample and simple sampling techniques have been selected. These challenges were related to assumptions, risks, and constraints. As assumption: The nature and the need for detail study, as a risk: the current risky situation of Covid-19 pandemic and issues of peace and security, as constraints: limitations of time and budget for this study have considered

### 3.5. Data Gathering Instrument

To gather information from stakeholders the mixed methods of data collection were employed. Because of the complexity of the problem for this study, the tools for gathering data also expected to be mixed, so that tools like: Questionnaires and observation were used; different scales of measurement have utilized to measure the variables. Specifically; nominal, categorical and interval scales have used in gathering the data for personal information. The

ordinal and ratio scales have employed to measure the variables factors of the academic cheating problem

### **1- Questionnaires:**

The structured Likert-scale questionnaires were prepared for 210 school professionals (including; teachers, principals and discipline committee members) and for 240 students. The questionnaire for the school professionals included 37 items to evaluate school culture, 12 related questions to measure academic cheating behavior & 4 additional semi-structured questionnaires have asked. However, students were asked 15 items of Yes/No questions to measure factors of their academic cheating behaviors.

### **2- Observation:**

The observation was guided by prepared check-list. It was to observe the existing situations connected the selected two aspects of school culture. These aspects were including, social climate, and rules and policies. Accordingly, the displayed work of students for motivation, the greeting and interaction of students during examination, the class-student ratio in exam rooms, the actual cheating behavior in exam rooms, the controlling system of academic cheating during National exam, the situation related to ongoing orientation for examination, the prepared and displayed rules and regulation of examination were observed.

### **3- Archive:**

School behavior policy document, filed document such as students' portfolios have attempted to address

### **3.5. Validity and Reliability of the Instruments**

The questionnaire was pre-test on one of the secondary schools from out of the study site. For this test 30 school professionals were selected from Natry secondary school. The data was collected for testing the reliability of the prepared questionnaires. The questionnaires were sufficient enough to answer all the research questions. They were found adequate; the length of items was suitable and logically arranged. The instrument was acceptable with a minor editing. However, the validity of the instrument was evaluated. So that the value of **Cronbach's Alpha = .857. (This value >.7)**. Therefore, the instrument that used in this study has a great validity and reliability. Furthermore, the specific validities of instruments for each variables item are presented in the following table:

**Table-2: The value of Cronbach's Alpha for instruments**

|   | Major variables   | Sub-variables        | Items (N) | Cronbach's Alpha (Value) |
|---|-------------------|----------------------|-----------|--------------------------|
| 1   | School Culture    | 1.1. Collaboration   | 6         | .77                      |
|   |                   | 1.2. Public Relation | 6         | .73                      |
|   |                   | 1.3. Partnership     | 12        | .871                     |
|   |                   | 1.4. Branding        | 3         | .841                     |
|   |                   | 1.5. Goal focus      | 4         | .93                      |
|   |                   | 1.6. Communication   | 6         | .911                     |
| 2   | Academic cheating |                      | 12        | .944                     |
| <b>The mean value of Cronbach's Alpha</b> |                   |                      |           | <b>.857</b>              |

Table-2 shows the analysis for the specific values of Cronbach's Alpha to measure the validity of the instruments. Thus, the value of Cronbach's Alpha for (6 items of collaboration = .77, 6-items of public relation = .73, 12-items of partnership = .871, 3-items of branding = .841, 4-items of goal focus = .93, 6-items of communication = .911 & 12-items of academic cheating behavior = .944). Generally the mean value of Cronbach's Alpha = .857.

### 3.6. Study area description

The study area was situated at Jimma zone. It is located to the South-West part of Ethiopia It has the distance of 350km from capital city of Ethiopia/Addis-Ababa/. The three sampled woredas were namely; Sekoru, Omo-Nada and Tiro-Afeta. They have a distance of 260km, 300km and 330km from Addis respectively. They are sited on the main road of Addis-to-Jimma. As Jimma zone is the major source of coffee and the related trade center in Western Ethiopia it can influence students to challenging behavior towards cheating. It is also the place where different economic activity is undertaken by youth those who lean at secondary school and they involved on part-time work. In addition, since, the most areas of Jimma zone is semi-urban and semi-rural many students come from uneducated family. As a result, the parent expectation and interest for their children's educational result may vary at large.

### 3.7. Data collection procedures

The appropriate data collection procedure is critical to make the study manageable. So that, the researcher has undertaken the step-by-step activities as follow: *Firstly*, the prepared tools have translated in to local language (Afan-Oromo). *Secondly*, the researcher has

communicated to the sampled zone and woreda education office officials, in order to facilitate the data collection program at the selected schools. *Thirdly*, after he has arrived school the researcher provided orientation to create awareness about the study and questionnaires. *Fourthly*, the questionnaires have distributed to all sampled respondents for giving their response and then collected. *Fifthly*, the exam rooms and school compound have observed side-by-side with searching of information from school documents. *Finally*, the gathered data have organized, processed, analyzed and interpreted and followed by the report of the research

### **3.8. Methods of Data Analysis**

Descriptive and inferential statistics were used for data analysis. Descriptive statistics such as: mean and standard deviation were to analyze the specific items of school culture and students' academic cheating behaviors. Then, the inferential statistics such as: correlation, regression, ANOVA and t-test were used to measure the cause and effect relationship, the effect size and the significance difference for school culture and students' academic cheating. According to Cohen (1988) a result of correlation is presented by indicating the direction and strength of correlation. The value of correlation ranges between -1.0 and +1.0 which shows both positive and negative relationship within variables. When the value of "r" is equal to zero it shows no relationship between the variables. As a result, the researcher followed the rule of effect strength theory of Cohen (1998, 1992)  $r = \pm 0.10$  to  $\pm 0.29$  small (weak),  $r = \pm 0.30$  to  $\pm 0.49$  medium (moderate) and  $r = \pm 0.50$  to  $\pm 1.0$  large (strong). Similarly, Coefficient of correlation ( $r^2$ ), Significance level  $< 0.05$  was identified by using analysis statistics such as multiple regression, t-test and ANOVA. Regression analysis was applied to analyze the effect size of school culture on students' academic cheating

## CHAPTER FOUR

### ANALYSIS, FINDINGS AND DISCUSSION

#### 4.1. Analysis of Data and Interpretation

##### 4.1.1. Analysis of the stakeholders

The different types of respondents were selected for this survey study: Therefore, school professionals (including: 142 male, 44 females & totally 186 teachers; 6 male principals; 12 male vice-principals; 4 male, 2 female & totally 6 discipline committee members) and 177 male, 123 female & totally 240 students were engaged in this study. Generally 450 (281 male, 169 female) people were involved in this study.

**Table-3: Analysis for demographic factors of the respondents**

| School professionals |         |     |      | Students                       |            |     |      |
|----------------------|---------|-----|------|--------------------------------|------------|-----|------|
| Factor               |         | N   | %    | Factor                         |            | N   | %    |
| 1. Sex               | Male    | 164 | 78   | 1. Sex                         | Male       | 117 | 48.8 |
|                      | Female  | 46  | 22   |                                | Female     | 123 | 51.2 |
|                      | Total   | 210 | 100  |                                | Total      | 240 | 100  |
| 2. Age               | 19-32   | 58  | 27.6 | 2. Age                         | 18-19      | 203 | 84.6 |
|                      | 33-46   | 146 | 69.5 |                                | ≥ 20       | 37  | 15.4 |
|                      | 47-60   | 6   | 2.9  |                                | Total      | 240 | 100  |
|                      | Total   | 210 | 100  | 3. Grade level                 | 12         | 240 | 100  |
| 3. Experience        | 1-10    | 25  | 11.9 | 4. Parents' educational status | Uneducated | 182 | 75.8 |
|                      | 11-20   | 151 | 71.9 |                                | Educated   | 58  | 24.2 |
|                      | 21-30   | 34  | 16.2 |                                | Total      | 240 | 100  |
|                      | Total   | 210 | 100  | 5. Family's economic Level     | Low        | 65  | 27.1 |
| 4. Educational Level | Degree  | 168 | 80   |                                | Moderate   | 170 | 70.8 |
|                      | Masters | 42  | 20   |                                | High       | 5   | 2.1  |
|                      | Total   | 210 | 100  |                                | Total      | 240 | 100  |

As shown on the left side of Table-3 the demographic data of 210 school professionals is presented. Regarding to the sex category: 164(78%) male & 46(22%) female professionals were involved. Here, the number of male is greater than females. This means the less number of female were involved due to the scarcity of female professionals in those high schools.

Their age were categorized in to three: age 19-32 = 58(27.6%), age 33-46 = 146(69.5%) & age 47-60 = 6 (2.9%). This data indicates that many of the high school professionals were under the medium age of 33-46.years.

The age level of professionals may affect their understanding about academic cheating behavior. The years of their experience were categorized in to three: year 1-10 = 25(11.9%), year 11-20 = 151 (72%) & year 21-30 = 34(16.2%). According to this data, the experience of many secondary school professionals lay under the medium years of 11-20. This level of experience may enable them working to avoid the unfavorable school culture.

Their educational level was included under two levels: Degree = 168 (80%) & Masters = 42 (20%). This data shows more of the high school teachers and leaders were degree holder. It implies that there is a lack standardized professional for secondary schools. So this lack of standard may affect the way they teach, manage and advice their students to avoid academic cheating behavior.

As presented on the right side of Table-4.1.2 the demographic data of students is listed. Based on this data 117(48.8%) male & 123(51.2%) female totally 240 students were involved; for the age category age 18-19 = 203(84.6%) & age  $\geq 20$  = 37(15.4%). All of them were selected from grade 12,

For parent's educational status 182 (75.8%) of students were from uneducated parent, while 58(24.2) of them were from educated parents. This means most of the students were from uneducated parent. It may affect students' engage in academic cheating behavior.

Regarding to family's economic level, 65(27.1%) of students were from families having the lower economy, 170(70.8%) of them were from families having moderate economy and the only 5(2.1%) of them were from relatively higher economic families. This indicates that more than 97% of students were from moderate and lower economic families. Therefore, the probability of cheating for future work opportunity may increase due to the lack of sufficient economy for life.

