

Analysis of the increasing trend of copy culture in the examination of higher secondary schools of Sindh

Uzma Kamboh, Syed Muhammad Ahsan Bukhari, Mahboob Ali Dehraj *, Mahjabeen Lakho, Toufique Ahmed Jamali, Gulzar Ali Kaka

Shaheed Banzir Bhutto University, Shaheed Banzir Abad, Sindh, Pakistan

Abstract: This study belongs to increasing the trend of copy culture in an examination of Sindh. It has been observed that the cheating culture is going to increase in our higher secondary schools of Sindh. It is no doubt, it is counted the biggest offense in the world. Mostly students copy material from other students' work. The population of this study was all the educationist, an advocate of Shaheed Banzir Abad, sampling was 10 educationists and 10 advocates. The main objective of this study to analyze the increasing trend of copy culture in Higher Secondary examinations. Finding of the study that all the respondents were agreed that totally educationist is not responsible for cheating but he is the main responsible for enhancing this trend and they were agreed that if any force can control it, it is a professional teacher. It is recommended that the teacher will be teacher proved all basic requirements and power to control this disease, so Government should enhance his power and fully supported him in the exam hall as well as after the exam, he must citizen and his function be noted in the examination. They recommended that a teacher should be provided full support against students' attacks and also provided a good package.

Keywords: Copy; Culture; Schools; Sindh

1. Introduction

Education is one of the basic needs of every human being, whether rich or poor, male or female. Only education is the cause of the development and decline of the nations. It means not only to get a degree from a school, a college university, but also to learn to be consistent and civilized. The primary purpose of education is to develop the mental, physical and spiritual development of human beings. The teacher provides support in teaching texts, not just those who read their four books and take some classes but the teacher is the one who awakens the students' secret abilities and provides them with the knowledge, the Secondary education in Pakistan starts in ninth grade and lasts for four years. At the end of each of these four years, students are required to pass an examination under a national test arrangement, which is administered by the Regional Board of Intermediate and Secondary Education. Upon completion of the ninth and tenth year, the students are issued a secondary school certificate while the higher secondary school certificate is issued at the completion of the eleventh and twelfth year.

Almost our teacher and administration counted Cheating as the biggest offences. But these all are wording game not from their practical work, Mostly student's copies material provided from other students. These students are busy in coping work

from internet sources either for examination or for assignment. Many researchers have wrote the research called this kind of offence with different name such as Academic dishonesty, form of misconduct and plagiarism. Usually students use to copy only to get higher percentage in the examination, try to make their result good before their family, want to show their friend about their high performance in examination. As Wilkinson in his research define the word cheating like as cheating mean duplicating from other students work during the examination, and it will be one of the forms of misconduct that has been called one of the greatest considerations of the educational institution (2009). Actually there is numerous ways of doing cheat in examination such as possession, communication or use of information, materials, notes, study aids or other devices not authorized by the examination hall instructor or try to communicate with other students during work (Dahiya, 2015). She also argued that many students just do cheat for getting good passing grade, and shows their good quality before their parents and teacher. She also suggested that there are various reasons hide behind Academic cheating including the pressure of parents, pressure of teacher and tiredness of management. Many students do cheat to impress their parents and fulfill their parents' wishes to bring good grade in examination and will be awarded with good prize and will receive positive compliment and reward from their parents. Basically, the problem is to cheat in academic

* Corresponding Author.

examination is only cause of teacher pressure in classroom for which students tend to cheat academically (Dahiya, 2015). Actually this is main problem which start from elementary school and reach through college. Academic cheating is become the biggest problem in all educational levels in the whole world (2001). Academic dishonesty is not only one issues which happen only in Pakistan and their provinces but it is major problem which happen all around the world. As Curtis and Popal, 2011; Diekhoff et al., 1999; McCabe et al., 2001 stated that academic honesty is one of the major and increasing issues which is rising during the past 30 years. As ICAC suggested under the regulations, whole school in New South Wales should report Higher School Certificate students who engage in cheating, those students who plagiaries other researcher works or may hire or pay money to someone else for their school work (2014). Furthermore according to Besser and Cronau (2015), ICAC also submitted report on investigation of fake Qualifications about overseas agent. ICAC investigated that overseas agent has submitted university application with fake qualification. Actually the agent agreed to help that application who have cheated on test, or helped that applicant who was involved in visa fraud (2015). So the aims of this study is to find out either same problem are happen in Pakistan. This study is purpose to find out the increasing trend and their reasons and analysis the role of the teacher in enhancing the cheating culture in higher secondary examination. The main focuses of the study is to find out the role of teacher in enhancing cheating culture with the support of financial support by students political pressure, parents pressure, forced by another peers of students or school policy to support students in cheating in examination.

