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Section of English



**Investigating the Lack of Self-confidence as a
Psychological Factor in Increasing Cheating during
Summative Examination**

The Case of First Year LMD Students of English at Biskra University

**Dissertation Submitted to the Department of Foreign Languages as a
partial fulfillment of the requirements for Master Degree in Sciences of Language**

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Declaration

I, Ms. Bsíkri Sonia solemnly declares that the entire work presented in this dissertation is my own work, and has not been submitted before at any other institution or university for degree.

This research is to be carried out at Mohamed khider University

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Dedication

*In the name of Allah, most Gracious, most merciful
Allah who gave me the strength to continue my career; thank you Allah
for enlightening my way in accomplishment and the power to finish my work.*

*I dedicate this work to the dearest people to my heart
My dear mother **Lemaini Yamina** and my sympathetic father **Yazid Bsikri**
the source of my happiness and success in life and for their financial and
moral help*

*To my lovely sweet sisters **Iman, Rania** and my beloved brothers: **Abdle l
Hakim, Rami** for their encouragement*

*To my grandmother **Fatma** and my grandfather **Mohammad***

*To my aunt: **Louisa, Salima** also my lovely cousin **Ibtiseme***

*To my sweet close friends: **Nesrine, Sara, Safa, Bessma, Keltoum, Jojo**
Thank you for the unforgettable memories.*

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Abstract

The present research attempted to investigate whether the lack of self-confidence is a reason that often leads EFL students to engage in cheating during a summative examination and the effect of cheating on students. Therefore, we hypothesized that students with high lack of self-confidence will cheat more during exams, and the opposite for those with high self-confidence. Besides, Students who cheated on exams will destroy their self-image and act negatively in their future career. To conduct this study, we chose a qualitative (descriptive) research method and two main tools: students' questionnaire, administered to first year students of English at Mohamed Khider University beside to teachers' interview, directed to six teachers who are teaching different courses at the section of English at Biskra University. After the analysis of both tools, the findings confirmed our hypothesis that the more students lack their self-confidence and do not trust their abilities the more they engage in cheating misbehaviour. Finally, the development of student self-confidence and the value of integrity with the teachers' strict supervision during exams are the most important recommendations that we suggested to reduce and prevent cheating in EFL classes.

Key Terms:

Academic dishonesty, academic integrity, cheating, lack of self-confidence, honor code.

List of Abbreviations and Acronyms

E.F.L.: English as a Foreign Language

F.L.: Foreign Languages

LMD: License, Master, Doctorate

%: Percentage

E.g.: Example

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الملخص

General Introduction

Cheating nowadays is widespread in all over the countries passed down from generation to the next generation; students used all kinds of tools for the sake of cheating this situation tells that cheating has become a cultural education in general because it has turned into students' behaviour.

Academic dishonesty appears in all levels of the educational system, i.e. cheating can be found in secondary schools, high schools and universities and it has risen dramatically during the latest years. The increasing of cheating can be related to hidden factors such as lack of self-confidence which, leads the learners to cheat from this we start questioning about the factors behind this phenomenon and the how.

Generally, the problem of cheating related to the psychology such as lack of self-confidence because cheating is considered as misbehavior, even it considers as wrong behaviour students cheat more and more that is to say, the pre pressure that the individual feel during exams because of the setting or lack of preparation made their own way is to be dishonest.

1 Statement of the Problem

We have noticed that many students cheat in examinations as higher grades have become the major focus of most students. This behaviour is related to many factors. Social such as: the setting factors are those associated with the learning environment that may lead to cheating. Psychological factors such as: the pre presser within the individual which determined as the most reason that make students academically dishonest

Thus, in the present study, we attempted to show the relationship between lack of self-confidence and academic cheating among learners; the effect on students and whether

we can consider lack of self-confidence as the first factor that lead the increasing of cheating during exams and we will try to provide solutions that may help EFL teachers to prevent cheating during exams or maximize from this phenomenon.

2 Significance of the Study

If we narrow the scope on cheating, we will note that it has an effect on the long term, succeed by cheating on exams will affect the students psychologically and socially when it comes to the field of work; in other words, the practical side, i.e. the students of medicine who will be doctors of the future, they will ask themselves whether he/she is qualified to do this job. That's what is known by poor self-image and lacking confidence in their personalities.

In addition, students of foreign language have the same issue with cheating, the most focus of the students becomes on graduating and getting the diplomat without regardless the how or the way, that lead them to cheating without knowing the danger of this act on their life's and on the society in general.

Thus, our study attempts to shed the light on the lack of self-confidence and its relation toward cheating and to present the effects of cheating on students. Finely to help student to trust in their abilities and raise their self-image, to think positively and to possess academic honesty because it is the foundation for being successful in their future life's and jobs.

3 Aims of the study

The major aims of the present work will be focusing on identifying the effect of cheating on the EFL learners. Secondly, exploring whether the lack of self-confidence a reason that leads to increasing cheating in the EFL examinations. In addition, we will try

to help teachers of FL in order to solve the problem of cheating among first year students at Biskra University. Finally, this research aims to provide full understanding of the cheating phenomenon.

4 Research Questions

Based on the literature review the present study addresses the following questions:

1. Does the lack of self-confidence lead EFL students to cheat?
2. What are the effects of cheating on EFL students?
3. How can all the participants of the teaching and learning operation prevent it?

5 Research Hypotheses

To answer the research questions, we hypothesize:

1. Students with high lack of self-confidence will cheat more.
2. Students who cheat on an examination will destroy their self-image and act negatively in their future career.
3. Teachers who clarify for the students the seriousness of cheating and its implications on both the student and the society as a whole, with emphasis on the process of supervision and control during the performance of school examination will make students cheat less.

6 Methodology

6.1. Research Method

In order to achieve our goals, we intend to conduct this research using the descriptive method as we believe it is the most appropriate method to confirm the formerly stated hypotheses and it is a new topic in our department. The data will be taken from a qualitative point of view. However, the data collection tools are a survey.

6.2. Research Tools

The most important tools of collecting data are the students' questionnaire and the teachers' interview, we will use a questionnaire and the interview in order to achieve clear full image about our topic and different point view. In this case, the student's questionnaire would be directed to first year students English at the department of foreign languages, branch of English studies at Biskra university.

The teachers' interview would be directed to teachers who have been teaching different courses in the department of English at Biskra university.

6.3. Sample

In the selection of our sample, we have opted for a simple probability sampling (SPS) which refers to the random selection of the participants in both tools. Students' questionnaire deals with one hundred and sixty (160) students chosen randomly from first year students at the department of English at University of Biskra who are about (845) student's population. Teachers' interviewers deal with six (6) EFL teachers chosen randomly and they have been teaching different modules in the department of English, University of Biskra.

7 Research Limitation and Delimitation

This research is interested to find out the effects of cheating on EFL students and the reasons behind this phenomenon. The focus of this study will be on the lack of self-confidence as a major factor that leads to the increasing of academic dishonesty, however, it does not mean that others elements are prominent in this study. Scholars have found that cheating is the most common problem that educational system suffers from at all levels and growing day after day. Thus, the present study focus on the effects of cheating on students psychological thinking and we tried to find the appropriate solutions to prevent academic cheating.

Concerning the delimitation, this research faced a few obstacles we mentioned them as the following:

- ✓ The lack of sources.
- ✓ Three out of six teachers did not have enough time to answer the interview orally, which forcing us to submit written form.
- ✓ Twenty students handle back their questionnaire without completing them, which forcing us to limited it.

8 Structure of the Study

This research is divided into three main chapters. The first and second chapters deal with all what is written about cheating and lack of self-confidence in other words the theoretical part; while, the third chapter will be the field of investigation in order to answer our questions.

The first chapter provides an overview about cheating phenomenon and other types of academic dishonesty. In addition, the methods of cheating and the role of

technology in facilitating the operation of cheating among students. This chapter also dealt with the importance of academic integrity in preventing cheating during exams.

The second chapter is concerns with the lack of self-confidence. In fact, this chapter highlighted the two concepts which are lack of self-confidence and self-confidence in order to provide a clear image about their characteristics. In addition, this chapter tackles the difference of self-confidence with different concepts. Finally, it provides the relationship between cheating and lack of self-confidence and the importance of self-confidence in examinations.

The third chapter is the field work that deals with the analysis of both tools which are students' questionnaire and teachers' interview to see if our results reject or accept our hypothesis that consider lack of self-confidence lead EFL students to cheat during exams.

Chapter 1: General Overview on Cheating

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Introduction

One of the most needed values that learners must possess is academic integrity which means to be honest with yourself in order to achieve your goals with a legal ways. Unfortunately, many students miss understood the purpose behind the education system and neglected academic integrity that leads them to be dishonest as a result, cheating during summative examinations become as a solution to get high grades. Cheating considers as the most danger phenomenon that the educational system safer from which also has a negative psychological effects on students.

In this chapter, we will tackle many points; it is general information on the cheating phenomenon. First of all, we will provide some definitions to academic dishonesty and academic integrity in order to make it more understandable. Then, we will deal with the types of academic dishonesty such as: cheating, plagiarism and other types. Also, we will tackle about cheating with different ages. In addition, it will deal with the types and methods of cheating moves to the role of the technology in facilitating the operation of cheating during summative examinations.

1.1 Definition of Academic Dishonesty

Academic dishonesty is the malpractice or the illegal ways with the absence of ethics that students use in different tasks for achieving potential goals. In fact, many EFL students are using dishonest methods to pass an examination or conducting research projects.

Gehring and Pavela (1994) defined the act of academic dishonesty when they stated: “Academic dishonesty is an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized

materials or fabricated information in any academic exercise” (as cited in Rujoiu. & Rujoiu, 2014, para. 2).