To sum up, this demographic data of sampled school professionals & students were fitted for the study

#### 4.1.2. Analysis for data of School Culture & Academic Cheating

**Table 4: Mean and Standard. Deviation for items of School culture**

| <b>Vari<br/>able</b>   | <b>Item</b>  | <b>Exp.<br/>Mean</b> | <b>Coll.<br/>Mean</b> | <b>Std.<br/>Dev</b> |
|------------------------|--|----------------------|-----------------------|---------------------|
| <b>Collaboration</b>   | 1. Staff members& groups are usually exchanging their views  | 3                    | 3.12                  | .739                |
|                        | 2. The favourable school culture is created, fostered& developed                                       | 3                    | 2.97                  | .847                |
|                        | 3. The participative management for better staff communication, cooperation & coordination             | 3                    | 2.88                  | .824                |
|                        | 4. Collaboration among school community makes a change on teaching and learning process                | 3                    | 3.05                  | .781                |
|                        | 5. Collaboration meets the needs of overcharging & complex school environment                          | 3                    | 2.81                  | .753                |
|                        | 6. Collaboration in school make an impact beyond teachers producing knowledge and resources for others | 3                    | 3.12                  | .719                |
| <b>Public Relation</b> | 7. The school management is posting & engaging on social media   | 3                    | 2.96                  | .772                |
|                        | 8. The school often arrange speaking engagements for community   | 3                    | 3.10                  | .883                |
|                        | 9. School's strategies for crisis management   | 3                    | 2.80                  | .795                |
|                        | 10. The school leaders often organize special events   | 3                    | 3.01                  | .807                |
|                        | 11. Building business connections and networking   | 3                    | 2.71                  | .728                |
|                        | 12. The engagement on writing and publicizing press releases   | 3                    | 2.94                  | .713                |
| <b>Partnership</b>     | 13. Establishing family-school-community partnerships.   | 3                    | 3.09                  | .772                |
|                        | 14. Making learning relevant to children.  | 3                    | 3.17                  | .928                |
|                        | 15. Recognizing the disconnection or withdrawal  | 3                    | 2.95                  | .793                |
|                        | 16. Training for teachers to work with parents.  | 3                    | 3.10                  | .844                |
|                        | 17. Reducing distrust and cultural barriers.   | 3                    | 2.88                  | .809                |
|                        | 18. Making schools visited easier.   | 3                    | 3.13                  | .834                |

| <b>Vari<br/>able</b> | <b>Item</b>   | <b>Exp.<br/>Mean</b> | <b>Coll.<br/>Mean</b> | <b>Std.<br/>Dev</b> |
|----------------------|---|----------------------|-----------------------|---------------------|
| <b>Partnership</b>   | 19. Addressing language barriers.   | 3                    | 3.10                  | .855                |
|                      | 20. Evaluating parents' needs.  | 3                    | 3.31                  | .767                |
|                      | 21. Accommodating families' work schedules.   | 3                    | 2.96                  | .766                |
|                      | 22. Using technology to link parents to the classroom.  | 3                    | 2.94                  | .851                |
|                      | 23. Establishing a home-school coordinator.   | 3                    | 3.11                  | .747                |
|                      | 24. Giving parents a voice in school decisions.   | 3                    | 3.11                  | .802                |
| <b>Branding</b>      | 25. The distributed school's logo to users of social media  | 3                    | 2.94                  | .787                |
|                      | 26. The carefully designed school brand in school   | 3                    | 3.07                  | .856                |
|                      | 27. Unified& shared story that creates a greater level of connection  | 3                    | 3.05                  | .86                 |
| <b>Goal Focus</b>    | 28. Clear goals & objectives, each staff member know their duties   | 3                    | 3.16                  | .802                |
|                      | 29. Decision-makings are participatory & staff members are committed  | 3                    | 3.20                  | .813                |
|                      | 30. All activities focused on improving students' learning for knowledge  | 3                    | 3.19                  | .784                |
|                      | 31. Individuals and groups have ability, clarity and acceptance to support the achievement of school goals                            | 3                    | 3.21                  | .774                |
| <b>Communication</b> | 32. The accessible communication system & using the right mix of communication channel to improve decision making ( <i>Access</i> )   | 3                    | 3.59                  | .941                |
|                      | 33. Relevant communication that helps the staff members to improve school environment & students' learning ( <i>Relevance</i> )       | 3                    | 3.43                  | .885                |
|                      | 34. The applicable communication that relates to each stakeholder by considering the difference among individuals ( <i>Validity</i> ) | 3                    | 3.47                  | .771                |
|                      | 35. The learning environment and students' behavior are improved through the daily communication with students ( <i>Reliability</i> ) | 3                    | 3.41                  | .821                |
|                      | 36. School leaders are making information, advice and guidance available timely ( <i>Timeliness</i> )                                 | 3                    | 3.34                  | .844                |
|                      | 37. The consistence, understandable and clear communication system ( <i>Consistency</i> )   | 3                    | 3.49                  | .887                |

As indicated in Table 4, the data for items of school culture have presented. This data was collected from 210 respondent school professionals and analysed in descriptive statistics by using SPSS application.

Accordingly *Item-1*: The level in which the staff members & groups were exchanging their views was identified by (Expected mean= 3, Collected mean = 3.12 & Standard deviation = .739), this shows that there is a less inclusiveness for different ideas in the sampled schools. . However, in an exclusionary setting, teachers and other staff remain isolated from each other. They work independently and don't share information or experiences (Team XQ, 2020). It implies that the absence of inclusive school environment may create lack of confidence on students' behavior. As a result, it can influence them to engage in academic cheating behavior.

*Item-2*: The favorable school culture was created, fostered, and developed by the observed data of (Expected mean= 3, Collected mean = 2.97 & Std. deviation = .847), this shows that the issues creating favorable school culture is neglected in schools. Brown (2004) found that, an effective and a healthy school culture facilitate teacher-student, teacher-teacher and student-student relationships. So that, the ignorance of creating favorable school culture may foster the expansion of academic cheating behaviour in the studied secondary schools.

*Item-3*: Participative school management for better staff communication, cooperation and coordination was observed by (Expected mean= 3, Collected mean = 2.88 & Std. deviation = .824). It reveals that there is a lack of effective interaction among the school community to avoid academic cheating behavior.

*Item-4*: Collaboration among school community makes a change on teaching-learning process by the observed data of (Expected mean= 3, Collected mean = 3.05 & Std. deviation = .781), this implies that the effectiveness of collaborations in the sampled schools were very poor.

*Item-5*: collaboration meets the needs of an overcharging and complex school environment by (Exp. mean= 3, Collected mean = 2.81 & Std. deviation = .753). This indicates that collaborations in the sampled schools were not meeting the current over changing school environment (Including; the rapid expansion of academic cheating)...

*Item-6:* collaboration makes an impact beyond teachers, producing knowledge and resources for others by (Expected mean= 3, Collected mean = 3.12 & Std. deviation = .719). It indicates the lower outcome of stakeholders' collaboration in schools.

*Item-7:* the school management is posting & engaging on social media (Expected mean= 3, Collected mean = 2.96 & Std. deviation = .772), this data also reveals that many of the school leaders are ignored introducing the education through social media.

*Item-8:* the schools often arrange speaking engagements for their community (Expected mean= 3, Collected mean = 3.10 & Std. deviation = .883), this indicates that the secondary schools lack the involvement of their community.

*Item-9:* the school's strategies for crisis management (Expected mean= 3, Collected mean = 2.80 & Std. deviation = .795), it shows that there is a lack of knowledge for creating and utilizing the crisis management in schools. Therefore, most school leaders need training, in order to improve the current school culture & the crisis related to the devastating students' academic cheating behavior.

*Item-10:* the school leaders often organize special events (Expected mean= 3, Collected mean = 3.01 & Std. deviation = .807), it means most of the school professionals were not that much inspired, because there is a lack advocating different special events in schools.

*Item-11:* building business connections and networking (Expected mean= 3, Collected mean = 2.71 & Std. deviation = .728), this data discloses that there was no effective networking for public relation in the sampled schools.

*Item-12:* the school professionals engagement on writing and publicizing press releases (Expected mean= 3, Collected mean = 2.94 & Std. deviation = .713), according to this data all of the secondary schools have ignored themselves from activities of introducing education for their public relation.

*Item-13:* establishing family-school-community partnerships (Expected mean= 3, Coll. mean = 3.09 & Std. deviation = .772), this indicates that there was a lower level of family school partnership in schools.

*Item-14:* making learning relevant to children (Expected mean= 3, Coll. mean = 3.17 & Std. deviation = .928). This data discloses that there was a very poor commitment of making learning relevant to children at the selected high schools.

*Item-15:* recognizing the disconnection or withdrawal (Expected mean= 3, Collected mean = 2.95 & Std. deviation = .793. it shows most secondary schools are ignoring reporting the students' disconnection & withdrawal for their families. This disconnection may also be the other factor for students' engagement in academic cheating acts.

*Item-16:* training for teachers to work with parents (Expected mean= 3, Collected mean = 3.10 & Std. deviation = .844), this data shows that there is a shortage of sustainable on job training for teachers to work with parents, to reduce students' academic cheating behavior

*Item-17:* reducing distrust and cultural barriers (Expected mean= 3, Collected mean = 2.88 & Std. deviation = .809), it indicates that most of the current secondary schools were affected by the influence of students' distrust behavior and culture barrier.

*Item-18:* making school visited easier (Expected mean= 3, Collected mean = 3.13 & Std. deviation = .834) it reveals that there was a lack of earlier visit for schools to control the school problems like students' academic cheating behavior.

*Item-19:* addressing language barriers (Expected mean= 3, Collected mean = 3.10 & Standard deviation = .855) it shows that there was the absence of addressing language barriers in secondary schools.

*Item-20:* evaluating parents' needs (Expected mean= 3, Collected mean = 3.31 & Std. deviation = .767), this also reveals that there was a moderate evaluation for parents' need to plan for improvement of students' academic cheating behavior.