Justification of the study

This research and conclusion will focus on analyzing the role of teacher in enhancing cheating culture in higher secondary school. This study will focus the main factors which are responsible to enhance cheating culture by teacher. This study suggestion and conclusion will assists the school authorities to make important rules to stop cheating culture in the education department. It will allow teachers to use their powers to stop cheating culture in the examination hall. It will facilitate to policy makers and authorities of examination center to prevent cheating cultures. This study will give guidance to education department of Sindh to take positive action against that factors which are responsible for cheating in the higher secondary examination hall.

Significance of the study

This research study will support education department to stop cheating culture in higher secondary examination. It will be beneficial for other department of education to control this type of cheating factors which pressurized teacher to

enhance cheating and allow students to do cheat in the examination center. Mostly political involvement increase cheating culture and recommendation of students helpless to educationist in creating cheat culture in secondary examination.

Objectives of the study

- To analysis the increasing trends in examination system of Higher Secondary schools of Sindh.
- To study the role of teacher in the examination hall of Higher Secondary schools in Sindh.
- To assess the pressure of stakeholders (political, school policy to support students for copy culture) in Higher Secondary Examination.

2. Literature review

Previous researched proved that cheating is one of the increasing diseases in educational sector as well as in other sectors of the organization, institution and companies. But this study main focus is the role of teacher in enhancing the cheating culture in higher secondary examination. Various researcher suggested many factors which are responsible for increasing cheating cultural in education. Educationist are not only responsible for cheating but most of outside factors which reason of compulsion for the teacher to enhance cheating culture. According to Dahiya, there are some reasons which are responsible for the increasing academic dishonesty including the school environment, home environment; educational anxiety and ever changing technology play an important role in growing condition of cheating culture among students (2015). Others researchers such as Burton, Talpade and Haynes (2011) argued in their study, there are mostly casual factors which assist to rise academic cheating in education department such as poor academic standards, class size, increased competition for jobs, distances learning technologies and unlimited resource on the internet available for students on just one touch of finger on their mobile. Another place of the study like Pullen et al, gave response of above study that there are also some factors which are responsible for cheating including the interrelationship with principals, professors and educationist enhance teaching culture, the pressure for getting high grade in graduate schools, and assistance of community in cheating culture (2001). According to Murdock et al, some reasons are hiding behind to enhance cheating culture like individual difference such as generally person problems or traits (agreeableness, conscientiousness and narcissism etc), time management problems, prior cheating behaviors, lack of respect for authority, perceived pleasure from cheating and peer pressure. There are two factor which enhance cheating culture such as personal factor and contextual factors. As (Wigfield and Eccles) Identify personal factors. The personal factors included student's internal or intrinsic value (the personal interest of students in subject), achievement or attainment value

(significance of the subject), and usefulness value of the subject (2002), and the second one factor which impact on cheating culture such as Contextual variable which is depend on classroom environment including students consistencies (peer relationship with other students, teacher support (help, trust, attention or interest students get from their educationist , attachment, students interest, participation, performance and enjoyment in their class, inquiry base, mean skills and method to solve problem solving (Huang et al. 1998; Aldridge et al. 1999; Dorman 2003).