Students usually engage in academically dishonest behavior when they use forbidden materials, information in contexts such examinations, quiz or research projects. Academic dishonesty includes all types of students, which means that even students with high level may engage within this behavior for the sake of keeping the same level and position they are in.

According to Birch (2014), the behaviour of being dishonest can fall on the students even when they use unsuccessful method to obtain a certain academic goal. As he defined it, “academic dishonesty is deceit or misrepresentation in attempting (successfully or unsuccessfully) to influence the grading process or to obtain academic credit” (p. 26).

Academic dishonesty or the malpractices behaviour that students engage in may contribute negative impact to the students’ character development. As a result, this may affect students with academic integrity and start acting dishonestly because other students engage in this behaviour.

On the other hand, Wankel and Stanusch (2012) consider academic dishonesty as any act of being dishonest in an academic situation and this behaviour is related to many factors such as: demographic factors, personality factors and situational factors (p. 6).

1.2 Types of Academic Dishonesty

Academic dishonesty can take many forms and different types which students can use to obtain information that help them in the process of passing examinations and research projects. According to Dahiya (2015, para. 2) There are four main types of academic dishonesty that students may use in academic contexts which are:

1.2.1 Cheating

Cheating during examinations is considered as the old type of academic dishonesty. Many EFL Students cheat during summative examination for the sake of getting better grades. The concept cheating means the use of forbidden materials during exams, as Cizek (1999) defined the act of cheating as “Students use all available resources in obtaining answers but needs help in controlling fullness during testing”(p. 4) . In the same context, Dahiya (2015, para. 1) assorted:

Academic cheating is defined as an illegal change of a grade; the use helping materials during a test without permission or representing someone else’s work as one's own. Academic cheating is also every other act of dishonesty on behalf of a student, teacher or professor in an academic environment.

In fact, cheating can be seen as the students’ attempting of finding the right answers depending on other sources during tests when they fail to answer depending on their intelligence, as Glidden (2010) mentioned “Cheating is obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means”.

For Soling (2015), students who engage in cheating are smart because the act of cheating need to know “how to cheat” and in the same time, “not to be caught” as Soling reported, “Cheating often requires creativity in terms of execution as well as ingenuity to avoid being caught, it also serves as a statement of disdain against an arbitrary and repressive institution” (para. 4).

1.2.2 Plagiarism

Plagiarism is another type that falls under academic misbehavior which means to use others works as it one's own. According to one University in New Zealand, "Plagiarism is presenting some else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own ideas, even if it is presented in your own style..." (as cited in Gaines, 2008, p. 14).

Moreover, the act of plagiarism can be found not only in schools and universities, but also in other domains such as: arts, sciences, architectural design and writings sorts as Gaines (2008) stated " plagiarism, it is also applied to situations in which an artist or a songwriter steals another's materials..."

Whitely and Keith-Spiegel (2002, p. 78) presented four major types of plagiarism as the following:

- ✓ **Direct plagiarism.** Students copy the original passage or authors' comments' word by word without using quotation marks ("") and presented it as its own.
- ✓ **Un-attributed paraphrasing.** Students in this type use paraphrasing of original source without giving new ideas that make it different from the original one.
- ✓ **Insufficient citation of sources.** The students miss the methods of citing or the appropriate citation of the used sources and materials as a result, they fall into this kind of plagiarism.
- ✓ **Pirating distinctive concepts.** The students here usually borrow ideas and thoughts of the author's work and develop their own passage without citing or giving credit to the original source.

Nowadays, many EFL students plagiarize, not because they want to engage in such misbehaviour, but simply because they don't know the rules of citations and copyright the sources they are using.

Precisely, the role of teachers is to provide students with the necessary roles and methods which they should use when it comes to citing others' works without falling in the act of plagiarism.

1.2.3 Fabrication

The term fabrication generally means to invent information and facts which are not true. Bleeker (2008) states "Fabrication, intentionally falsifying or misrepresenting information derived from another source in an assignment" (p. 27)

In an academic environment fabrication considers as dishonest behaviour which means the use of materials which does not exist and referring them to famous authors. In this context Bosek and Teresa (2007) claimed:

Fabrication occurs when the writer presents data or information that has no factual basis. In other words, the writer makes up the data during academic exercises; a student may fabricate or 'fudge' statistics or incident rates for a specific disease when the data are unknown to the students (p. 75).

On the other hand, Dahiya (2015) claims that fabrication generally appears in natural science where the students fabricate or make false data in order to fit their own work, fabrication also can be in bibliographical references and published results of researches (para. 2). In the same context, Pavela (1978) asserted "Facilitating is intended

or knowingly helping or attempting to help another” (as cited in Whitley & Keith-Spiegel 2002, p. 17).

1.2.4 Sabotage

Sabotage also considers type of academic dishonesty; this act involves preventing others from completing their work such as: exams or research proposal. Bleeker (2008) defines fabrication as “preventing others from completing their work ‘e.g. Distrusting someone’s lab experience or removing materials from the reserving reading file so that others cannot use them’ ” (p.27).

In fact, many EFL students sabotage their classmates by using negative comments which make them stop their presentation of their work. Sabotage has a negative effect on students’ personality because this may hinder their skills and start thinking negatively toward them.

Dahiya (2015) claimed that the act of sabotage appears in a competitive environment, e.g. one student tries to stop his friend from presenting a topic orally so he can do so for the sake of becoming better than his classmate. As Dahiya states:

Sabotage is usually only found in highly competitive, cutthroat environments, such as at extremely elite schools where class rankings are highly prized. Poor behaviour and the low level disruption of other students' learning, however, are extremely common in all educational settings. Some medical-school librarians have noted that important articles-required reading for key courses-are frequently missing from bound journals sliced out with razor blades, scalpels, or other sharp blades (para. 2).

To sum up, all types of academic dishonesty can be stopped if the teachers find the right methods in order to prevent them. Thus, the mission of FL teacher is to explain the importance of academic integrity and the negative effect of cheating, plagiarism and other types of academic dishonesty.

1.3 Cheating Though Ages “Levels”

Exam cheating behavior is widespread phenomenon that concern not only university level, but also middle school and high school level. In fact, many students from the three levels engage in this behavior. Davis, Drinan and Gallant (2009) asserted, “Students from all segments of education are cheating – from grade school through graduate school, from the inner city to the country, from the poor to the rich schools, and in both public and private schools” (p. 1).

Precisely, the purpose behind the students’ engagement in academic cheating differs from one level to another, e.g. students in middle schools and high schools cheat in order to get better grades so they can choose a better branch in universities. On the other hand, students at university level cheat to get good jobs.

In fact, Anderman and Murdock (2011) explained the change in students’ cognitive abilities and educational context interact may affect the choice of to cheat or not, in other words middle schools engage less in cheating than university students because adolescents focus more on their future and practical life, as Anderman & Murdock (2007, p. 2) States:

From a developmental perspective, cheating may occur in different quantities and qualities depending on students' levels of cognitive, social, and moral development, whereas cheating tends to occur less in younger children than in adolescents.

For Moffatt (1990), at university level cheating become a skill that students develop and become more creative in than other skills as he mentioned “The university at the undergraduate level sounds like a place where cheating comes almost as naturally as breathing, where it’s an academic skill almost as important as reading, Writing and math” (as cited in, Whitley & Keith-Spiegel, 2002, p. 3).

1.4 **Cheating Methods**

Cheaters are more creative when it comes to cheating; they use different methods to cheat during examination. In this context, Dahiya (2015) claimed “Cheating can take the form of crib notes, looking over someone's shoulder during an exam or any forbidden sharing of information between students regarding an exam or exercise” (para. 1).

Curran, Middleton and Doherty (2011, p. 56) highlighted traditional and modern methods of cheating used by students as the following:

- **Pencil Case**

In this method, students usually hide notes and small sheet cribs within their pencil case. Another way students use the pencil case is by writing information inside it in order to help them in examining.

- **Hiding Notes**

This technique is the method most used by cheaters. Students hide sheet cribs inside their clothes such as: socks or stick them on their jackets, when they recognize that one seeing them, they took the notes near to their examination paper and start cheating.

- **Writing on Hands**

Students use writing on hands or arms when they need specific information, e.g. some new concepts hard to be remembered or fear of making spelling mistakes. This method is rarely used because the limitation of space those students can write on.

- **Not on Ruler**

Students also can use school items such as rule and rubber to cheat. Cheaters can use rubber by writing information or by making a hole in it so they can hide crib note. The same case with using ruler students' writes information by pencil so they wipe it after cheating.

- **Leaving the Room**

Students in this technique hide their copybooks in the toilets or other classroom before examination time, than during exam, they ask the teacher for permission to go outside the classroom and they check the right answer.

- **Mobile Phones**

Students can use mobile phone to cheat in different ways. For example, text messaging, sending question exam picture and calling people from outside to provide students with answers.

- **Calculators**

Students also can use a modern calculator for cheating, which they can store PDF format and text documentation such as Microsoft word, Microsoft excel so they can use them during exams. This type used more with science students.

- **MP3 Player**

In this technique, students use MP3 player such as: iPod to record their lessons before the exam; the day of the exam, they hide earphones and listen to their record and copy down the answers. This method used more by female students because of the scarf.

According to Aftab (2016) cheating lead students to create unusual methods, e.g. Swallowing notes to regurgitate back up, Placing notes in view outside the window of the exam hall and Sneaking into the hall before the exam and attaching notes below the assigned desk.

On the other hand, Kevin and Mackonwn (2010) explained the modern method of cheating, depending on high quality devices as listed in Table 1. 2.

Table1. 1. Methods of cheating (Kevin and Mackonwn, 2010).