*Item-21:* accommodating families' work schedules (Expected mean= 3, Collected mean = 2.96 & Standard deviation = .766). It means there was a lack of considering for accommodating families' work schedules in the sampled high schools.

*Item-22* link parents with the classrooms by using technology (Expected mean= 3, Collected mean = 2.94 & Std. deviation = .851) it shows that there was a lack of linkage between parents and the current secondary schools.

*Item-23:* establishing home-school coordinator (Expected mean= 3, Coll. mean = 3.11 & Std deviation = .747), it indicates that there was a very low level of established home-school coordinators in most of the existing schools.

*Item-24:* giving parents a voice in school decisions (Expected mean = 3, Collected mean = 3.11 & Standard deviation = .802). It implies that parents' involvement in decision-making at many secondary schools was very low.

*Item-25:* regarding to the distributing schools logo (Expected mean= 3, Collected mean = 2.94 & Std. deviation = .787), it reveals that there was no any indicators for creating & distributing school brand at all secondary schools. Therefore, most schools may become ignoring the branding ideas for quality education.

*Item-26:* the school has a carefully designed school brand (Expected mean= 3, Collected mean = 3.07 & Std. deviation = .856), it also indicates that all of the selected secondary schools has less designed school brand.

*Item-27:* the unified & shared story that creates a greater level of connection (Expected mean= 3, Collected mean = 3.05 & Std. deviation = .86), this data indicates that there is less shared story about the school to create greater level of connection with school community.

*Item-28:* the clear goals and objectives & each staff member know their duties (Expected mean= 3, Collected mean = 3.16 & Std. deviation = .802), this indicates that the professionals in the sampled schools lack clarity on the school goals. The response from the additional questions also supported this idea.

*Item-29:* the data for how the decision-makings were participatory & staff members were committed (Expected mean= 3, Collected mean = 3.20 & Std. deviation = .813), it reveals that there was a lack of participatory leadership for creating a feeling of commitment in others.

*Item-30:* regarding to whether or not all activities focused on improving students' learning for knowledge (Expected mean= 3, Collected mean = 3.19 & Std. deviation = .784), this data shows the absence of cohesiveness between different activities in the sampled schools.

*Item-31:* individuals and groups have ability, clarity and acceptance to support the achievement of school goals (Expected mean= 3, Collected mean = 3.21 & Std. deviation =

.774). This data shows that there was less than moderate level of clarity for school goals in the studied secondary schools.

*Item-32:* the access of communication systems & channels (Expected Mean = 3, Collected mean = 3.59 & Std. deviation = .941), this data indicates that the access of communication systems & channels are highly increased in education system.

*Item-33:* the relevant communication that helps the staff members to improve the school environment and students' learning (Expected Mean = 3, Collected mean = 3.43 & Std. deviation = .885), this indicates that the communications in the current schools are greater than the expected. With dispensable of academic cheating behavior, the relevance of communication in schools are moderately increased for improving students' learning behaviors,

*Item-34:* the learning environment and students' behavior were improved through the daily communication with students by (Expected Mean = 3, Collected mean = 3.47 & Std. deviation = .771), it means the learning environment is moderately increased through communication. Relatively, students' academic cheating behavior was also increased through communication.

*Item-35:* the applicable communication that relates to each stakeholder by considering the difference among individuals (Expected Mean = 3, Collected mean = 3.41 & Std. deviation = .821), it means the validity of communication in schools become moderately increased with low consideration of individual differences.

*Item-36:* the school leaders were making information, advice and guidance available timely by (Expected mean= 3, Collected mean = 3.34 & Std. deviation = .844), this reveals that the communication between school leaders & the staff is moderately increased.

*Item-37:* the consistence, understandable and clear communication system (Expected Mean = 3, Collected mean = 3.49 & Std. deviation = .887), this data discloses that the level of consistency, understandability and the clarity of communication system in the current schools are moderately increased.

Generally, the data for all sub-variables of school culture indicate that the effectiveness of school culture become decreasing rapidly. Most of the collected mean for items were less than the expected one and all the standard deviations were greater than 0.7

**Table-5: Mean and Std. Deviation for items of Academic Cheating behaviour**

| Item   | Exp. Mean | Col. Mean | Std. Devi |
|--|-----------|-----------|-----------|
| 1) Using message and telegram to cheat on exam       | 3         | 3.98      | .894      |
| 2) Copying Assignment and dependency in doing        | 3         | 3.90      | .933      |
| 3) Cheating through side talking or whispering       | 3         | 3.86      | .899      |
| 4) Direct copying from exercise book (note book)     | 3         | 3.83      | .992      |
| 5) Paying for others to do an assignment             | 3         | 3.81      | .921      |
| 6) Tossing a piece of paper with answer in exam room | 3         | 3.8       | .868      |
| 7) Using written note on paper (አጠጋጋ) during exam    | 3         | 3.79      | .884      |
| 8) Copying homework from each other                  | 3         | 3.78      | .983      |
| 9) Helping others to cheat on exam                   | 3         | 3.7       | .898      |
| 10) Using sign language to cheat on exam             | 3         | 3.55      | .891      |
| 11) Copying answer from the wall or blackboard       | 3         | 3.31      | .822      |
| 12) Using the previous exam paper to cheat           | 3         | 3.31      | .856      |

Table-5 represents the occurrence of students' academic cheating behavior at the six sampled schools; the data was collected from 210 school professionals (they responded by evaluating the day-to-day activities of students' academic cheating behaviors, that they often faced in their classroom & school), and then calculated by descriptive statistics of mean and standard deviation. The observed behavior was sorted based on the result (from large-small level of collected mean). Thus, all items are analyzed by three categories as follow

*The first category: Item-1* the behavior of using message and telegram to cheat on examination (Exp. mean=3, Coll. mean= 3.98 & Std, deviation=.894); *Item-2* copying Assignment and dependency in its work (Exp. mean=3, Coll. mean=3.90 & Std, deviation=.933); *Item-3* cheating through side talking (Exp. mean=3, Coll. mean=3.86 & Std, deviation=.899); *Item-4* direct copy from exercise-book (Exp. mean=3, Coll. mean=3.83 & Std, deviation=.992) were the very high ranked students' academic cheating behaviors. Based

on data of item 1-4; using message and telegram to cheat, copying an assignment, cheating through side talking and direct copy from note books were the high ranked cheating behavior.

The second category, *Item-5* paying for others to do the assignment (Exp. mean=3, Coll. mean=3.82 & Std, deviation=.921); *Item-6* tossing a piece of paper with answer in exam room (Exp. mean=3, Coll. mean=3.8 & Std, deviation=.868); *Item-7* using written note “አጤራራ” on examination (Exp. mean=3, Coll. mean=3.79 & Std, deviation=.884); *Item-8* copying homework from each other (Exp. mean=3, Coll. mean=3.78 & Std, deviation=.982) were the high ranked students’ academic cheating behaviors. According to the data of item 5-8; paying money to others for doing assignment, tossing a piece of paper, using written note “አጤራራ” during examination and copying homework are the moderate ranked students’ academic cheating behaviors

The third category, *Item-9* helping others to cheat on exam (Exp. mean=3, Coll. mean=3.78 & Std, deviation=.983). *Item-10* using sign language to cheat on exam (Exp. mean=3, Coll. mean=3.55 & Std, deviation=.891); *Item-11* copying answer from the wall or blackboard (Exp. mean=3, Coll. mean=3.31 & Std, deviation=.822); *Item-12* using the previous exam paper to cheat (Exp. mean=3, Coll. mean=3.31 & Std, deviation=.856) were the low ranked academic cheating behaviors. The data of item 9-12 indicate that helping others to cheat on exam, using sign language to cheat, copying answer from the wall and using the previous exam paper are the low ranked cheating behaviors.

In all of the above identified behaviors of students’ academic cheating, the collected means all items were greater than the expected one; this indicates the increasing of academic cheating behavior in the current secondary schools. The standard deviations of data for all behaviors were greater than 0.7, this means the variation of each data from the mean were greater than 0.5. So, those identified behaviors were significantly accepted

Passow et al. (2006) found that the acts of cheating varied according to the type of assessments which were exam and homework in their study students’ academic cheating behavior. In this regard, the result of above analysis also shows that the high ranked cheating behavior which is related to mobile phone was observed during National or Final exams. This indicates that students use mobile phone to cheat more often on National or Final exams than other time.

Recently, Starovoytova (2016) found that 70% of students used mobile-phone to Google or to assess notes; 61% of them arriving early in exam-room and writing on the desk; 77% of them were placed script in a way, that other student can see; 48% of them stored lecture-notes in washroom to be used during exams; As found by Starovoytova (2016) 75% of students help another-student on exam, when they ask for. It implies that many students are helping each other on academic cheating behaviour.