So focus of this study to find out the main reason of the role of the teacher in enhancing cheating culture in higher secondary examination. Many factors have been discussed above which can be cause of cheating or academic dishonesty in the examination. According to objectives of this study parental force or relationship can be the cause of enhancing cheating culture in the higher secondary examinations such as Greene & Saxe, Argued that parental expectation for their children to achieve good grade or get good position in annual examination can cause to adopt academic dishonesty in examination. Researchers proved in their research that parental pressure can be chance to increase cheating culture in examination (1992). Taylor et al (2003) also proved in their study that if parental expectation is high from their children for high position or good achievement in their examination, will move toward cheating techniques to get grades and fulfill their parents' expectation. The second objective of this study the role of teacher in enhancing cheating culture in examination is peer pressure. McCabe and Trevino (1993) recognized that peer pressure is one of the changing contextual factor which causes to increase cheating behavior in the examination or support students to cheat in examination. According to Taylor et al (2003), the main reasons of cheating is the academic environment such as (teacher' and professors' great expectation from their students, academic curricula, school/university ranking etc) create significant pressure on students to turn toward academic dishonesty behavior in examination and tend them to achieve desired goal of the school or the goal which was sat by the academic environment.

3. Methodology

This study has qualitative research. This study has focused on the increasing cheating culture n higher secondary examination of Sindh. The interviews were instrument in this research. 10 educationist and 10 advocate were selected for data collection and data were analyzed for conclusion. The parameter of the study is district Nawab Shah for data collection.

3.1. Study design

The researcher have asked the questions to educationist and advocate to openly discuss on this

matter Data have collected by regarding their interviews by mobile cell from all respondents and further it has analyzed through listening carefully, The opinion of the respondent has measure through careful listening and distributed them in to 3 groups

3.2. Population and sample

Population of the study is educationist and advocate from district Shaheed Banzirabad. Total 10 educationist, 10 advocate have been selected for data collection.

3.3. Investigative techniques

The researcher has used question and mobile recording and listen their answer question in to this research study. The sample of the study has collected randomly from differ the district Shaheed Benazir Abad.

3.4. Data analysis procedure

Data has analyzed through descriptive form the respondents. All data have gathered through recording interviews from the respondents, then carefully listen them. Write their point separately and these were 5 distributed in five groups which is as under.

There were 20 respondents and were distributed regarding their opinions in to 5 groups.

GROUP (1)

THEME:

Q 1. What are reasons of enhancing copy culture in Higher Secondary School Education?

Q 2. What is the role of teacher in copy culture in Higher Secondary School education?

Q 3. Is there any pressure from parent' political, school policy to support students for copy culture) in Higher Secondary Examination.

Almost every young student of Sindh go through this curse of copy culture and educationist are almost involve in this matter and subsequently embarrassed by copy, But unfortunately, despite all this, no one raises a strong voice against it, no one attacks on this virus, no one bring candle in the darkness.

There is no any negative pressure of (Including parent's pressure, political pressure, financial support by students, forced by another peers of students, school policy to support students) on teacher to Support Students for cheating in Higher Secondary Examination.

It is fact that teacher is all in all in exam hall he has provided full support from the administration as well as no any question raised against him or her why you are not cooperating to copy our students but teacher almost show their importance and help in different way only 25% people can pressure him

but it is due to his leniency. According to one respondent, A few days ago, I met a student who was going to give a paper early, when I asked him, "How are the papers doing," So I was comforted to hear that the copy system is exactly the same. He said that our teachers imitate us, so there is no problem. Yes, if the team arrives.

According to one respondent, He goes on to say that "Even though the school administration has banned bringing mobiles, we still carry mobiles, take photos of the paper through the WhatsApp, and after a few minutes start to get the unresolved paper.

Then I asked them, "Have you heard that teacher nowadays give papers that are solved from the inside?" He said, "No, they do not give to everyone, they just give to their favorite students." Are. If they were to give everyone unresolved papers, then what would be the help of someone outside? I was very surprised at this and started laughing.

Let me tell you that these teacher make copies because we do not have their appointment based on merit. In order to protect their dignity, they have to be duplicated so that more and more students can succeed and with them, they themselves avoid accountability.