Cheating methods
- Cell-texting: type out a text message to someone else in the class (or even at home) and get a silent text reply
- Cell phone: take photo of test question, send to someone at home, get a silent text reply
- Calculator- program: type formulas or cheats into the calculator before the tests begin
- Calculator- sharing: program cheats ahead of time and let someone else use the calculator during the test
- iPod- professor: listen to recorded lectures during the test; possible to hide earphone wires behind long hair
- iPod- students: prerecord yourself saying formulas and charts; listen during the test

To conclude, students can use uncountable methods for cheating without getting caught because every day the cheating phenomenon is increasing. Therefore, teachers and administration should focus on supervision and control during exams.

1.5 Reasons Behind Students' Cheating

Although cheating is misbehaviour that has no excuse but students may engage in such behaviour because of many reasons. Szabo and Underwood (2004) claimed that Situational factors such as: lack of preparation for exams, is reason which lead to cheating enhancement among students, as they stated "Being unprepared and encountering trouble learning the material increased cheating. Fear of receiving a failing grade, lack of teacher monitoring, and high-stakes exams also increased cheating" as cited in (as cited in Anderman & Murdock 2007, p. 70)

On the other hand, Dahiya (2015) have stated five factors of students' cheating in academic setting which are: educational anxiety, peer pressure, home environment, school environment, learning style.

1.2.1 Educational Anxiety

Educational anxiety is related to the pressure by parents, the desire to achieve high scores and the high competition between students. All this points created a stress among students, this stress to stand at the top lead students to use forbidden means like cheating. In fact, educational anxiety affects students in term of poor performance also lead to long term consequences, such as: lack of personality and hesitation.

1.2.2 Peer Pressure

Peer pressure means the effect of classmates on each other in other words, when a minority of one group chooses to successes by depending on cheating other students may

likely do the same act. The peer pressure has a strong effect and plays a huge role in students' engagement in cheating.

1.2.3 Home Environment

Parents' plays a major role in students' cognitive development because the environment and the condition those students grow-up in may affect the students to be honest or dishonest. For example, parents who punish their son or daughter for non-gating good grades without knowing the reasons behind this failure that will create pressure for the students. As a result, students start cheating only for satisfying their parents.

1.2.4 School Environment

Cheating during examination takes place in universities and schools. Many EFL students cheat because of classroom environment this is related to the teachers, teacher may facilitate the operation of cheating because the absence of supervision during exams also the way of teaching, means by that the mastery of any language should focus on learning and improvement not on evaluation and grades. Since the focus becomes more on regards students cheat to get high grades and to be on top.

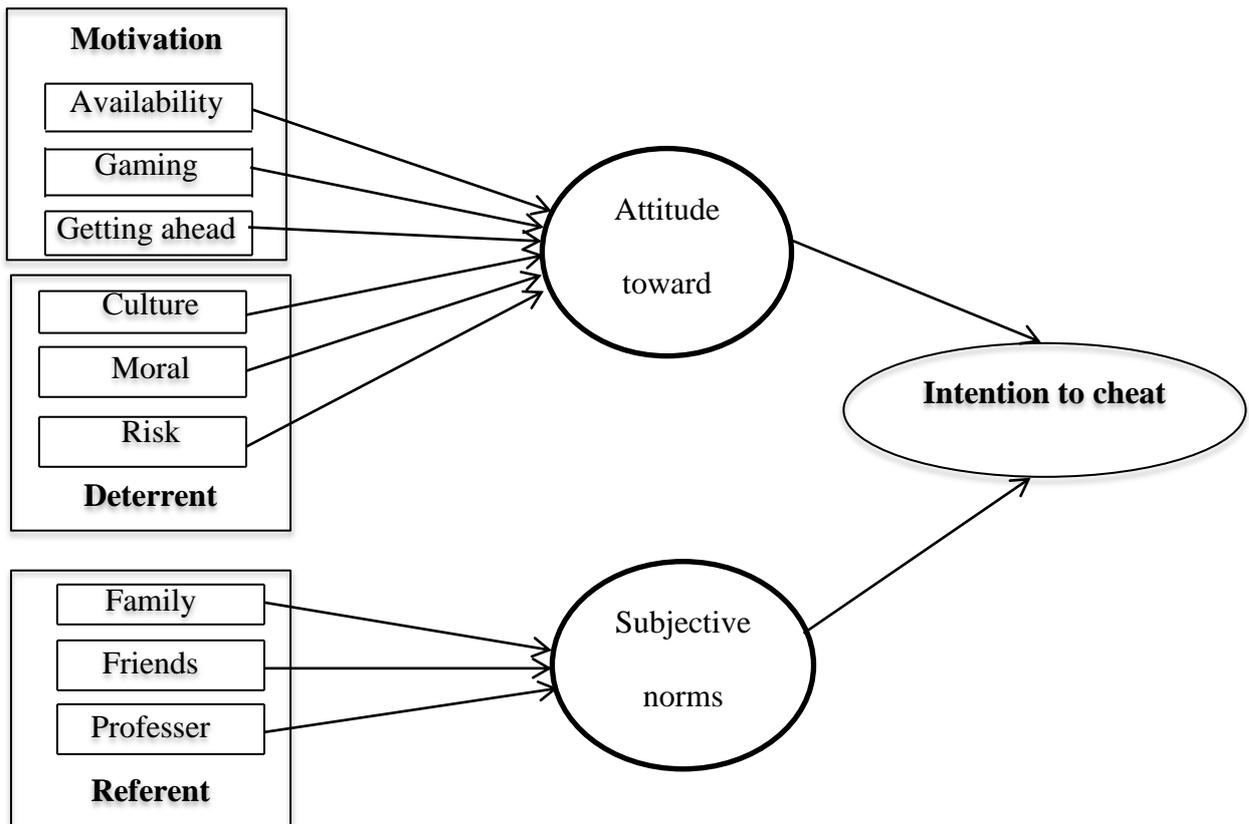
In addition, administration and faculty may also can be a reason for student cheating because the absence of punishment for the cheaters e.g. when a student caught cheating and the administration did not use any kind of punishment against this student this will make the act of cheating acceptable of others.

1.2.5 Learning Style

Learning style differs from one student to another and the type of interaction, students can be auditory, or visual. Students need to know which type they fall under because students who can't learn and interact the knowledge from his teacher, this will

affect his grades and performance in examinations. As a result, students will cheat because they have no specific learning style.

Simkin and Mcloed (2009) presented *theory of reasoned action framework* in order to answer the question ‘*why college students cheat?*’ they related students cheating to the combination between two motivate which are: attitude toward cheating and subjective norms as presented in the following figure:



**Figure1.1. Theory of reasoned action framework (adapted from:
Simkin & Mcloed, 2009, p. 4).**

On the other hand, Björklund and Wenestam (2002) summarized the main reasons behind student engagement in cheating behaviour into external factors and personal factors (based on research done by Baird, 1980; Davis et al., 1992; and Hetherington & Feldman, 1964) as presented in the table 1.1:

Table1.2. Presentation of factors that might lead to cheating. (As cited in, Bjorklund & Wenestam, 2002, para. 8).

Researcher	External factor	Personal factors
Baird	Seating order Importance of the test Level of test-difficulty Unfair test Scheduling Supervision	Laziness Awareness of the performance of fellow students Low grades Previously experienced failure A certain expectation of success
Davis et al.	Overcrowded, great classes Multiple-choice questions Economic benefit	Wish to help a friend Aversion to teacher
Hetherington & Feldman	Difficult test Lacking supervision Badly organized Course	To gain social acceptance/liking

To sum up, from the above point that has been mentioned, we can consider cheating behavior is a combination of many factors such as: psychological factors that associated within students and environmental factors that associated with the academic setting and home. Therefore, to prevent this phenomenon among our schools and universities, we need the collaboration of the hull society.

1.6 Cheating Effects On Students

Students' engagement in cheating behaviour during examination has a negative effect; it may affect students on the short and the long term. In this context, (Middleearthnj, 2014) claimed that, cheating leads students to be dishonest not only academic setting, but in other domain of life, as he states:

Unfortunately, cheating is usually not a one-time thing.

Once the threshold of cheating is crossed, you may find it easier to continue cheating more often, or to be dishonest in other situations in life. Students who cheat lose an element of personal integrity that is difficult to recapture. It damages a Child self-image.

In fact, students who cheated they will lose their creativity. Losing creativity is another effective which, means to lose the ability to think in creative ways as (Mizuno, 2015) stated "Students who are cheating, do not put any effect to their works at which will lead them to gradually lose their creativity level every time they copy other's work or have someone to do their work instead themselves".

In addition, (Mizuno, 2015) claimed that, students will lose the responsibility of their own work and this will be on long term effect, students will face many problems in their lives e.g. there will no commitment to their jobs. (Elmore, 2011) explained three points of short term impact after cheating during examination as the following:

- **Confidence and self-esteem assassination.** A student who cheat during examinations this will lower their self-esteem and self-confidence; means that they will not trust their knowledge, as a result, they will quit participation in the classroom simply because the grades they gain thanks to cheating do not show their real level.

- **Victim mentality.** Students will feel that their failure is related to someone else's fault because they cannot face the truth, as (Elmore, 2011) mentioned, "Their prevailing perspective will be 'you owe me a good grade, I showed up for class.' Whenever there's a free lunch—no one wants to pay for one" (para. 5).
- **Good grades & success will mean little, since their price is so low.** The future achievement that students gain by cheating become without any value because they are not sure about their real level and whether they can succeed without cheating the next time that lead them to the kind of fear from the next exam. In the context, (Elmore, 2011) states "Kids begin to see they are meaningless. The value of the currency of "grades" just plummeted" (para. 5).

1.7 Cheating and the Digital Generation

Modern technology plays a significant role in increase cheating during examination. Curran, Middleton & Doherty (2011) define technology as, "the technology means to study a certain discipline and it comes from the Greek word 'technologia' means craft" (p. 54).