According to the above evidences the opportunity of cheating through mobile applications becomes a prominent action in schools. On the other hand academic cheating become a culture in secondary schools of Jimma zone

**Table-6: Analysis for factors of academic cheating (N=240)**

| Item  | Yes |      | No  |      |
|---|-----|------|-----|------|
|   | N   | %    | N   | %    |
| 1. I involved in cheating, because the provided examination is difficult  | 128 | 53.3 | 112 | 46.7 |
| 2. Cheating is good since most people who cheat often pass their examinations without repeating or even being punished: | 130 | 54.2 | 110 | 45.8 |
| 3. No matter how much you study, if you do not cheat, you will fail   | 137 | 57.1 | 103 | 42.9 |
| 4. I cheat on examinations because I lack the necessary confidence in myself:   | 122 | 50.8 | 118 | 49.2 |
| 5. Cheating is very common on Regional and national exam  | 213 | 88.8 | 27  | 11.3 |
| 6. Only those who cheat have high-grades in examinations for future work opportunity                                    | 197 | 82.1 | 43  | 17.9 |
| 7. Cheating is not necessary if the student has adequately prepared before the exam                                     | 192 | 80.0 | 48  | 20.0 |
| 8. I influenced to cheat because students are cheating on Regional & National examinations all over the country         | 233 | 97.1 | 7   | 2.9  |
| 9. I cheat on examinations, because my parents support the idea   | 15  | 6.3  | 225 | 93.8 |
| 10. Cheating is good in competitive examinations because passing will please both parents and friends                   | 123 | 51.3 | 117 | 48.8 |

| Item  | Yes |      | No  |      |
|---|-----|------|-----|------|
|   | N   | %    | N   | %    |
| 11.If I do not cheat, those who cheat in the same examination will have an advantage over me                                      | 140 | 58.3 | 100 | 41.7 |
| 12.No one has confidence to do National exam by his/her self, Because of the previous experience of exam leakage through internet | 217 | 90.4 | 23  | 9.6  |
| 13.Some teachers encourage cheating on examinations.  | 28  | 11.7 | 212 | 88.3 |
| 14.It is in fact difficult to reduce cheating on National Exam, until the government will control social media                    | 214 | 89.2 | 26  | 10.8 |
| 15.I may not feel shame to cheat if the teacher doesn't teach properly  | 191 | 79.6 | 49  | 20.4 |

The data presented in Table-6 was collected from 240 students, who were selected from six secondary schools. This data was needed to identify factors for students' academic cheating.. Therefore, it was analyzed as follow:

The response for: *Item-1* I involved in cheating, because the provided examination is difficult: for this-item, 128(53.3%) of the students accepted that they would engaged in cheating, when they faced a difficult-exam, whereas 112(46.7%) of them refused with the statement that difficult-exams may cause students to cheat. This indicates that most of the secondary school students have lack of the expected knowledge for the level.

*Item-2* Cheating is good since most people who cheat often pass their examinations without repeating: 130 (54.2%) of students accepted, But 110 (45.8%) students refused. This result indicates that more than half of students are engaged in academic cheating due to the influence of previous experience of success for others by cheating

*Item-3* No matter how much you study, if you do not cheat, you will fail: 137 (57.1%) of students accepted while 103(42.9%) of them refused. This data indicates that most students are involved in cheating only for promotion without knowledge.

*Item-4* I cheat on examinations, because I lack confidence in myself: 122 (50.8%) of students accepted, whereas 118(49.2%) of them refused. This means more than half of students are engaged in academic cheating for due to lack of confidence.

*Item-5* Cheating is very common on Regional and national exam: 213 (88.8) of students accepted, but 27 (11.3%) of them refused. It reveals that a large number of students are adapted academic cheating as a culture.

*Item-6* only those who cheat have high-grades in examinations for future work opportunity: 197 (82.1%) of students accepted, while 43 (17.9%) of them refused. This shows that many students are cheating for the need of future work opportunity.

*Item-7* Cheating is not necessary if the student has adequately prepared before the exam: 192 (80%) of students accepted, whereas 48 (20%) of them refused. This indicates that most of students are accepted the importance of studying for exam, but they wouldn't do it

*Item-8* I influenced to cheat because students are cheating on Regional & National examinations all over the country: 233 (97.1%) of students accepted, while only 7 (2.9%) of them refused. This data discloses that a very high number of students are influenced by the country (the mega) level of academic cheating situation.

*Item-9* I cheat on examinations, because my parents support the idea: 15 (6.3%) of students accepted, but 225 (93.8) of them refused. It reveals that the influence of parent on academic cheating behavior is very low; many parents were not known how their children are cheating on exam.

*Item-10* Cheating is good in competitive examinations because passing will please both parents and friends: 123 (51.3%) of students accepted, whereas 117 (48.8) of them refused. This means more than half of students are engaged in academic cheating due to peer influence.

*Item-11* If I do not cheat, those who cheat in the same examination will have an advantage over me: 140 (58.3%) of students accepted, even though 100 (41.7%) of them refused. It indicates that more than half of students are involved in academic cheating behavior due to the influence of competition with others.

*Item-12* no one has confidence to do National exam by his/her self, Because of the previous experience of exam leakage through internet: 217 (90.4%) of students accepted, but 23 (9.6%) of them refused. This data reveals that a large number of students are cheating on national exam due to the bad experiences of the previous exam leakages through internet.

*Item-13* Some teachers encourage cheating on examinations. 28 (11.7%) of students were accepted. Whereas, 212 (88.3%) of them refused. It indicates that a few teachers encourage students' cheating on national exams.

*Item-14* It is in fact difficult to reduce cheating on National Exam, until the government will control social media. 214 (89.2%) of students accepted, while 26 (10.8%) of them refused. It shows that the rampant usages of social media are affecting students' behavior to engage in academic cheating.

*Item-15* I may not feel shame to cheat if the teacher does not teach properly. 191 (79.6%) of students accepted, while 49 (20.4%) of them refused. It discloses that many students are involved in cheating due to teachers' lack of commitment and knowledge to teach properly.

**Table-7: T-test for relationship between independent & dependent variables**

| Paired sample                                      | Exp. Mean | Coll. Mean   | Std. Deviation | r     | t       | df  | Sign. |
|--|-----------|--------------|----------------|-------|---------|-----|-------|
| <b>Pair 1</b> Collaboration<br>Academic cheating   | 3<br>3    | 2.99<br>3.72 | .531<br>.710   | -.462 | -9.907  | 209 | .000  |
| <b>Pair 2</b> Public Relation<br>Academic cheating | 3<br>3    | 2.92<br>3.72 | .512<br>.710   | -.330 | -11.559 | 209 | .000  |
| <b>Pair 3</b> Partnership<br>Academic cheating     | 3<br>3    | 3.07<br>3.72 | .524<br>.710   | -.303 | -9.381  | 209 | .000  |
| <b>Pair 4</b> Branding<br>Academic cheating        | 3<br>3    | 3.02<br>3.72 | .727<br>.710   | -.217 | -9.028  | 209 | .000  |
| <b>Pair 5</b> Goal Focus<br>Academic cheating      | 3<br>3    | 3.19<br>3.72 | .721<br>.710   | -.149 | -7.033  | 209 | .000  |
| <b>Pair 6</b> Communication<br>Academic cheating   | 3<br>3    | 3.45<br>3.72 | .715<br>.710   | .136  | -4.106  | 209 | .000  |

Table-7 shows the relationship between sub-variables of school culture and students' academic cheating behavior. These data were calculated from the responses of 210 school professionals for each variables item, those analyzed in the above portion. Therefore, the data were analyzed as follow:

**Part 1**, Collaboration & Academic cheating (Exp. Mean of both variables = 3, Coll. Mean = 2.99 & 3.72, Std. Deviation = .531 & .710, r = -.462, t = -9.907, df = 209 & sign. = .000).

Based on this data the collected mean of collaboration is decreased from the expected mean. In contrast, the collected mean of academic cheating is highly increased. It means collaboration is negatively correlated with students' academic cheating behavior by  $r = -.462$  (Negative 46.2% = Medium effect) in highly significance value of  $t(209) = -9.907$  &  $p < .05$ .

**Part 2, Public Relation & Academic cheating** (Exp. Mean of both variables = 3, Coll. Mean = 2.92 & 3.72, Std. Deviation = .512 & .710,  $r = -.330$ ,  $t = -11.559$ ,  $df = 209$  &  $sign. = .000$ ). Based on this data the collected mean of Public Relation is highly decreased from the expected mean. In contrast, the collected mean of academic cheating is highly increased. It means Public Relation (PR) is negatively related with students' academic cheating behavior by  $r = -.33$  (Negative 33% = Medium effect) in highly significance value of  $t(209) = -11.559$  &  $p < .05$

**Part 3, Partnership & Academic cheating** (Exp. Mean of both variables = 3, Coll. Mean = 3.07 & 3.72, Std. Deviation = .524 & .710,  $r = -.303$ ,  $t = -9.381$ ,  $df = 209$  &  $sign. = .000$ ), this data shows that the collected mean of Partnership is almost not increased from the expected mean. But, the collected mean of academic cheating is highly increased. It means Partnership is negatively related with students' academic cheating behavior by  $r = -.303$  (Negative 30.3% = Medium effect) in strong significance value of  $t(209) = -9.381$  &  $p < .05$

**Part 4, Branding & Academic cheating** (Exp. Mean of both variables = 3, Coll. Mean = 3.02 & 3.72, Std. Deviation = .727 & .710,  $r = -.217$ ,  $t = -9.028$ ,  $df = 209$  &  $sign. = .000$ ). Based on this data the collected mean of Branding is not increased from the expected mean. In disparity, the collected mean of academic cheating is highly increased. It means Branding is negatively related with students' academic cheating behavior by  $r = -.217$  (Negative 21.7% = low effect) in highly significance value of  $t(209) = -9.028$  &  $p < .05$

**Part 5, Goal Focus & Academic cheating** (Exp. Mean of both variables = 3, Coll. Mean = 3.19 & 3.72, Std. Deviation = .721 & .710,  $r = -.149$ ,  $t = -7.033$ ,  $df = 209$  &  $sign. = .000$ ). Based on this data the collected mean of Goal Focus is slightly increased from the expected mean. But, the collected mean of academic cheating is highly increased. It means Goal Focus is negatively correlated with students' academic cheating behavior by  $r = -.149$  (Negative 14.9% = low effect) in highly significance value of  $t(209) = -7.033$  &  $p < .05$

**Part 6, Communication & Academic cheating** (Exp. Mean of both variables = 3, Coll. Mean = 3.45 & 3.72, Std. Deviation = .715 & .710,  $r = .136$ ,  $t = -4.106$ ,  $df = 209$  &  $sign. = .000$ ).