Teacher say the superintendent of the testing center is responsible for preparing test paperwork and determining the number of students in each class and appointing caretaker educationist, in addition to signing the teacher's attendance lists for each student. He is also responsible for peace and security at the testing center. This is done with the help of his assistant. The board simply eliminated the assistantship for savings, now it is difficult for the superintendent to perform all of these duties within 3 hours. The appointment of 30 teacher in a single room is also difficult. The supervising teacher checks the student's admit card, attends it and signs each test copy and receives only Rs. 200. There is a time of exams all over Sindh. Copies of public information on one side, visits of provincial minister education schools, The word war has been waged on all media in the field of critical acclaim by the Minister of Education and the provincial government responsible for Sindh's poor education system.

GROUP 2 THEMES 2

Q1. What are reasons of enhancing copy culture in Higher Secondary School Education?

Q2. What is the role of teacher in copy culture in Higher Secondary School education?

Q3. Is there any pressure from parent' political, school policy to support students for copy culture) in Higher Secondary Examination.

According to one respondent, Private schools are also one of the major reasons behind the overcrowding of copy culture in our society; big schools have lot of professional copy for their students more and more so that their students succeed in getting good numbers.

According to one respondent, Nowadays, it is becoming commonplace that these schools buy positions by giving money to various education boards, but everyone can find out which school, college or college student came from the first position understandably, parents enroll their children in these colleges. It not only advertises these educational institutions but also enhances their business. According to one respondent the question that is often raised is why no one from Sindh society is born Stephen Hawking, Mark Zuckerberg, Nam Chomsky, James Watson, Dr Abdul Salam, Pervaiz Hoodbhai, although Sindh has produced big names in almost every genre of literature? To answer this question I would like to say that literature and science are two separate subjects and both require specific circumstances and other reasons for breathing in any society. As far as science is concerned, it is impossible to create a scientific brain with copy culture and so-called textboxes.

In Sindh, everyone wants to get rid of the disease like a copy, otherwise, the future of the younger generation will be in danger. There is a strong debate over copy culture during the examinations season. Many people, including the government group, are merely blaming students for the copy. In this situation, it is important to discuss the principles that are the main causes of copy culture. Are effective education being provided in schools not to be duplicated? Is the test structure, curriculum and teacher training standard?

It is a well-known fact that copy culture is so detrimental to the educational system that it destroys the quality of education, the creativity of students. If education is reviewed in Sindh then nothing will be disappointing! Public schools in the village are being used as elders' shelves, warehouses and livestock. There are many schools where the number of students is very large, so only one teacher is appointed for them. And where students are low, the number of teacher is large. A large number of schools are closed. Most village schools do not have access to teaching staff, classrooms, computer labs, furniture, fans, water and bathrooms.

According to one respondent, he says, "Copy culture is the enemy of our nation's heritage and abilities." According to one respondent, this worst pomposity of copy culture, as well as the recommendation culture, has been imposed on the Sindh Public Service Commission, as evidenced by the results of the post of Assistant Commissioner and Administrator last year, in which SPCS. It is astonishing to see a large number of sons, brothers, and relatives of the Chief of the Staff being successful. In Sindh province, it seems impossible to eliminate copy culture and recommendation culture. Although measures have been taken recently and in the past to eliminate this tragedy, they have not yielded any positive results. Evidence of this has been found in the examinations of boards running a few days ago.

The strange thing is that no one cares about this tragedy; as usual, government institutions are wrapped up in silence, even parents have become silent spectators. Matriculation tests were launched across the country, with newspapers and TV screens adorned in Sindh through the media's cultural echoing media. In Sindh, everyone wants to get rid of the disease like a copy, otherwise, the future of the younger generation will be in danger. There is a strong debate over copy culture during the examinations season. Many people, including the government group, are merely blaming students for the copy. In this situation, it is important to discuss the principles that are the main causes of copy culture. Are effective education being provided in schools not to be duplicated? Is the test structure, curriculum and teacher training standard? Provincial Education Minister Sindh found that in the heat of the month of April, students were forced to take exams in the Syrians; there was no drinking water for the students at the test centers, broken tables and chairs were available at some centers, Students do not receive continuous supply of electricity due to load shedding or any other reason.