In academic context technology makes the operation of teaching and learning more easily at the same time joyful for students, teachers can use audiovisual aids in order to make the lessons more understandable to his students. As Evans (2015) states "continued technological advances have opened new opportunities for academic learning and now, more so than ever, both teachers and students have a plethora of resources at the tip of their fingers".

Technology is a used of communication, exchange information, making the world one unit. Unfortunately, one of the negative sides of technology is facilitating students cheating. In this context, Aftab (2016) states "Technology is becoming a widespread way

of cheating with graphing and smart calculators, MP3s, phones hidden in bathrooms, texting friends, and smart watches all cited as common methods used”.

According to Anderman and Murdock (2011) cheating with technology has provided an uncountable number of cheating methods such as: Pocket-size MP3 and other devices that students can use during the examination but at the same time the use of traditional methods still used by students (p. 33).

In fact, the absence of prevention equipment such as: Mobile phone activation detection, Moby-safe and CCTV camera and other devices that stop the function of devices during exams in our classes also maybe be a reason which facilitating cheating with technology. Thus, the administrations of education need to provide classrooms with such devices to prevent student cheating with technology during the examination.

1.8 The Importance of Academic Integrity in Education

Academic integrity means to be honest in your work and in dealing with people. Academic integrity is a kind of academic assignments that exist to help students to possess ethical norms that they need in their future lives.

Integrity is the most value needed in an academic context; it is a solution for students' pressure, which leads them most of the time to be dishonest. Davis, Drinan & Gallant (2009) stated “The academic integrity movement is perhaps more needed now than ever before – not necessarily because more students are dishonest, but because there are more pressures on students, faculty, and administrators than ever before” (p. 28).

On the other hand, Whitely & Keith-Spiegel (2002) claimed that, the development of academic integrity ethos based on four important components which are: institutional integrity, learning oriented environment, a value-based curriculum and honor code (p. 148). If the four elements work with integrity, value such organizing lectures in the

educational curriculums that explain the importance of academic integrity and how students can develop this value this will make students' academically honest.

McCabe, Butterfield and Treviño (2012, p. 3) presented six elements that show the importance of integrity in academia, as the following:

- **Integrity is the cornerstone of academia.** Academic context is developed on the principles of integrity to be honest in achieving your goals and students should follow the system because integrity is the most important value students must develop

- **Cheating is widespread and on the rise.** Cheating phenomenon and other types of academic dishonesty are increasing more and more. Students become more dishonest than being honest that will affect their personality and values such as integrity and decision makers.

- **The college years are a critical period for ethical development.** At the level of university students are developing the level of ethical decision. Therefore, integrity is an important value that students must develop and that by the gaudiness of the teachers

- **College studies face significant pressures to cheat.** Students may face major pressure it could be because of their family, environment, or the curriculum itself, which may affect them to be honest. Thus, students need to possess the honor code that will make them more confident and raise their awareness about integrity that will prevent their cheating.

- **Students are being taught that cheating is acceptable.** A student who cheated and was not punished by the teacher or the administration that makes cheating for students acceptable and leads to the rise of cheating among schools and universities.

- **Today's college students represent tomorrow's leaders.** Students are expected to be doctors, teachers, presidents, mothers and fathers if they have no integrity they will not be able to have a commitment in their job that affects the development of society and the next generation.

In fact, the moral development that teachers build in students will have a strong effect on students' behaviour which lead to prevent cheating during examination among our schools and at the same time build a strong cultural environment as Davis, et al assorted, "The academic integrity movement is able to supply a common moral vocabulary that can provide a foundation upon which we can build cultures of integrity in schools, colleges, and universities" (p. 28).

Therefore, teachers need to develop students' integrity because it has an important role in developing their personality. In this angel, (Price-Mitchell, 2015) suggested five ways teachers should use to increase students' integrity as the following:

- Infuse integrity into the classroom culture.
- Develop a moral vocabulary.
- Respond appropriately when cheating occurs.
- Use quotes to ignite meaningful conversations.
- Help students believe in themselves.

To conclude, students should keep in their minds that if they do not possess integrity they will hinder their other skills because in practical life they need to have integrity, intelligence and energy or they fail to get their dream career as an employee stated "In looking for people to hire, look for three qualities: integrity, intelligence, and energy. And if they do not have the first one, the other two will kill you" (as cited in Price-Mitchell, 2015).

Conclusion

Cheating during examination is a dangerous phenomenon that affects students psychologically, such: lacking in their self-confidence and self-image. On the other hand, cheating effect academic assessment because assessment is a kind of evaluating the student's level, but with engaging in cheating behaviour teachers cannot know the real level of their students. Therefore, administration, faculty, teachers and even parents need to collaborate in order to prevent academic dishonesty among our schools and universities by following strategies to develop students' integrity as McCabe, Butterfield & Treviño (2012) suggested that faculty member should organize orientation and training sessions to help students know more about the effect of cheating and the importance of academic integrity.

*Chapter two: General Consideration of lack of Self –
Confidence*

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Introduction

Self-confidence is the most needed feature that EFL learners need in order to be successful in the process of mastering the English language. Unfortunately, some EFL learners have problems when it comes to summative examinations; these problems are related to many factors that may affect their progress in a negative way. One of those factors is the lack of self-confidence; this concept is a huge problem for learners because it creates poor self-image, anxiety and doubt about their own abilities. All this may lead students count on other solutions in order to succeed, such as cheating, Plagiarism and other kinds of academic dishonesty.

In this chapter, we will give an overview about the lack of self-confidence. Where we will provide information about both concepts lack of self-confidence and self-confidence. As well as, the characteristics of each concept. Moreover, we will deal with the differences between the concepts used exchangeable with self-confidence which are: self-efficacy and self-esteem. In addition, we will discuss the impact of self-confidence on students' performance during exams, moving to the role of confidence in exams.

2.1 Definition of Self-confidence

One of the major influential variables which can affect learning and can help the students to be successful in the learning process, perform the task and examine it positively is self- confidence. In general, the term self-confidence simply means to have the ability and trust you to do something. According to Oxford English dictionary (2008) confidence is “firm trust in the abilities, belief in your own ability to make things successful; feeling of certainty about something”.

When the learners are sure about their choosing of expressing their knowledge and opinions about any topic that make them feel confident. Webster's online dictionary “self-

confidence is confidence in oneself, i.e. one's abilities worth including the ability to cope with one's limitations and problems" (n. d). In the same context, Iland (2013) states the origin of the term confidence, "confidence originated from the Latin word 'Confidentia' meaning 'to trust' and 'to have faith' ".

Goal and Aggarwal (2012) stated, "Self-confidence refers to an individual's perceived ability to act effectively in a situation" (p. 90). This means the ability of a person to handle a challenge and at the same time solve it in the right way. Norman & Hylond (as cited in Djebbar, 2009) suggested three elements that can be classified under self-confidence to give a better understanding of what self-confidence is about:

- ❖ 'Cognitive': the person's knowledge of their abilities.
- ❖ 'Performance': i.e., the person's ability to do something.
- ❖ 'Emotional': i.e., the learner's comfortable feeling about the former two aspects.

The three elements work together in order to make the confidence of the learner. Self-confidence may refer also to success and the achievement of the goals, towered this point Hale (2004 p. 12) claimed, "Believing you can achieve what you have set yourself (e.g. A short term goal, such as winning the next point, a longer term goal, such as making selection)".

Students who work on developing their skills, try to achieve their goals and seek to learn more about the school tasks are confident about their capacities, as Murray (2006) states, "Confidence is partly about skill, about knowing what to do and how to do it" (p. 53).

2.2 Characteristics of Self-confidence

In most societies, self-confidence is regarded as the most important value within the individual, it is considered as the key to success in life. In education, students with high self-confidence are those successful in learning the foreign language, more successful in practice and perform the language they also more focus and searching about how they progress. High self-confidence students have specific characteristics that show the trust in themselves, abilities and their knowledge that may lead them to build self-challenge in doing certain tasks. Hale (2004) tackled this point when he stated, “Believing you can meet the challenges you face” (p. 12).

According to Löff (2010) people with high self-confidence are those who create a positive image about life and he suggested three main elements that people should have in order to be confident, “person with good self-confidence often has: a pleasant demeanor, a cheerful outlook on life and a satisfaction with one’s personal life” (p. 04).

Wright (2008, p. 14) pointed out sex different feature of students with high self-confidence:

2.2.1 They are ambitious. Students of foreign language are more anxious to know about the language and more motivated to achieve their goals. They want more from life than existence or survival.

2.2.2 They are goal oriented. EFL students seek a challenge of completing and setting new goals for themselves. They are not especially competitive, except against themselves. They are created now challenge for them in order to build their knowledge and at the sometime show how are they able to master the foreign language.

2.2.3 They are visionary. Rather than being stuck for too long, students can see themselves in better circumstances and surroundings. They keep a picture of what success will be like. They never put a frail in their path and the concept fail does not exist in their dictionary.

2.2.4 They have learned to communicate. Students with high self-confidence are good communicators they know exactly how to interact others attention. As Wright (2008, p. 19) stated “It is less important for them to be right than to be effective. They listen more than they speak”.

2.2.5 They are kids in dealing with others. Those students with high self-confidence have a good inner self-image form nourishing relationship instead of toxic ones. They have learned to detach from relationships which do not allow them to be authentic.

2.2.6 They are attractive. Self-confident students are usually drawn to one another. They vibrate their confidence in a way that attracts good things and good people to them. That means students become more attractive in the way of behaving with others.

The high self-confidence is an individual feels during a particular activity or situation is generally derived from one or more of the following six sources, which are presented in figure2. 1 in order of their relative importance to make the students' high self-confidence when it comes to performance.