Based on this data the collected mean of Communication is moderately increased from the expected mean. Similarly, the collected mean of academic cheating is highly increased. It means Communication is positively correlated with students' academic cheating behavior by  $r = .136$  (Positive 13.6% = low effect) in highly significance value of  $t(209) = -4.106$  &  $p < .05$

**Table-8: T-test analysis for School Culture & students' academic cheating**

|                   | Exp. mean | Coll. Mean | Std. Dev | r     | t      | df  | Sign. |
|-------------------|-----------|------------|----------|-------|--------|-----|-------|
| School Culture    | 3         | 3.10       | .396     | -.322 | -9.708 | 209 | .000  |
| Academic cheating | 3         | 3.72       | .711     |       |        |     |       |

Table-8 is presented for generalization of the above specific analysis. The data for school culture was calculated from the mean values of the 37 items of school culture. But for academic cheating it was calculated from the mean values of the 12 items of academic cheating behavior. Based on the presented data of school culture & academic cheating (the expected. mean of both variables = 3, Collected mean = 3.10 & 3.72, Standard deviations = .396 & .710, correlation ( $r$ ) = -.322,  $t = -9.708$ , degree of freedom ( $df$ ) = 209 & significance = .000). Accordingly, the collected mean of school culture has no significant increase from the expected mean. In difference, the collected mean of academic cheating is highly increased. It means School culture is negatively correlated with students' academic cheating behavior by  $r = -.322$  (Negative 32.2% = medium effect) in highly significance value of  $t(209) = -9.708$  &  $p < .05$

**Table-9: Regression analysis for the effect of school culture**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1     | .539 | .291     | .270              | .607                       |

According to table-9, the predictors in this model were; Communication, Partnership, Goal Focus, Branding, Public Relation, Collaboration. But the dependent variable is students' academic cheating behaviour. To measure the effect of school culture on students' academic cheating behaviour, the multiple regression analysis was used. As listed in the table ( $R = .539$ ,  $R$ -square = .291, Adjusted  $R$ -square = .270 & Std. Error of the Estimate = .607). According to Cohen criteria, the value  $R = .50$  is a large effect size. Therefore, the value of Multiple regression  $R = .539$  shows a very larger effect of predictor variables on students' academic Cheating behaviour. This means the school culture has 53.9% of effect on the

expansion of students' academic cheating behavior. The value of R-Square as a coefficient of determination = .291; it indicates 29.1% variance for students' academic cheating behaviour due to the effect of school culture. The adjusted value of R-Square for the number of terms in the model = .27 (27%). The standard error = .607, it reveals that 60.7% error occurred due to sampling error.

**Table-10: The ANOVA test to identify the fitness of the regression model**

| Mode       | Sum of Squares | df  | Mean Square | f      | Sig. |
|------------|----------------|-----|-------------|--------|------|
| Regression | 30.697         | 6   | 5.116       | 13.884 | .000 |
| Residual   | 74.806         | 203 | .369        |        |      |
| Total      | 105.503        | 209 |             |        |      |

As shown in table-10, the result of ANOVA tests indicates the sum of square for regression = 30.697, it is the variance to indicate extent of getting worse for academic cheating problem. On the other hand, this result divided by total sum of square (30.697÷105.503 = .291), which is equals to the value of R-square indicating that 29.1% of variability in students' academic cheating behavior due to the effect of school culture. The degree of freedom (df) = 209, the value of model fit (f) = 13.884 (Here, the value of **f** indicates the ratio of two variance under the mean square which is (5.116 ÷ .369 = 13.884) and the significance value p=.000. so that, this regression model is fitted. It means school culture has significant effect on students' academic cheating behavior by the value f = 13.884 & P < .001

**Table-11: The Coefficients of predictor variables**

| Model                     | t     | Sign. |
|---------------------------|-------|-------|
| <b>Accepted Variables</b> |       |       |
| 1. Collaboration          | -4.89 | .000  |
| 2. Communication          | 4.23  | .000  |
| 3. Branding               | -1.91 | .057  |
| 4. Public Relation        | 1.84  | .067  |
| 5. Partnership            | -1.31 | .193  |
| <b>Rejected Variable</b>  |       |       |
| 6. Goal Focus             | -.54  | .593  |

Table-11 shows the coefficients of predictor variables of school culture. It is to indicate the effect level those predictors on students' academic cheating behavior. Fundamentally, a theory indicated that any t-value greater than +2 or less than -2 is acceptable, and a p-value less than 0.05 (typically  $\leq 0.05$ ) is statistically significant (www.allbusiness.com).

Based on the above theory, five variables such as; collaboration, communication, branding, public relation and partnership were the accepted in the model. Specifically, collaboration has strong significant effect on students' academic cheating behavior by ( $t = -4.89$  &  $p < .05$ ), communication has strong significant effect by ( $t = 4.23$  &  $p < .05$ ), branding has strong significant effect by ( $t = -1.91$  &  $P \leq 0.05$ ), public relation has slightly significant effect by ( $t = 1.84$  &  $p > .05$ ). Even though partnership has less significant of ( $t = -1.31$  &  $P > .05$ ), it was accepted by the support of qualitative data.

But, Goal focus was the only variable, which rejected from the model due to its poor significance value. Because, it has no significance effect on students' academic cheating behavior by ( $t = .54$  &  $p > .05$ )

#### 4.1.3. Analysis for data of Observation

The observation was carried out at the studied six secondary schools. It was focused on the ongoing practices related to some selected aspects of school culture. The aspects such as: rules and policies and social climate were included for the observation. These aspects have been observed in the view of aligning their influence to students' academic cheating behavior. Therefore, the collected picture data were analyzed as follow:

##### i. Rules and policies.

The practical implementation of rules and exam code of ethics were observed and presented by pictorial analysis as follow

**Picture-1:** Orientation to avoid cheating & Police personnel to control exam cheating



Photographs in picture-2 were taken during the grade 12 National examination of this year from one of the studied schools. This picture data was needed to compare the practical effect of existing orientation on students' behavior of academic cheating. To this end, the first photograph was taken on the day before examination. But the second one was taken on the day of examination (November 10, 2021). As shown in the picture, most of the students were not followed the orientation attentively. So some students were whispering, some of them were busy of side-talking & some others were unhappy. In contrast, many students were trying to enter their mobile phone into the exam room to use for cheating. For example: the two female students, those standing in front of the camera, were caught with their mobile by the police. However, many other students were straggling to enter the mobile phone in the same way. Finally, the result of this observation shows that, the current pre-exam orientation (as a part of communication) has no significant effect on students' academic cheating behavior.

**Picture-2:** Controlling system to avoid academic cheating during National Exam



Picture-2 shows the controlling system for avoidance of academic cheating problems during National exam. The pictures were collected from two of the selected secondary schools (Namely, Sekoru & Deneba Secondary Schools). This picture data was needed to show the practice of schools to reduce students' academic cheating behaviors. Although police personnel usually trying to control cheating on National exams, the practical evidence indicates that many students are trying to smuggle mobiles in to the exam rooms. It shows how students' academic cheating problem becomes more serious due to the effect mobile

technology. It also shows how the exam rules were neglected by students. As observed in the above pictures; some students were trying to hide mobiles in their shoes, armpits & in different parts of their body. While some others were trying to enter mobiles by breaking the school fence in other direction. This implies that, the secondary schools of Jimma zone becomes badly affected by academic cheating problem. However, the following evidence also justified the seriousness of cheating through mobile phone. This practical finding indicates that academic cheating behavior becomes highly expanded in secondary schools of Jimma zone and our country

**Picture-3:** Students' academic cheating practice on National Examination



Picture-3 was taken from one of the studied schools, during Grade-12 National exam of this year. It was to show some practical experiences of students' academic cheating during National examination. As identified by analysis of quantitative data, students used different techniques of academic cheating. As shown on the left side of picture-3; some students are in the situation of cheating on examination; because students, who were at the back side of seating, have observed as they were discussing and exchanging exam paper for cheating. Similarly, the students on the right hand side of this picture also were in the same situation. As shown in front of the camera, one student was looking the invigilator seriously, to cheat from others. Some students in both examination classes have been caught with their mobile phone. In conclusion, the lack of implementation for examination code of ethics may lead students' behavior towards academic cheating.

## ii. Social climate

The ongoing activities related to social climate that may influence students' behavior towards academic cheating have been observed. As examples of social climate; students' greeting during examination, the actual situation in exam rooms, and the proportion of students' setting were observed as follows:

**Picture-4:** Students' greeting culture in selected secondary schools



Picture-4 is taken from two of the selected schools (Deneba & Nada Secondary Schools)

The other activity which was observed as a part of social climate is greeting of students when they arrive school and classroom. Fortunately, this study was deliberately conducted during the examination time, students have been observed when greeting each other at all sampled schools, but their greeting was followed by discussion about the difficulty they face on examination and the way they cheat from each other. For example, as indicated in picture some students were coming out of the school compound after final exam; one of those students said "I have got the answer for today's exam through telegram and I have transferred for others" he was telling to his friends. Then the researcher heard. Similarly, at the other school some students were observed as soon as they were discussing about their last day exam cheating through message and telegram. This indicates the serious expansion of academic cheating behavior in schools

**Picture 5:** The disturbance in the examination room during examination



As shown in the above pictures some classrooms were observed during the examination, on this observation certain tangible and practical problems were detected. For example, Ayantu was the student on examination at one of the sampled schools. She has been tried to copy the answer from her partner. While the exam invigilator was standing near the blackboard, unfortunately, as soon as she started cheating the subject teacher was getting in to the classroom and asked to change her setting, but she refused her teacher's command and the classroom disturbed as shown in picture-5. This indicates that some students perceived for academic cheating as the permeable action.