GROUP 3

Q1. What are reasons of enhancing copy culture in Higher Secondary School Education?

Q2. What is the role of teacher in copy culture in Higher Secondary School education?

Q3. Is there any pressure from parent' political, school policy to support students for copy culture) in Higher Secondary Examination.

Educationist who perform test duties say that the Sindh Ministry of Education, educational boards, political parties, police, government officials, educationist and parents are responsible for reinforcing the trend of duplication; the academic calendar is fixed every year under the chairmanship of the Minister of Education. This calendar sets the dates for matriculation and intermediate exams, so it is important for board officers to better prepare for the exams. Until the beginning of the examinations, the centers for the establishment of education centers and the issuance of students' Admit Cards continue. The board staff changes the testing centers for the last time. Representatives reporting to the Board of Education say that the influence of decision-making centers influences the power of the examining centers, and special consideration is given to the creation of preferred centers for the preferred candidates. It is said that millions of rupees, in this case, play an important role.

One day before the exam day, he received instructions from board officials that it was decided to set up a new testing center in the afternoon shift, a senior teacher at a government school in Karachi district said. Availability of educationist ' test work during the period is a very difficult step, and many teachers are unwilling to take the second shift because of their compulsions, and students are not aware of changes to the testing centers, resulting in

students. Arrived after the start of the exam and a significant number of teacher take the exam immediately. This series is not a test center, but many centers are changing at this time. Due to inadequacy of the administration of a non-government school, the examination forms of the examining students were not sent to the board. In the one-room exam, a teacher will supervise 30 students. Monitoring 3 students for 3 consecutive hours is a daunting task for a teacher. In the book "Modern Sindh Economy," statistics on the ruined education of Sindh reveal the seriousness of the provincial government's education. 12 million children are out of education. There is a secondary school with 21 primary schools. There are 9,499 schools, of which there is only one classroom. There are 18 thousand 293 schools out of which one teacher is appointed per school. 50% of schools do not have clean drinking water. 46% of toilets and 63% of schools lack electricity."

Sindh's education system stands on the border of complete ruin, but our Minister of Education considers paying for his duty by conducting raids in examinations just to show off. Not only that, according to a report from UNICEF, the buildings of educational schools are currently suffering despite more than 200 billion rupees budget in Sindh province. This is not the first time that the Minister of Education has come to the headlines of newspapers by conducting raids at test centers and making statements against copy culture, assuming that everything went well. But we also saw the imposed educational emergency and heard the open statements. But the results came in the form of the figures above. The big tragedy is that public education has been promoted by promoting private education. Due to the class education system, lower level children are deprived of education such as ornaments. Ministers' children, on the other hand, are studying abroad. If the education system was so high, why didn't the elite class and the ministers enroll their children in public schools?

Sadly, our Minister of Education does not see this poor education system because of copy culture. The real reason is the poor education system, copy is just the result. Students under 14 do not have to be held responsible for copyright. "I understand that 14-year-olds are not the rulers of copy culture. If the education system is to change, the Minister will have to take serious action instead of taking action to show the education. It is a well-known fact that copy culture is so detrimental to the educational system that it destroys the quality of education, the creativity of students. If education is reviewed in Sindh then nothing will be disappointing!

Public schools in the village are being used as elders' shelves, warehouses and livestock. There are many schools where the number of students is very large, so only one teacher is appointed for them. And where students are low, the number of teacher is large. A large number of schools are closed. Most village schools do not have access to teaching staff,

classrooms, computer labs, furniture, fans, water and bathrooms.

In this age of advanced technology, students hide smartphones and bring them to the test. A caretaker exam is difficult to play effectively in this whole situation. Teacher say the board should adopt the test room rules of 15 students, so that a caretaker easily performs his duties and in today's time the teacher is paid Rs. 200, in which case it should not be less than Rs.1, 000. Then the superintendent and teacher at the testing centers should be increased in the same way. Teacher complain that criminals attack transit centers in transit.

The school administration alerts the police station to this situation, but the police do not immediately respond, but educationist sometimes face threats. Last year, some educationist suffered violence but the administration took no effective action. The head of an unofficial school says he had two million daily for the mafia to hand over two test rooms at his school. An offer of Rs. He says the copying mafia includes the mafia of board personnel and private schools.