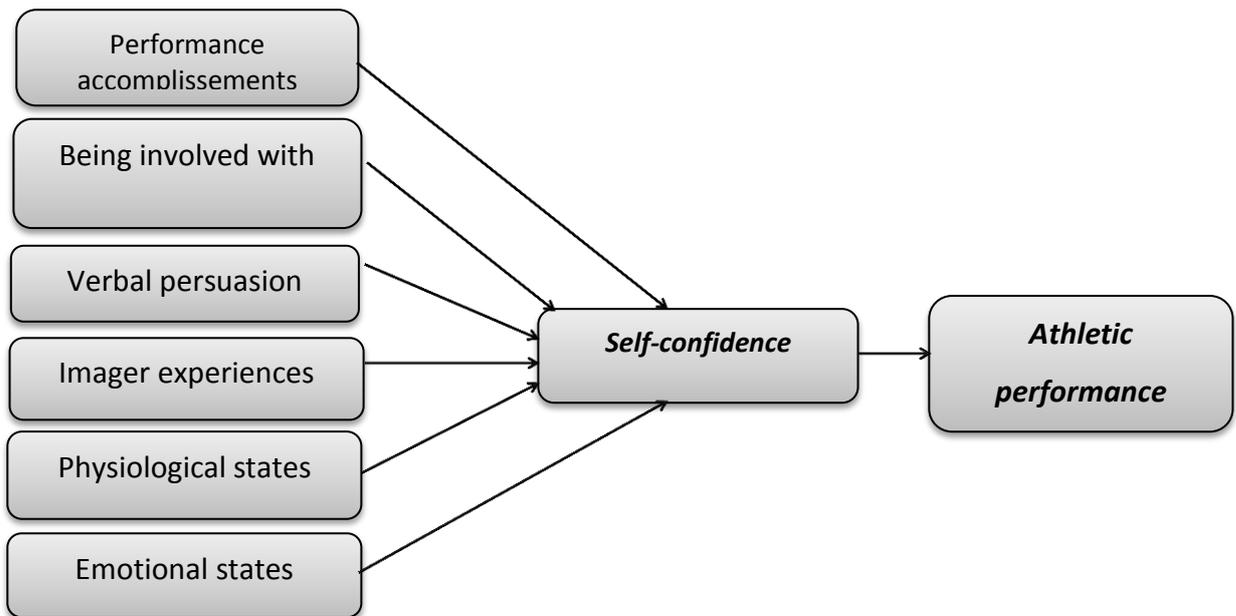


Figure2.1. Model of self-confidence (Fltz, 1984, as cited in Pet therapy, n. d., para. 3).

2.3 Definition of Lack Self-confidence

Lack of self-confidence can influence the student's performance in class examinations also their learning. Lack of self-confidence is considered as the distrust in the abilities, fair by making mistakes and underachieving the goals, in this context Löff (2010) stated, "lack of self-confidence is the called 'timidity', being afraid of failures" (p. 3).

Lack of self-confidence is part of the mental process which means the thoughts that the students build before practice the task, generally those thoughts are negative such as; 'am not able to that', 'am going to fail in the exams', Löff (2010) claims, "the main part of lack of self-confidence is mentally, many people just think that they can't do something or perform something just because they think they are not good enough..." (p. 7). On the other hand, Yeshe (n. d), a definite lack of self-confidence as the negative emotion within the individual, this is related to the depression of foaling in mistakes or fear to be under the expectation of others about you.

Lack of self-confidence is the problem of self-doubts which lead to the negative attitude toward performance and practice the foreign language, lack of self-confidence may also be related to the too many expectations that comes from the near people like; parents, friends and even teachers that may influence the learners' confidence and make them more lacking in confidence.

According to Hale (2004) Low self-confidence and high self-confidence may affect student's behavior through their thoughts, feelings and focus. Students with lack self-confidence will think more negatively and feel stressed. Hale introduced the three behavioral associated with lack of self-confidence:

Table2.1: Behaviour associated with low confidence (adapted from: Hale, 2004, p. 14)

	Low Self-confidence
Thoughts	Negative thoughts Thoughts of defeat or failure Doubts
Feelings	Tense Sense of dread Not wanting to task part
Focus	Others Less relevant factors

2.4 Characteristics of Lack Self-confidence

Low self-confidence may lead the students to quiet the mastery of the foreign language and even in their live they become more closed on them. Juhana (2012) states that, "Students lack of confidence usually occurs when students realize that their

conversation partners have not understood them or when they do not understand other speakers” (p. 102).

According to the psychological view people with lack self-confidence they think is difficult to recapitulate in order to build their confidence again, they become less engaged in social contexts and give up on everything they try to do. In this context, Wright (2008, p. 13) suggested a number of characteristics that low self-confidence poses:

2.4.1 They are fearful of change. Many students with low confidence in the future come from a basis of lack and live their life in fear of —what if.... Low confidence students tend to be re-active rather than pro-active.

2.4.2 They are pessimistic and tend to see the glass as half empty. By blaming circumstances on other people they delay assuming personal responsibility for their own choices. EFL learners who fail in getting the right decision because they lacking confidence they start to blame others instead of getting the responsibility.

2.4.3 They have difficulty communicating what they really want from life. Students with high lack of self-confidence usually have no clear idea of what they truly value. When asked what would make them happy, they give generalities (rich, thin, beautiful) rather than specific values.

2.4.4 They want to please others more than being true to themselves. The desire to have peace at any price is more important than discovering their potential. Much like chameleons (lizards that change colors to fit their environment) those who lack self-confidence would rather blend in than stand out. They do not care about their needs and their wants, but give more importance to the other wants from their friends.

2.2.5 They are insecure and are drawn to others who also see themselves as victims. EFL learners with lack of self-confidence will feel insecure from people around them, they

often form destructive and toxic relationships that reflect and increase their lack of self-worth.

2.5 Difference between Self-confidence and Self-esteem

The concept, self-esteem is used exchangeable with the self-confidence concept. Self-esteem derived from Latin which means “to estimate”; how person estimate and evaluate himself. On the other hand, self-confidence is a feeling that a person trusts his abilities.

According to Branden (1969) human beings are born with a fundamental need to feel worthy and desire to achieve goals by doing an action. Therefore, self-esteem should deal with two main aspects which are: “sense of efficacy” and “sense of personal worth” as he said:

Self-esteem has two interrelated aspects: it entails a sense of personal efficacy and a sense of personal worth. It is the integrated sum of self-confidence and self-respect. It is the conviction that one is competent to live and worthy of living (as cited in Mruk, 2006, p. 19).

Mruk (2006) explained Branden’s self-esteem definition as it is based on competence and worthiness, the students should act competently in a certain action that makes them feel worthy and lead to the development of self-esteem. Self-esteem a kind of rating procedure that someone builds depending on specific criteria we found Iland (2013) claimed, “self-esteem is your view about yourself internal rating of yourself” (p. 13).

According to James (1983) self-esteem is depend on two major operations, which are: individual’s hopes that are known as “pretensions” and the ability to richly those hopes as he claimed:

So our self-feeling in this world depends entirely on what we back ourselves to be and do. It is determined by the ratio of our actualities to our supposed potentialities; a fraction of which our pretensions are the denominator our success: thus

$$\text{Self-esteem} = \frac{\text{Pretensions}}{\text{Successes}}$$

Such a fraction may be increased as well by diminishing the denominator as by in, (as cited in Mruk, 2006, and p. 12).

Low self-esteem usually affects student's self-confidence; students in this case will be focusing more on their mistakes rather than developing their EL skills. Therefore; Lawrence (2006) suggested the development of self-concept which regarded as key to the development of both self-esteem and self-confidence. Self-concept develops student's self-image, self-ideal and self-esteem which include both concepts as Lawrence (2006) states, "self-esteem is an individual evaluation of discrepancy between self-image and self-ideal" (p. 5).

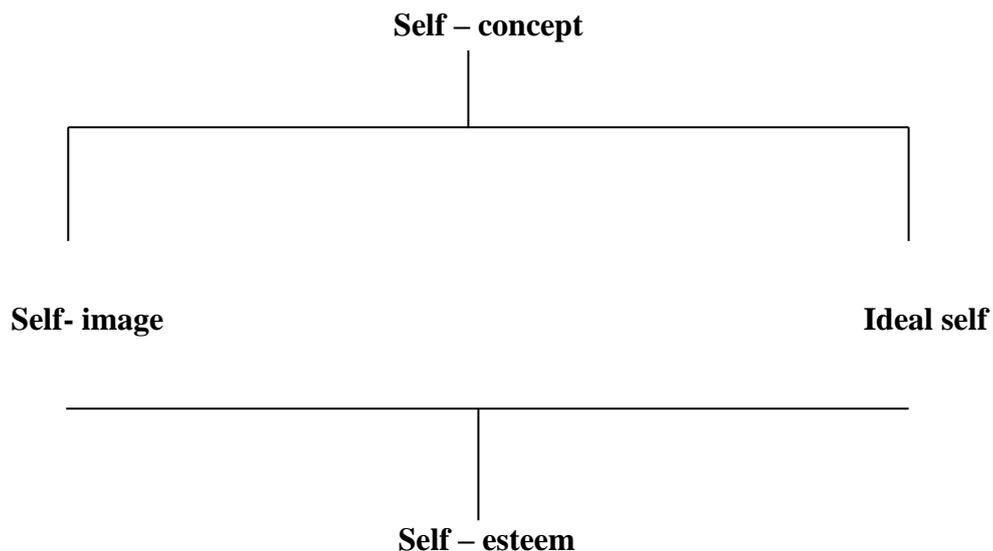


Figure2.2 Self – concept as an umbrella term (Lawrence, 2006, p.3)

2.6 Difference between Self-confidence and Self-efficacy

Self-efficacy is another concept that used interchangeably with self-confidence and shares some elements in their general definition. Self-efficacy is the students' trust in their abilities in order to achieve a goal related to a task, i.e. to score 12 'the goal to be achieved' in grammar module 'the specific task'.