**Picture 6:** The overcrowded exam rooms during observation in sample schools



The other observed related factor was the Class-student ratio. According to INEE and Ethiopia Education Cluster (2013 p.58) the national standard of teacher to student ratio is 1:50 at primary and 1:40 at secondary level. So the recent Ethiopian standard for Class-student ratio of secondary school is 1:40. But during this observation the Class-Student ratio was 1:56 as shown in the picture 4. This means it is possible to say the examination class size in many secondary schools can cause students to engage in academic cheating. Because, many students were subjected to copy from each other, not only this but also they were motivated to cheat from each other

**Picture 7:** Observation about academic cheating by meeting with the SMC committee



The above picture was taken from Sekoru secondary school. It was needed to show how the researcher collected additional information about rules and policy related to academic cheating. Based on the checklist this observation was done at all sampled schools. But none of school has developed the behavior policy at all. Consequently, there was no any displayed behavior policy in all of the observed schools. As a result, the researcher has tried to meet the school management committee at one of the sampled schools as shown in picture 1.7. Fortunately, all members of this committee have agreed up on the importance of the behavior policy. Unfortunately, until now they never tried to use in their school and nothing discussion have been prepared on the behavior policy yet. Regarding to the rule and regulation, there was no any written document about academic cheating and other behavior in schools. They use oral rule and regulation to control students' academic cheating. This indicates that the behavior policy was neglected at all schools. So that, it becomes one of the factor for expansion of students' academic cheating behavior

Furthermore, the respondents have explained the reason for their responses as follow. One of the respondent principal said "It is impossible to avoid academic cheating, until the exam rules and regulation will applied constantly and seriously in all schools of the country" some respondents indicate that there was a need for false report to extend the life time of principals on power. As told by the other school principals the program called ***RBA (Result Based Apprize)***, which provide a prize to schools through competition with their achievement of grade 10 students' results become the greatest cause for students' academic cheating. In order to get prize some schools become acting an ethical by inviting teachers to support students for cheating on National exam. Similarly, one of the respondent teachers commented that "Academic cheating become a means of competition among schools to win for a prize , So that, some school principals facilitate for students' cheating during the regional and national examination." He added that, the grade 8 and grade 12 examinations are usually done by some teachers. Some of them underlined that the upper authorities negligence and contribution for the occurrence of students' academic cheating problem.

Some respondent teachers thought that students' cheating problem was the behavior that students adapted at previous grade levels. They add that teachers who control and report about the acts of academic cheating sometimes subjected to lose their acceptance at school community. Such teachers perceived as faultfinder, unwanted and cruel person. So they indirectly restricted from any responsibility. However, many of respondents accepted that

academic cheating becomes a culture in their school. The less number of respondents who refused this statement also partially accepted. Because, they expressed their suspect for disclose the problem. On the other hand, many of the respondents suggested that the stakeholders' collaboration was the critical means for solving students' academic cheating problem.

As reported in Family Impact Conference that held in Washington DC (1991) parents provide many learning and enriching experiences at home and in the community; help their child complete homework assignments; and participate in parent-teacher conferences, communicate regularly with the teacher, and read information and attend events designed to explain the school program. But, this study identifies that parent-teacher collaboration in our secondary schools are very poor. The parents' roles are neglected in most of secondary schools. This situation can also contribute to affect students' behavior to engage in academic cheating acts

## 4.2. Findings of the study

**Based on the above analysis the major findings of this study are listed as follow:**

- The school culture has a highly significant effect on students' academic cheating behavior by  $R = .539$ ,  $f = 13.884$  &  $p < .001$ .
- The predictor variables such as: collaboration, communication, branding, public relation and partnership were the accepted in the model. Because, each of them have a highly significant effect on students' academic cheating, by the value of ( $t = -4.89$  &  $p < .05$ ), ( $t = 4.23$  &  $p < .05$ ), ( $t = -1.91$  &  $P \leq 0.05$ ), ( $t = 1.84$  &  $p > .05$ ) and ( $t = -1.31$  &  $P > .05$ ) respectively. But, goal focus was rejected from the model due to the lack of significant value by ( $t = .54$  &  $p > .05$ )
- The school culture has significant negative cause and effect relationship with students' academic cheating behavior by value of  $t(209) = -9.708$  &  $p < .05$ . Thus, the predictor variables such as; collaboration, public relation, partnership and branding has a negative relationship with students' academic cheating behavior. But communication has a positive relationship with students' academic cheating behavior.
- The study identified different forms of students' academic cheating. For instance: using message and telegram to cheat, copying an assignment, cheating through side talking and direct copy from note books were the high ranked cheating behavior. Whereas, paying

money to others for doing assignment, tossing a piece of paper, using written note “አጤሬራ” during examination and copying homework are the moderate ranked students’ academic cheating behaviors

- The study found five major factors for students’ academic cheating behaviour. Accordingly, factors such as; student related, teacher related, leader related, school related and technology related are identified. Furthermore, the rampant usage of social media; the expansion of new cheating system; the students’ adaption with academic cheating as a culture; the lack of stakeholders’ collaboration; the need for false report; competition among schools; the need for future work opportunity; the lack of leaders’ and teachers’ commitment and the lack of compatible evaluation system were identified as the specific factor for expansion of academic cheating problem.
- The qualitative result indicates that the unfavorable social climate become emerged in many secondary schools. However, rules, regulations & behavior policies are neglected in almost all secondary schools of Jimma zone.

### **4.3. Discussion**

The above major findings were specifically discussed in relation to the previous findings as follow:

#### *4.3.1. Effect of school culture on students’ academic cheating behaviour*

This study found that the school culture has substantial effect on students’ academic cheating behavior by  $f = 13.884$  &  $p < .001$ . Similarly, it found that school culture has a significant negative relationship with students’ academic cheating behavior by significance value of  $t(209) = -9.708$  &  $p < .05$ . The school culture and academic cheating have the collected mean value of 3.10 and 3.72 respectively. This final result is specifically discussed as follow

This study found that school culture has a highly significant effect on students’ academic cheating behavior by values of  $R = .539$ ,  $R^2 = .291$  and significance of  $f = 13.884$  &  $p < .001$ . This result indicates that school culture has 53.9% effect of on expansion of students’ academic cheating behavior; it also indicates that the 29.1% variance on students’ academic cheating behavior due to the effect of school culture. This finding is consistent with the previous findings of Watson & et al.; Angus et al, (2009). Watson found that if the culture is not hospitable to learning then students’ achievement can suffer. Similarly, Hoy and Tarter indicated that unhealthy schools are deterred in their mission and goals by parental and public

demands. Zoma et al. (2017) found that school culture is not effective on student's academic achievement. On the other hand, this result is indirectly supported by the finding of some researchers. For example, Shutt (2004) & MacNeil (2009) established that school culture can be a powerful variable to increase students' achievement. Accordingly, academic cheating behaviour as an indicator of academic failure it can be affected by school culture. Therefore, this finding is compatible with the result of previous studies..

However, the study found that school culture is negatively correlated with students' academic cheating behavior by values of  $r = -.332$ ,  $t(209) = -9.708$  &  $p < .05$ . This result indicates that school culture has 33.2% negative relationship with students' academic cheating behavior. This result is the inverse finding for the previous researchers. The only focus of the past studies was searching for the positive consequences of school culture. For instance, Zoma et al. (2017) found that there is a positive relationship between school culture and student's academic achievement. Correspondingly, Gruenert (2005) determined that learning partnership and unity of purpose are the cultural factors that have a positive correlation with students' achievement. Additionally, Solomon (2018) found that school culture has a significant contribution to students' academic achievement.

Furthermore, the coefficient of predictor variables was analyzed under table-11, Based on this analysis the effect size of those predictors on students' academic cheating behavior was identified: so that Collaboration has highly significant effect on students' academic cheating behavior by  $t = -4.89$  &  $p < .05$ , Communication has highly significant effect by  $t = 4.23$  &  $p < .05$ , Branding has strong significant effect by  $t = -1.91$  &  $P \leq 0.05$  and Public Relation has less significant effect by  $t = 1.84$  &  $p > .05$ , Partnership has less significant effect by ( $t = -1.31$  &  $P > .05$ ). But, the Goal Focus lacks significance by  $t = .54$  &  $p > .05$ . Therefore, variables such as; Collaboration, Communication, Branding, Public Relation and Partnership were accepted in the given model, But, the only Goal focus was rejected from the model due to the lack of expected significance value

As indicated under table-7, the cause and effect relationships between the independent & dependent variables were identified. Based on the analysis: Collaboration has a significant negative relationship with students' academic cheating behavior by  $r = -.462$ ,  $t(209) = -9.907$  &  $p = .05$ ; Public Relation has a significant negative relationship with students' academic cheating behavior by  $r = -.33$ ,  $t(209) = -11.559$  &  $p = .05$ ; Partnership has a significant negative relationship with students' academic cheating behavior by  $r = -.303$ ,  $t(209) = -$

9.381 &  $p < .05$ ; Branding has a significant negative relationship with students' academic cheating behavior by  $r = -.217$ ,  $t(209) = -9.028$  &  $p < .05$ . Goal Focus has a significant negative relationship with students' academic cheating behavior by  $r = -.149$ ,  $t(209) = -7.033$  &  $p < .05$  and Communication has a significant positive relationship with students' academic cheating behavior by  $r = .136$ ,  $t(209) = -4.106$

#### *4.3.2. Forms of academic cheating behavior*

Based on the analyzed data of table-5, the study found that the mean value of students' academic cheating behavior was 3.72. This value indicates the large expansion of academic cheating behavior in secondary schools. This academic cheating behavior was observed in different forms of cheating. For instance: using message and telegram to cheat, copying an assignment, cheating through side talking and direct copy from note books were the high ranked cheating behavior. Whereas, paying money to others for doing assignment, tossing a piece of paper, using written note “አጠራራ” during examination and copying homework are the moderate ranked students' academic cheating behaviors.

As reviewed by Andrew & Diego (2017) the most common methods of cheating were found to be copying from other test studies and talking to others during the exam, besides using certain gestures to get answers from others. Furthermore, Getachew & Dereje (2017) stated that cheating is common problem of all schools with different techniques, including: side copying of examination results, tossing of written answers of the exam, collaboration and mischief with invigilators, enforcing invigilators to cooperate, exchanging of answer sheets.

In conclusion, students' academic cheating in secondary schools of Jimma zone become a culture, However, Andrej et al (2015) found that cheating is a way of life in Slovenian schools and almost all students at least occasionally indulge in some academic misbehaviour.