Private schools register in the name of three or four schools and, with the help of the board staff, build their own student testing center in a school of their own, thus having a turnover of millions of rupees daily. One of the educationist, describing her analysis, writes that the SHO of the police station, the area, informs her in writing that her daughters are taking the exams thus parents are pressured to provide illegal facilities to their children. Prof. Saeed Usmani, a senior lecturer analyzing the replica culture, says that duplication of students in Pakistan is not considered a bad act, which is because the common man does not trust institutions. Parents are of the view that the exam boards are auctioned on the Board of Education, so they have the right to use their children illegally for the future of their children. With the announcement of the Chief Minister, all the ministers, senior police officers and civil officers were mobilized and the ministers started raiding the examination centers.

4. Conclusion

It is concluded that the copy culture is increasing in our schools and colleges of Sindh rapidly. And educationist are not fully supporter of this cheating, but they are not fully neutral from the cheating culture. They are also involved in this culture same, it is also observed that the teachers have not provided security. they are not provided other facilities, same the student are also for the support from the teacher because their educationist are responsible to teach them and they could not do so in this that cheating culture is been to be rapidly increased and the people of Sindh are not considered this problem seriously. While the teacher are fully aware of this environment.

5. Recommendations

It is recommended that the educationist should be provided Full support from the higher 30 they should must be provided conveyance from their home to the schools are in place these teacher also provided full incentive for their exam duty student should be provided full teaching assist as they have right from the government educationist who are brave and face the challenges of this activity educationist should be 30 should also take care course has been done in their these college schools, meet with the challenges of learners provided them teaching staff.

References

- Aldridge et al, (1999), investigating classroom environment in Taiwan and Australia with multiple research method. *The Journal of Educational Research*, 93, 48-62.
- Besser, L., & Cronau, P. (2015). Degree of Deception, Four Corners. Retrieved from <http://www.abc.net.au/4corners/stories/2015/04/20/4217741.htm>.
- Burton, J., Talpade, S., & Haynes, J. (2011). Religiosity and test-taking ethics among business school students, *Journal of Academic and Business Ethics*, 4, 1-8.
- Curtis, G., Popal, R. (2011). An Examination of factors related to plagiarism and five-year follow-up of plagiarism at an Australian university, *International Journal of Educational Integrity*, 7, 30-42.
- Dahiya, S., R. (2015), Academic cheating among students: pressure of parents and educationist, *International Journal of Applied Research*, 1(10): 793-797.
- Diekhoff, G. H., LaBeff, E. E., Shinohara, K., & Yasukawa, H. (1999). College Cheating in Japan and the United States, *Research in Higher Education*, 40, 343-353.
- Dorman, J. (2003). Cross-national validation of the what is happening in this class? (WIHIC) Questionnaire using confirmatory factor analysis. *Learning Environment Research*, 6, 231-245.
- Greene, A., & Saxe, L., (1992). Everybody (else) does it: Academic cheating: Paper presented at the annual Meeting of the Eastern Psychological Association, Boston, MA.
- McCabe, D. L., & Trevino, L., K. (1993). Academic dishonesty: Honor codes and other contextual influences. *The Journal ethics and Behavior*, 11, 219-232.
- McCabe, D. L., Trevino, L., K., & Butterfield, K. D. (2001), cheating in academic institutions: A Decade of research, *Ethics and Behavior*, 11, 219-232.
- Pullen, R. et al, (2000), Analysis of academic misconduct using unobtrusive research: A study of discarded cheat sheets, *College student Journal*, 34, 616-625.
- Taylor et al, (2003), advanced placement- Advanced pressures: Academic dishonesty among elite high school students. *Educational Studies*, 33, 402-419.
- Wigfield, A., & Eccles, J. S. (2002), Development of achievement motivation. New York: Academic Press.
- Wilkinson, J. (2009), Staff and students perception of plagiarism and cheating, *International Journal*

of Teaching and Learning in Higher Education, 20(2),

98-105.