On the other hand, self-confidence is the student's trust in their self and their abilities. Bandura (1995) stated, "self-efficacy refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations" (p. 2). In the same context, Iland (2013) define it as, "self- efficacy is the belief in our capabilities to achieve a specific task" (p. 14).

Bandura (as cited in Lunenburg, 2011) has identified four major principal sources which identify the development of self-efficacy and important to students' success: past performance, vicarious experience, verbal persuasion, and emotional cues as mentioned in the following figure:

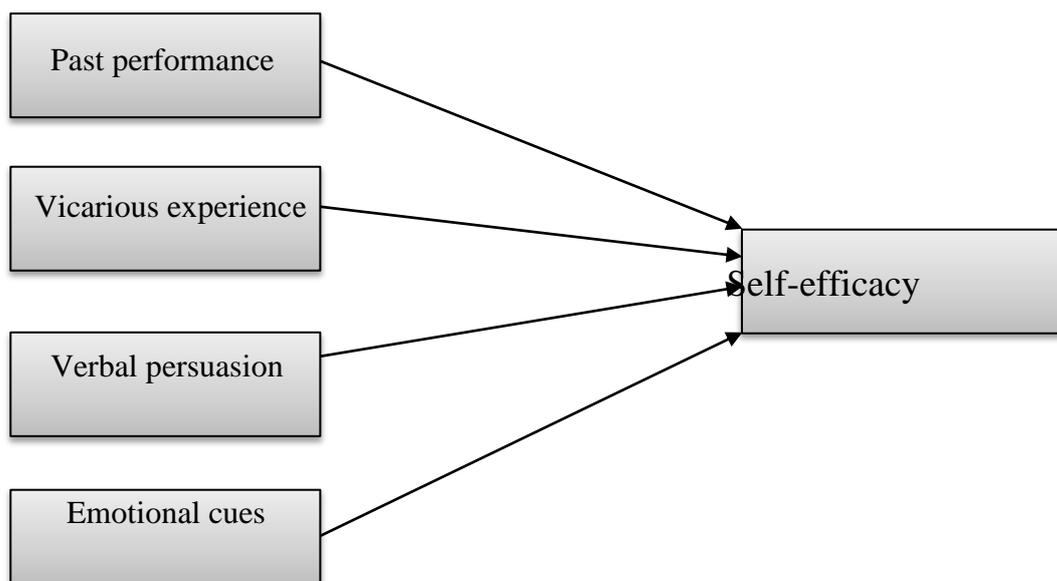


Figure2.3. Sources of Self-efficacy. (Bandura, 1997, as cited in Lunenburg, 2011, p. 2)

The four sources, according analysis done by Lunenburg (2011) are in all human beings, i.e., student's successes in a particular performance need his own evaluation of his past performance to raise his confidence in order to achieve the future performances (p. 4). In addition; the student need to find out whether he possess experience on the task that he will perform, when the students face the same task that he fails in the past, he will experience emotional cues such as: sweaty palms, feeling flushed and so on. The emotional cues differ from one learner to another which led to poor performance and high performance.

In short, self-confidence is a broad concept which refers to the students' believes in their potential to accomplish and achieve a sort of tasks, at the same time; self-efficacy is the focus on a specific task. As Iland said, "self-confidence generally embodies a lot of attributes that all sums up to our belief and faith in ourselves; meanwhile, self-efficacy is only part of it". Therefore, students should develop their self-efficacy because that will develop their self-confidence as well.

2.7 The Impact of Low Self-confidence on Students' Performance during Summative Examination

Students with high self-confidence are more likely to gain high scores and perform positively. As Al-Hebaish (2012) has declared, "Language learners who possess general self-confidence perform well and most likely believe themselves to be capable learners". (p. 61). In the same context, Akinleke (2012) said, "Students who feel more confident about them are not apprehensive have higher academic achievement in contrast to those who do not have confidence in themselves" (p. 48).

However, students with low self-confidence are gaining low scores on their exams and when it comes to performance they will act negatively. This may hinder their ability of mastery the EL.

Teachers can identify the students' confidence level depending on their results. For example, low scores indicate a lack of self-confidence as Hale stated, "Low self-confidence results in either a lower performance level or a less favorable experience of the performance" (p. 13). On the hand, high scores indicate high self-confidence as Hale asserted, "High self-confidence results in either a batter performance level or more positive experience of the event" (p. 13).

Hale (2004) provides some examples of the effects of high and low self-confidence of the students on performance as presented in the following chart:

Table.2.2. Examples of the effects of high and low self-confidence on performance, suggested by (Hale, 2004, p. 13).

High Self – confidence	Low Self - confidence
<p>Giving maximum effort</p> <p>A willingness to take chances</p> <p>A willingness to react positively to set - backs and learn from the situation</p> <p>High commitment to training</p> <p>Strong focus on the task at hand</p> <p>Positive attitude and belief in own skills and talent.</p>	<p>Lack of effort</p> <p>More likely to give up</p> <p>Playing safe</p> <p>Misdirected focus</p> <p>Tendency to attribute outcome of events to factors that cannot be controlled (e.g. luck, environmental conditions).</p>

Students who lack self-confidence that will make them not only perform unsuccessfully during the examination, but also start suffering from social distance, fear and insecurity (Rubio 2007). In the same context (Pet therapy, n. d.) Stated:

People with low confidence often lapse into a mental state where everything becomes a weakness and every observation appears more personal. This leads to further self-degradation. People with low confidence often lapse into a mental state where everything becomes a weakness and every observation appears more personal. This leads to further self-degradation (para. 4).

2.8 The Role of Self-confidence in Exams

Self-confidence is an important quality that EFL students' need to possess for the accomplishment of higher results. Students with self-confidence are more engaged with all kinds of tasks such as: exams, oral expression performances and other types. Students will act confidently without fear or a doubt of getting lower grades because they feel confident about their own abilities and knowledge during exams and are surer of their success. As Preston (2001) stated, "Confidant influences your success at work, your family life, relationships and leisure activities, it affects your performance in everything you do" (p. 7).

The link between motivation and self-confidence can explain the Students' attitude toward exams results because the more our students confident the more are motivated to pass an examination which means that motivation toward exams need high self-confidence. As Tuesta et al (2014) said, "The link between motivation and self-confidence is also important; ability and effort work together to determine results. High levels of self-confidence reinforce motivation at times of action". (p. 11)

On the other hand, Tuesta et al (2014) argued that high of self-confidence leads to high scores, but too much higher of self-confidence can be a problem for some students and result negative attitude as mentioned, “Individuals with higher levels of self-confidence score higher in financial literacy tests.... However, very high levels of self-confidence run the risk of over-confidence” (p. 12).

Self-confidence has an important role during examination and in the abilities of achievement in general, according to Eccles et al.’s (1983) model of *expectancy- value with links to self-confidence*, the focus should be on the choice of activities that will influence the students’ achievement because the more activities are interesting the more students’ confidence is high as a result they will achieve their goals (as cited in: Lingg, 1992).

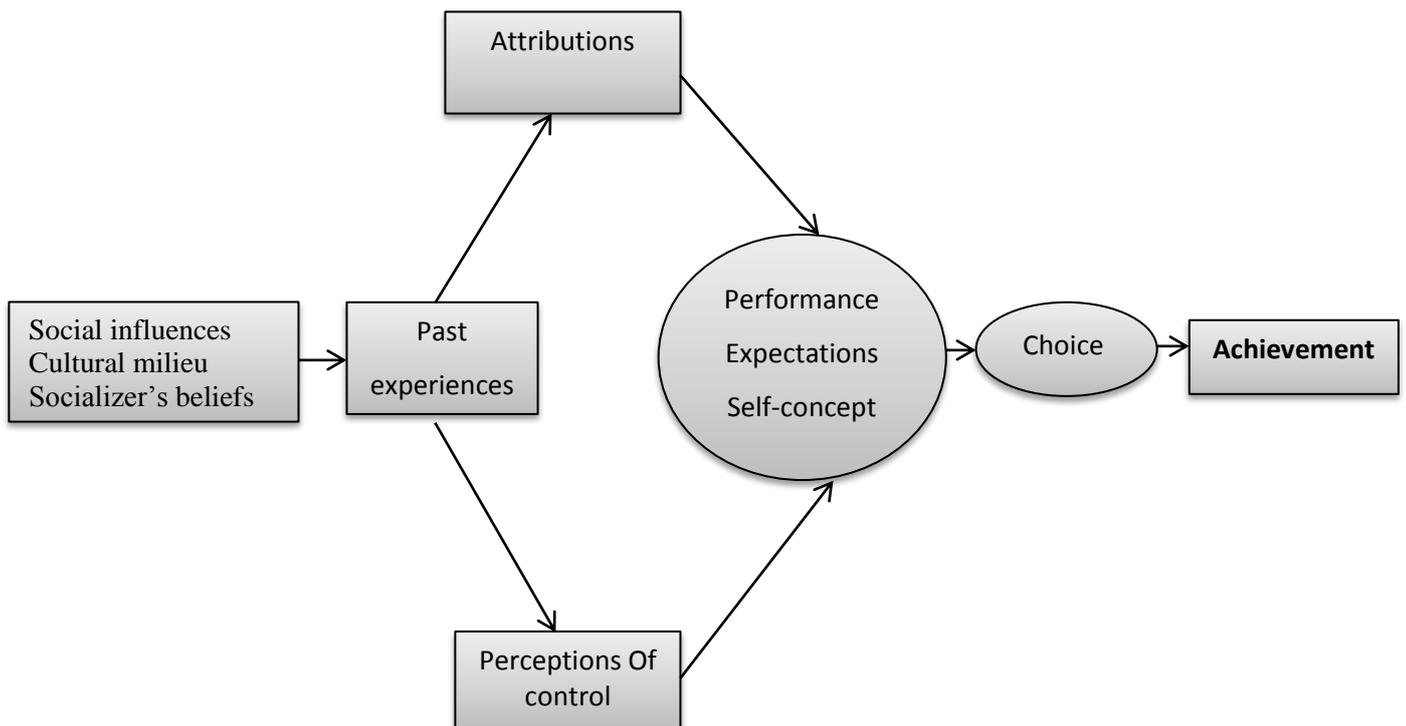


Figure2.4. Expectancy- value model with link confidence with activity choice. (Eccles

‘Parsons’ et al.’s, 1983. Adapted from: Lirgg, 1992, p. 162).