#### *4.3.3. Factors affecting academic cheating behaviour*

As analyzed and interpreted under table-6, the study found that 97.1 % of students disclose that they encouraged by the country level academic cheating situation; 90.4% of them accepted that they were decided to cheat by following the previous experience in leakage of exam paper. 89.9% of them affirmed that the rampant usage of social media was the cause for their cheating behavior; 79.6% of them agreed that they were engaged in cheating for the lack of appropriate teachers teaching skills; 88.8% of students affirmed that they adapted academic cheating behavior as a culture; 82.1% of them approved that they engaged in

academic cheating for future work opportunity; 80% of them accepted that they involved in academic cheating due to lack of study; 58.3 of them accepted that they motivated to exam cheating for competing with pass scale of result; 57.1% of them declared that they cheat on exam for fear of failure; 54.2% of them responded that they cheat on exam following the previous experience of success of other by cheating; 53.3% of them admitted that they were cheating if the examination is difficult and 50.8% of them disclose that they were cheating for the lack of confidence. These findings are supported by the following previous researchers.

Lutovsky found two categories of factor influencing students' attitude to cheat. He classified factors cheating into contextual and non-contextual factors. Accordingly, *contextual factor includes*: class size, prevention measures & fear of consequence, proportion of faculty document and teaching, relationship with faculty, relevance or understanding of materials/subject, types of assignment, fear behaviour & trust, grade pressure, time constraints & personal life issues and personal definition of cheating. Whereas, *non-contextual factor includes*: Academic self-efficiency, value of education, adherence to societal & group norm, personal character and responsibility. However, Beck & Ajzen identified there 3 categories of factors, which influencing students' cheating behaviour; they were *situational factors*, *individual factors*, and *teacher factors* (Lutovsky et al., 2016). Recently, Deribe et al. (2019) identified four major factors for students' academic cheating such as: school, student, teacher and social related.

Based on the result of this study and the above previous findings, the researcher of this study attempted to emerge these factors into five categories (including: student related, teacher related, leader related, school related and technology related factors). The details of these categories are discussed as follow:

1. *Student related factors*: this study found some students related factors that influence them to engage in academic cheating. These factors are adapting academic cheating behavior as a culture, the need for future work opportunity, peer pressure, lack of studying subjects, lack of confidence, fear of failure, and wastage of time by social media & feeling of competition.

2. *Teacher related factors*; the study found certain teachers related factors that affect students' behavior to engage in academic cheating. They are lack teachers commitment, lack of skill for teaching properly and some teachers supporting on students' academic cheating acts. Solomon (2018) found that teachers' commitment to students' academic achievement

was moderately significant. He identified that there a lack of interest to teach, absenteeism, late coming and lack of commitment among some teachers.

3. *Leader related factors*; the study found some leaders related factors that affect students' behavior to engage in academic cheating. These factors are: lack of setting clear goals, lack of commitment for change, the influence of the past political system & the need for false report. Solomon (2018) stated that, if school leaders expect students to become motivated for learning, they must first sustain their own motivation to create schools where students discover that learning is an exciting and rewarding activity

4. *School related factors*; the study found the selected school related factors that affect students' behavior to engage in academic cheating Such as: lack of collaboration, lack of public relation, lack of designed school brand, lack of parent school partnership & competition among schools, lack of compatible evaluation system in schools

5. *Technology related factors*; this study found various technology related factors that influence students' behavior to engage in academic cheating. Such as: the expansion of a new cheating system, the rampant usage of social media and the expansions of different equation solver applications. As cited in Rabahi (2019).Technology has added to academic dishonesty "unauthorized representation, purchasing written papers, using unattributed secondary sources and cut and paste plagiarism. According to Ching (2013), the easy access to materials through the network has developed positive attitudes towards cheating and plagiarism, although it becomes an important tool in education. In this regard, he maintains that "Internet use can unintentionally promote academic dishonesty. As a result, the rampant usage of technology becomes the prominent factor for academic cheating behaviour.

In conclusion, the factors such as; the rampant usage of social media, the expansion of new cheating system, the students' adaption with academic cheating as a culture, the lack of stakeholders' collaboration, the need for false report, competition among schools, the need for future work opportunity, the lack of leaders' and teachers' commitment and the lack of compatible evaluation system are identified as a major factors for expansion of academic cheating behaviour. These findings are supported by some researchers in previous studies. For instance, Maneiklu (2012) & Renchler (1992) stated that learning could not be consistently enhanced and thereby bring positive contribution to students' academic

achievement without commitment of principals and teachers and without students' motivation for learning

Based on the results of this and earlier studies, school leaders and other stakeholders should focus on improving school culture to reduce students' academic cheating behaviour.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Summary**

The major objective of this study was to examine how school culture affect students' attitude towards academic cheating behavior in secondary schools of Jimma zone. To achieve this aim, the following basic research questions were raised. 1) What are the major school cultures related influencing factors leading students' attitude towards cheating behavior? 2) To what level school culture affects students' behavior to engage in academic cheating? 3) To what extent sub-variables of school culture affect students' academic cheating behavior? 4) What are the major students' academic cheating behaviors that created due to the effect of school culture?

To search answers for the above research questions, the study was guided by survey design (using the specific survey design of instrumental case study). 6 secondary schools of Jimma Zone were selected by using simple random sampling technique. They were from three woredas (Namely: Sekoru, Omo-Nada & Tiro-Afta). The names of the secondary schools were Sokoru, Deneba, Nada, Asendabo, Dimtu and Ako. 210 school professionals (Including: 186(65.3%) of teachers, 6(100%) of school principals, 12(100%) of vice-principals & 6(33.3%) of discipline committee members) and 240(12%) of students; totally 450 people were selected by more simple random and some availability sampling techniques. This means; students, teachers and discipline committee members were selected by simple random. But, principals and vice-principals were selected by using availability sampling. Questionnaires and observation were the major instruments of this study. The questionnaires were used to collect quantitative data from those participants. On the other hand, the observation was used for gathering qualitative data as a source of supplementary information.

Descriptive and inferential statics were used for data analysis. Specifically, the descriptive statistics like; mean and standard deviation were used. Whereas, the inferential statistics such as; correlation, regression, ANOVA and t-test were utilized to measure the effect of school culture on students' academic cheating behavior. Finally, the study found the following answers for the raised basic questions respectively.

- 1) The study identified five major factors for students' academic cheating behaviour. Accordingly, factors such as; student related, teacher related, leader related, school related and technology related are identified.
- 2) The school culture has a highly significant effect on students' academic cheating behavior. However, school culture has a significant negative relationship (cause & effect relationship) with students' academic cheating behaviour
- 3) The sub-variables of school culture like: collaboration, communication & branding have a highly significant effect on students' academic cheating behavior, the public relation & goal focus has less significant effect on students' academic cheating behavior. Partnership has no significant effect on it. In opposite, communication has significant positive effect on students' academic cheating behavior.
- 4) The academic cheating behaviors, such as: using message and telegram to cheat, copying an assignment, cheating through side talking and direct copy from note books were the high ranked cheating behavior. Whereas, paying money to others for doing assignment, tossing a piece of paper, using written note “አጤራራ” during examination and copying homework are the moderate ranked students' academic cheating behaviors

The qualitative data from observation also justified that the unfavorable social climate become emerged in many secondary schools. As a result, most of the students were not motivated for doing their own work, the students' dependency was widely expanded, and factors like mobile phone, large class size and the absence of clear code of conduct were observed as the other causes for expansion of students' cheating behavior. However, rules, regulations & behavior policies are neglected in almost all secondary schools of jimma zone.

## **5.2. Conclusion**

Based on the major findings of this study, those presented in the above summary, the following conclusions were drawn.

The study found that, school culture has a highly significant effect on students' academic cheating behavior. On the other hand, school culture has a significant negative cause and effect relationship with students' academic cheating behaviour. Therefore, improving school culture is very recommendable action, to reduce the current overwhelming expansion of students' academic cheating behaviour,

Communication as one of the sub-variables of school culture, it has a significant positive effect on students' academic cheating behavior. It implies that, students' academic cheating behaviour becomes more complicated due to the effect of the current expansion of communication technology. Therefore, restricting the students' usage of social media & different equation solver applications by principle is one of the considerable actions

The poor implementation of examination code of ethics, the lack of school rules & regulations, and the negligence for establishing behavior policies in secondary schools of Jimma zone were identified. As a result, assessing and revising those issues are the recommendable actions, to solve the academic cheating problem.

To sum up, academic cheating is not only affect students' development and social aspects life, but also it has a great negative impact on development of the country. However, students' academic cheating becomes the root cause for expansion of plagiarisms; forged documents, corruption. So, the researcher suggested that, the mandate for controlling the expansion of academic cheating problem should not be the only responsibility of school community, but also it should be considered as the public & Government responsibility. Because , collaboration of all stakeholders is needed: to ensure all children's right to be safeguarded from bad culture in education; to create a competent citizen, who complies with justice, loyalty, fairness and free of corruption.

### **5.3. Recommendations**

Based on the above conclusion, the researcher attempted to forward the following recommendations to reduce the problem of students' academic cheating behaviour

- The State Government should better to give a greater attention for academic cheating problem as one of the cross-cutting issues. Thereby, considering academic cheating in schools as a major reason for expansion of corruption in our community
- Policy makers should better to revise and create new compatible evaluation systems that comply with the effect of the modern technology. Then again, the issues of academic cheating should better to be included in learning curriculum.
- MoE should better to conduct additional study on academic cheating problem at national and regional levels

- NEAEA should better to revise the existing regulation of the exam confidentiality and the examination code of ethics in a way of controlling the influence of the current technology on examination.
- The Zonal & Woreda Education officers should better to provide training & create a panel discussion to/with educational stakeholders, on avoiding the effect of the current complex school culture and academic cheating behaviours. Thereby they should safeguard the generation and the community from the future impact of academic cheating problem
- The CRC supervisors should better to provide applicable support for school principals & teachers in ways of insuring academic integrity and avoiding academic cheating.
- Schools should better to give the great focus on avoiding a bad culture that leads students' attitude towards academic cheating behaviour. By revising their rules & regulations, then establish their own behaviour policy.
- School principals should better to discharge the mandated school goal for teachers and leads in ways of bringing the true quality on students' learning; they should better to create a positive school culture & branding for quality.
- Teachers should better to support & advice their students closely. Thereby creating a sense of independency in their students to do their own work.
- Parents should better to support their children's learning at home and contact teachers at school.