In short, self-confidence is an essential value that needed not only during examination, but also in the process of mastery the foreign languages. Therefore, students should trust their abilities and try to work hard in order to achieve the success of better achievements and high results because self-confidence is a path for successful as Lirgg, (1992) said, “self-confidence played as a key in performance” (p. 164).

2.9 The Relationship between Lack of Self-confidence and Cheating

Cheating during examination generally related to many factors that lead students to engage in such behavior as Duyilemi (2003) opined that factors such as: anxiety, fear failure and lack of confidence of contributed to the increasing rate of cheating by students during examination.

Lack of self-confidence considers as a psychological reason that makes the student to cheat, students who doesn't trust their abilities and do not have faith in their own knowledge that will affect their level of confidence. Thus, students start searching about solution such as: cheating in order to pass the examination. In this context, Uzochukweu claimed:

.... Many setbacks that people have in this present world are because they lack self-confidence. In the same angle, students' engagement in examination malpractice can be traced back to lack of confidence as well. Self-confidence in this context is when a student believes and has faith that he will make it in examinations without cheating. Many students get involved in malpractice during examinations because they doubt that they can get an excellent result without having a “microchip” attached to their body. (Uzochukweu, 2016, para 1)

The effort done by students in the preparation for examination such as: learning by heart the tasks, understanding the modules, subjects that may affect the level of students' confidence so, if they are well prepared they don't cheat simply because they are confident about their abilities. On the other hand, they will be lacking confidence because they have less preparation that leads them to cheat as Okoro & Effiong (2016) stated "Students' academic confidence and academic efforts are significant factors influencing academic cheating behaviour" (p. 58). When students have high self-confidence cannot express the pressure during the examination at the same time, students with low self-confidence, feel the pressure such as anxiety during exams and that affect students' success as (Okoro & Effiong 2016, p. 59) stated:

Students with a high level of academic confidence always enter examinations with boldness, not panicking, and with successes in their hands. Thus, those students attain to academic issues with ease. This is most likely because, they have made concerted efforts that help to hold back a certain level of anxiety that would have generated phobia, fear, or lack of self-confidence.

Low self-efficacy according to Adekunle and Akungba (2014) may hinder students' confidence and that lead low in performance, which is factored that lead students to cheat as they stated, "Cheating is more likely among students with low academic self-efficacy. Low self-efficacy which is psychological in nature is related to lower academic motivation such as lower levels of confidence resulting in poor performance of student" (para. 3).

Conclusion

Self-confidence is considered as the foundation of success in EFL which affect the students' abilities to master the language. On the contrast, Lack of self-confidence can hinder students' self-image and destroy their trust on themselves to achieve the potential goals. When students lacking confidence that make them academically dishonest and get the wrong path in in order to get better results. Thus, the students should think positively, work hard and try to possess this value because self-confidence cannot be taught, but with the effort that students make this will make them gain it and reach their own goals.

Chapter Three: Field Work and Data

Analysis

Chapter Three: Data Analysis

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Introduction

This last chapter is aiming to discover whether the lack of self-confidence is a reason that leads students to cheat during summative examination or not. Therefore, we have chosen two main tools, students' questionnaire and teachers' interview in order to test the validity of our hypothesis, which suggests that students with high lack of self-confidence cheat more. In addition, Students who cheat during exams, will have a negative effect on their personality and they will act negatively in their future career. Thus, the opinions of students and teachers are very important in the current study.

In this chapter, we are going to analyze and discuss the data that we have collected. Firstly, we will start with the administration and analysis of the students' questionnaire in order to know whether EFL students engage in the cheating phenomenon and their clarification behind engaging in such dishonest behaviour. Then, we will move to analyzing the answers of teachers' interview that provides us with more information from their experience about cheating and the procedures they use to prevent cheating at the department of English, University of Biskra.

3.1. Students' Questionnaire

This questionnaire is designed for First year English students at Biskra university in the academic year: 2016-2017.

3.1.1. Aim of the Questionnaire

We have chosen the questionnaire as a data gathering tool to support our thesis about the lack of self-confidence as psychological reasons that lead students to cheat during examination. This questionnaire aims to provide us with students' opinion and attitude toward cheating phenomenon. Therefore, we distributed one hundred and sixty questionnaires for first year students.

3.1.2. Description of the Questionnaire

The students' questionnaire consists of 13 closed-ended, 2 open-ended questions and (4) semi-structured questions total of nineteen 19 questions. This questionnaire is divided into three sections; the first section from 1 to 3 questions which presented students' background containing their gender, choice of English and their level of English.

The second section of the questionnaire, from 4 to 8 questions is about students' attitude toward exams, where the participants are asked to provide their opinion about the questions, types of the exams whether are based on task comprehension or learning by heart the task or by both. Then, we asked the students if they feel stressed or not before taking examinations and we provide them with different reasons behind this stress where the participants have the freedom to pick up more than one reason. The next question is about their opinion about the first exam as University students, whether they find it easy or difficult.

The last section of our questionnaire tackled the lack of self-confidence and cheating includes from (9) to (19) questions the aim behind this part is to check whether EFL students engage in cheating misbehaviour and whether lack of self-confidence is the reason behind this engagement or not. Therefore, the respondents are asked if they dealt with cheating as subjects in their previous study or not, after that they have been asked to provide us with their own definition of cheating concept.

In the following question, the students were asked to pick up the types they used to cheat with or they saw their classmate cheating with during the examination. In addition, participants' have been asked to what extent they agree or disagree that all students are cheaters. Moreover, we asked them why they cheat during examination and then they have been asked about their feeling after cheating. The following question participants are asked

whether the lack of their self-confidence is a reason behind their cheating or not. The last question we asked students if they have any suggestions to prevent cheating.

3.1.3. Administration of the Questionnaire

This questionnaire was directed to first year LMD students during the academic year: 2016-2017 at the department of English at Biskra University. The questionnaire was given to one hundred and eighty (180) students, but we limited twenty (20) questionnaires because they were not completed so we depend on one hundred and sixty (160) students whom provide us with helpful answers to our research.

There was a kind of fairness after submitting the questionnaire to the students, especially the questions related to cheating, but after explaining that students' names are not needed in the study students become more comfortable and started answering the questions honestly.

3.1.4. Analysis of the Student Questionnaire

Section one: General Background

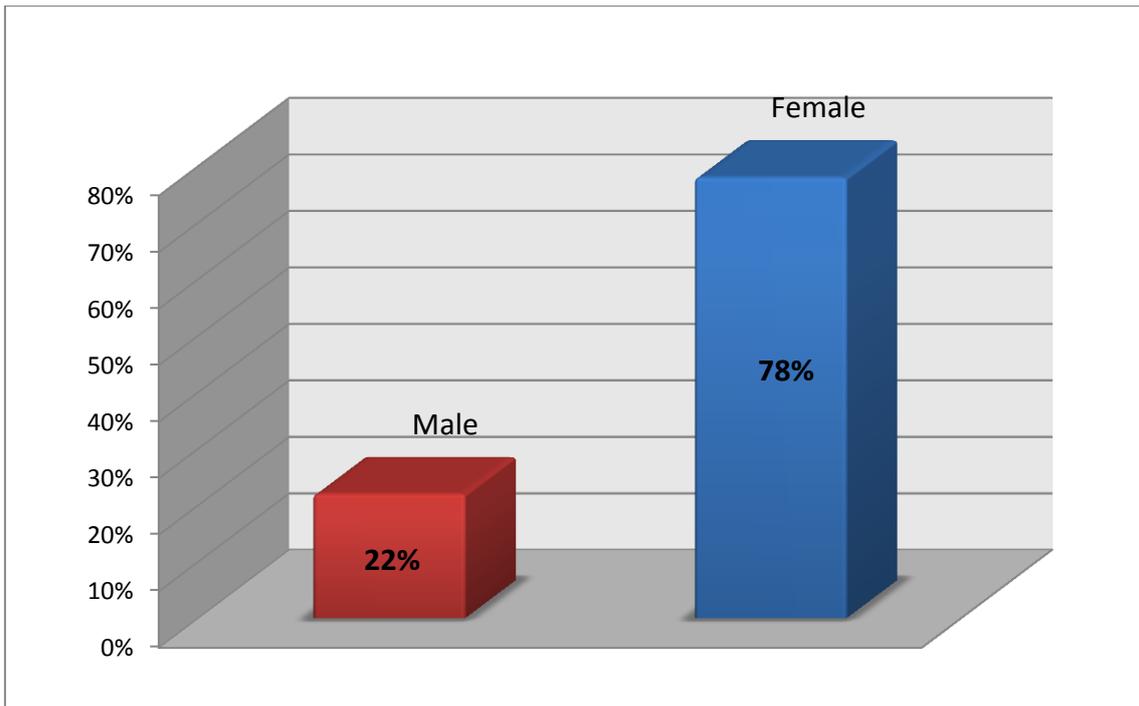
Question 1: Gender

a- Male

b- Female

Table3.1: Students' gender

Options	A	B
Number	35	125
Percentage %	22%	78%



Graph3.1: Students' gender

Concerning gender, as presented in the table above out of 160 participants, female presented the highest percentage with (78%) or 125 females from the total sample, whereas male presented only (22%), it means just 35 males from the whole sample. This shows that girls are more interested in mastery of the English foreign language. Well, boys are more interested in the scientific branches or they prefer to work in an early age.