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## Appendixes

### Appendix A: Questionnaire for School professionals

(Including; teachers, principals, vice principals & discipline committee)

#### I. Personal Information

**Direction 1:** Put the " × " sign in the given box like × for your response

- **Sex:** Male  Female
- **Age:** 19-32  33-46  47-60
- **Years of Experience:** 1-10  11-20  ≥ 21
- **Position:** Teacher  Principal  V. Principal  Discipline Com.
- **Educational level:** Degree  Masters

**Direction- 2:** Give your response based on practical experience in your school by putting sign of “X” under appropriate level of your agreement

**Key:** 1= Strongly Disagree, 2= Disagree, 3 = Undecided, 4= Agree, 5 = Strongly Agree

| Item  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| <b>A. Collaboration</b>   |   |   |   |   |   |
| 1) I think, the staff members and groups are usually exchanging their viewpoints to search solutions in my school             |   |   |   |   |   |
| 2) I accept that, the favourable school culture is created, fostered, and developed in my school                              |   |   |   |   |   |
| 3) I believe that, the school management is participative and there is better staff communication, cooperation & coordination |   |   |   |   |   |
| 4) I think, the collaboration among school community makes a change in how I operate teaching and learning process            |   |   |   |   |   |
| 5) I believe that, the collaboration meets the needs of an overcharging and complex school environment in my school           |   |   |   |   |   |
| 6) I consider that, collaboration in my school make an impact beyond ourselves - producing knowledge and resources for others |   |   |   |   |   |
| <b>B. Public Relation</b>   |   |   |   |   |   |
| 7) The school management members are posting and engaging on social media   |   |   |   |   |   |
| 8) My school often arrange speaking engagements for community   |   |   |   |   |   |
| 9) I know my school’s strategies for crisis management  |   |   |   |   |   |
| 10) My school leaders often organize special events   |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 11) My school builds business connections and networking   |  |  |  |  |  |
| 12) My school engages on writing and publicizing press releases  |  |  |  |  |  |
| <b>C. Partnership</b>  |  |  |  |  |  |
| 13) Establish family-school-community partnerships.  |  |  |  |  |  |
| 14) Make learning relevant to children.  |  |  |  |  |  |
| 15) Recognize the disconnection or withdrawal  |  |  |  |  |  |
| 16) Train teachers to work with parents.   |  |  |  |  |  |
| 17) Reduce distrust and cultural barriers.   |  |  |  |  |  |
| 18) Address language barriers.   |  |  |  |  |  |
| 19) Evaluate parents' needs.   |  |  |  |  |  |
| 20) Accommodate families' work schedules.  |  |  |  |  |  |
| 21) Use technology to link parents to the classroom.   |  |  |  |  |  |
| 22) Make school visits easier.   |  |  |  |  |  |
| 23) Establish a home-school coordinator.   |  |  |  |  |  |
| 24) Give parents a voice in school decisions.  |  |  |  |  |  |
| <b>D. Branding</b>   |  |  |  |  |  |
| 25) My school has a designed school brand and our school's logo is distributed to users of social media, press, and media outlets.     |  |  |  |  |  |
| 26) My school has a carefully designed school brand, so it is understood and protected to ensure that all of the school's storytellers |  |  |  |  |  |
| 27) There is a unified and shared story that creates a greater level of connection in my school  |  |  |  |  |  |
| <b>E. Goal Focus</b>   |  |  |  |  |  |
| 28) There are clear goals and objectives and each staff member know their duties in my school  |  |  |  |  |  |
| 29) There is a participatory decision-making in my school, so all staff members are committed for implementing the plan                |  |  |  |  |  |
| 30) I believe that, all activities in my school focuses on improving students' learning for knowledge rather than hardware matter      |  |  |  |  |  |
| 31) I think, all individuals and groups have ability, clarity and acceptance to support the achievement of school goals in my school   |  |  |  |  |  |
| <b>F. Communication</b>  |  |  |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 32) There is accessible communication system and using the right mix of communication channel to improve decision making in my school ( <i>Access</i> )    |  |  |  |  |  |
| 33) There is relevant communication that helps the staff members to improve the school environment and students' learning behaviour ( <i>Relevance</i> )   |  |  |  |  |  |
| 34) There is applicable communication that relates to each stakeholders and consider the difference among individuals in my school ( <i>Validity</i> )     |  |  |  |  |  |
| 35) The school leaders are making information, advice and guidance available timely, by considering the current over changing world ( <i>Reliability</i> ) |  |  |  |  |  |
| 36) The learning environment and students' behaviour are improved through the daily communication with students in my school ( <i>Timeliness</i> )         |  |  |  |  |  |
| 37) I believe that, there is a consistence, understandable and clear communication system in my school ( <i>Consistency</i> )                              |  |  |  |  |  |

**Direction- 3:** Evaluate the level students' academic cheating behavior in your classroom teaching or in school level (Please, try to measure based on your daily experience)

**Key:** Never=1, very seldom=2, sometimes=3, Often=4, Very often=5

| <b>Behavior</b>                                       |  |  |  |  |  |
|---|--|--|--|--|--|
| 38) Tossing a piece of paper with answer in exam room |  |  |  |  |  |
| 39) Using written note on paper (አጤራራ) during exam    |  |  |  |  |  |
| 40) Helping others to cheat on exam                   |  |  |  |  |  |
| 41) Using sign language to cheat on exam              |  |  |  |  |  |
| 42) Direct copying from exercise book (note book)     |  |  |  |  |  |
| 43) Cheating through side talking or whispering       |  |  |  |  |  |
| 44) Copying answer from the wall or blackboard        |  |  |  |  |  |
| 45) Using the previous exam paper to cheat            |  |  |  |  |  |
| 46) Copying homework from each other                  |  |  |  |  |  |
| 47) Copying Assignment and dependency in doing        |  |  |  |  |  |
| 48) Paying for others to do an assignment             |  |  |  |  |  |
| 49) Using message and telegram to cheat on exam       |  |  |  |  |  |

**Direction- 4: Give your response based on your context**

- 50) Is students' academic cheating a problem in your school? Yes  No  If "Yes", why they cheat? If 'No' how? \_\_\_\_\_
- 51) Have you ever been reported the students' academic cheating problem that you faces in classroom? Yes  No  If "Yes" what measures taken? If 'No' why? \_\_\_\_\_
- 52) Do you agree with the statement of "The students' academic cheating becomes a culture in schools"? Yes  No  If "Yes", how? If "No" reason-out \_\_\_\_\_
- 53) As you believe, is it possible to solve students' academic cheating problem? Yes  No  If "Yes", how? If "No" Why? \_\_\_\_\_

**Appendix B: Questionnaire for Students****I. Personal information**

- **Sex:** Male  Female
- **Age:** 18-19   $\geq 20$
- **Grade level** 9  10  11  12
- **Parent's Educational Status:** Uneducated  Educated
- **Family's Economic level** Low  Moderate  High

**Direction:** Read the following statements and give your response fairly by putting the sign of "X" under one of the given boxes for your appropriate choice

| Item  | Yes | No |
|---|-----|----|
| 1. I involved in cheating, because the provided examination is difficult  |     |    |
| 2. Cheating is good since most people who cheat often pass their examinations without repeating or even being punished: |     |    |
| 3. No matter how much you study, if you do not cheat, you will fail:  |     |    |
| 4. I cheat on examinations because I lack the necessary confidence in myself:   |     |    |
| 5. Cheating is very common on Regional and national exam  |     |    |
| 6. Only those who cheat have high-grades in examinations for future work opportunity                                    |     |    |
| 7. Cheating is not necessary if the student has adequately prepared before  |     |    |

|  |  |  |
|--|--|--|
| the exam   |  |  |
| 8. I influenced to cheat because students are cheating on Regional & National examinations all over the country                    |  |  |
| 9. I cheat on examinations, because my parents support the idea  |  |  |
| 10. Cheating is good in competitive examinations because passing will please both parents and friends                              |  |  |
| 11. If I do not cheat, those who cheat in the same examination will have an advantage over me                                      |  |  |
| 12. No one has confidence to do National exam by his/her self, Because of the previous experience of exam leakage through internet |  |  |
| 13. Some teachers encourage cheating on examinations.  |  |  |
| 14. It is in fact difficult to reduce cheating on National exam, until the government will control social media                    |  |  |
| 15. I may not feel shame to cheat if the teacher does not teach properly   |  |  |

Source: Adapted from (Starovoytova 2016)

## Appendix C: Check-list for Observation

### 1. Rules and policies

- 1.1. Observing the practical implementation of rules and exam code of ethics
- 1.2. Observing whether the behavior policy is developed jointly with students and displayed in all classroom (To justify the influence of rules and policy)
- 1.3. Observing the recorded documents in the school. (To identify how school management committee members and teachers discussing on behavior policy)

### 2. Social climate

- 2.1. Observing the culture of students greeting and discussion during examination. (To search the practical evidence for cheating behavior in the school)
- 2.2. Observing the classroom during examination. (To search practical evidence for how students act on the exam to cheat and the classroom-students ratio on exam)

## Visual Attachments

Pictures S<sub>1</sub>-S<sub>6</sub> show the six sampled schools, where the study was conducted



*S<sub>1</sub>: Sekoru Secondary School*



*S<sub>2</sub>: Deneba Secondary School*



*S<sub>3</sub>: Nada Secondary School*



*S<sub>4</sub>: Asendabo Secondary School*



*S<sub>5</sub>: Dimtu Secondary School*



*S<sub>6</sub>: Ako Secondary School*

Pictures **P<sub>1</sub>-P<sub>6</sub>** show the activities & events during observation



**P<sub>1</sub>**: Respondent students at Sekoru 2<sup>ndary</sup> School



**P<sub>2</sub>**: Respondent students at Deneba 2<sup>ndary</sup> School



**P<sub>3</sub>**: Respondent students at Nada 2<sup>ndary</sup> School



**P<sub>4</sub>**: Respondent teachers at Deneba 2<sup>ndary</sup> School



**P<sub>5</sub>**: During the grade 12 National Exam at one of the studied schools



**P<sub>6</sub>**: During the grade 12 National Exam at one of the studied schools