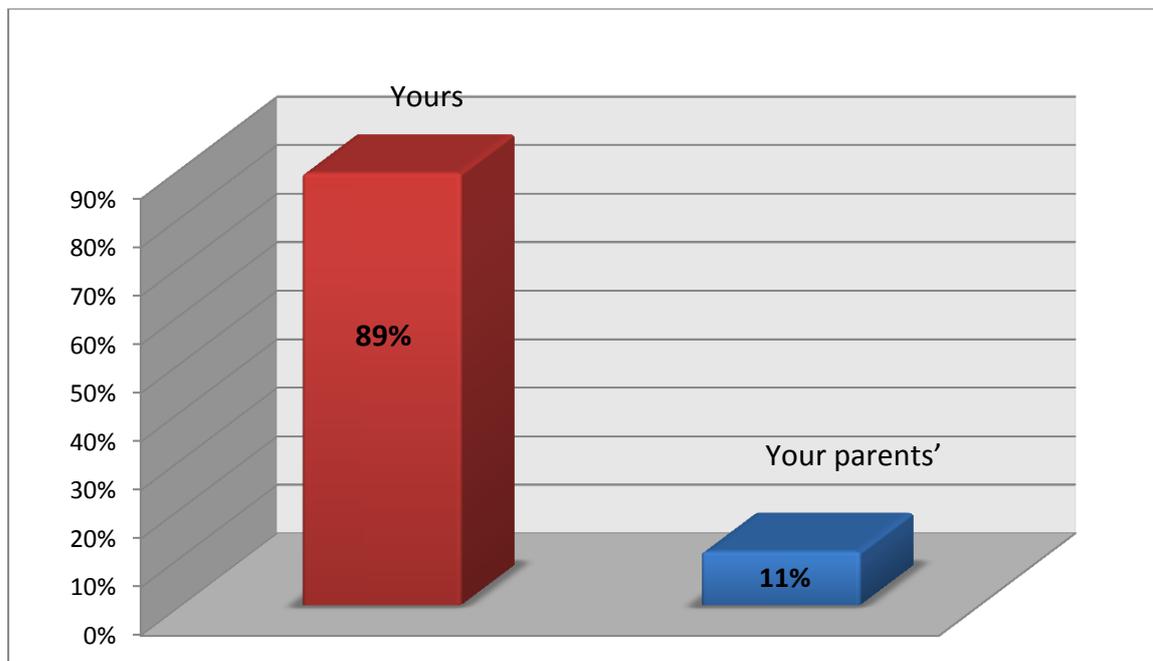
Question 2: The choice of your English was?

a- Yours

b- Your parents'

Table3.2: Students' choice of English

Option	A	B
Number	145	17
Percentage	89%	11%



Graph3.2: Students' choice of English

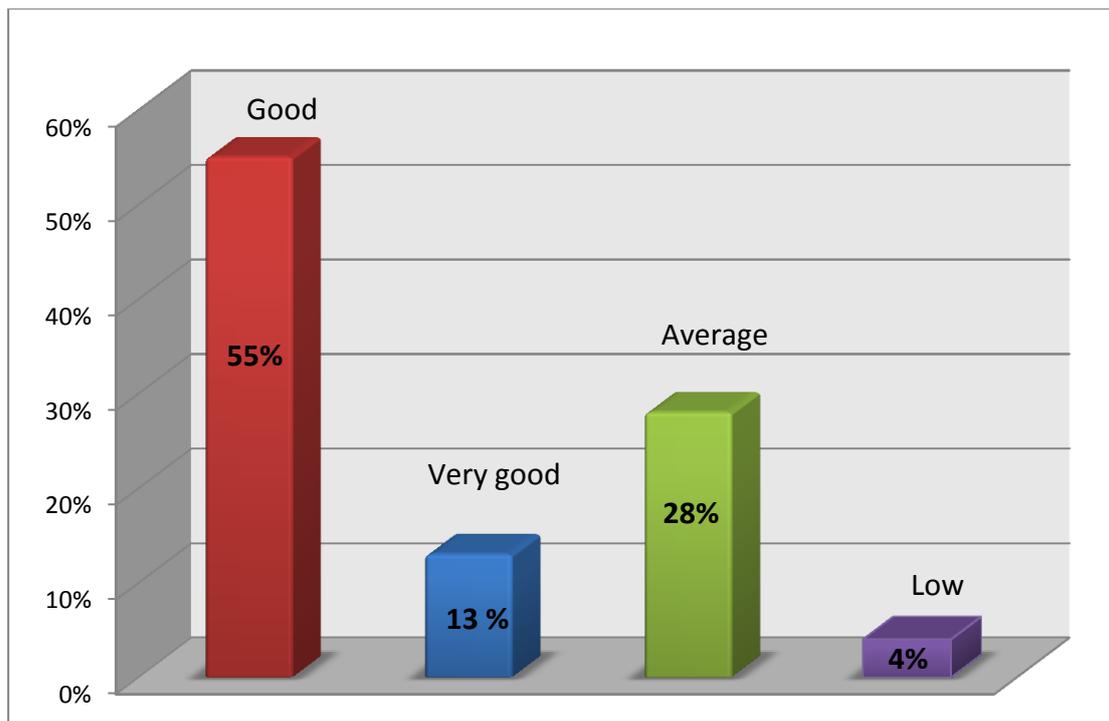
As presented in the graph 3.2, the most responses of students around (89%) said that they have chosen English by themselves and this decision was because they like English language. However, (11%) from the total sample said that their choice of English was because of their parents, which means that students falls under pressure to study something they are not interested in.

Question 3: how do find your' English, is it?

- a- Good
- b- Very good
- c- Average
- d- Low

Table3.3: Students' opinion about their English

Option	A	B	C	D
Number	87	21	45	7
Percentage	55%	13%	28%	4%



Graph3.3: Students' opinion about their English

From the students' answers, we observed that the majority of responding around (55%) said that their level is good. While twenty one (13%) students claimed that their level is very good, and (28%) represents students who indicate that their level of English is average. Whereas, (4%) presents seven students who claimed that their level of English is low, usually students related the low level to their scores from an examination or because they have a fear since they are first year students.

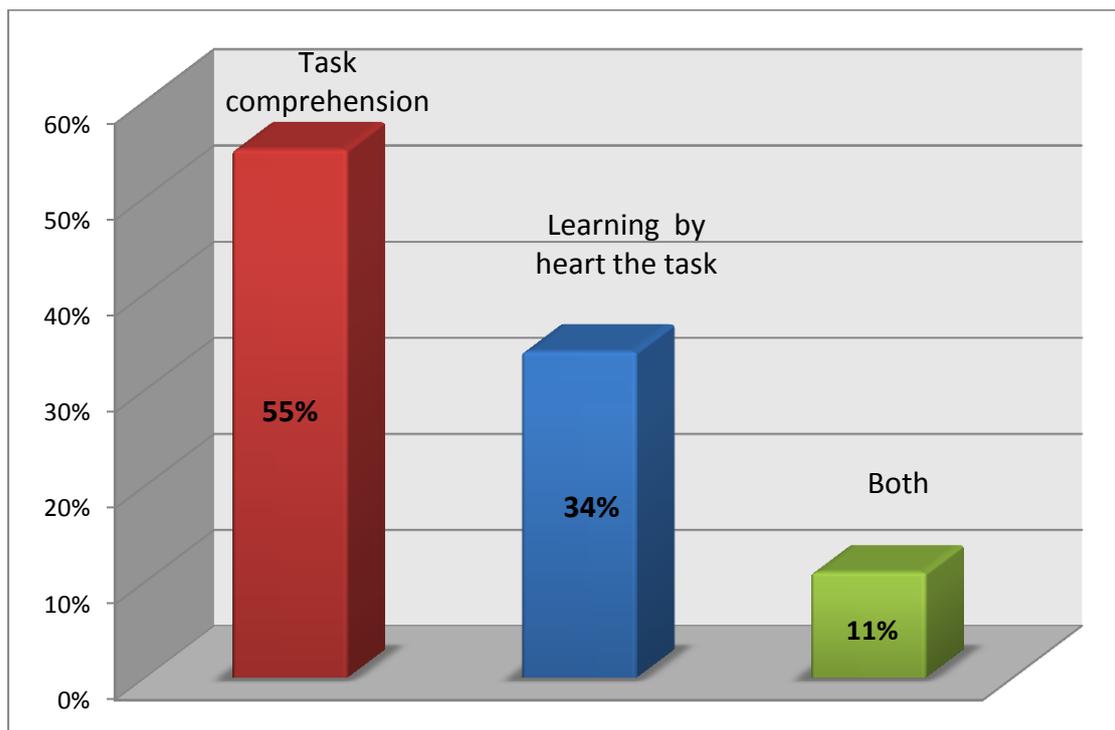
Section Two: Attitude toward exams

Question 4: In general, do you think question exams are based on?

- a- Task comprehension
- b- Learning by heart the task
- c- Both

Table3.4: Students' opinion about exams question construction

Option	A	B	C
Number	89	54	17
Percentage	55%	34%	11%

**Graph3.4: Students' opinion about exams question construction**

In this case, we asked students about their opinion about exams, questions construction since they experienced the first examination. The results reveal as presented in graph 3.4 that the majority of students (55%) claimed that questions on exams are based on task comprehension this related to modules such as oral and written expression where students are expected to be creative and knowledgeable in different tasks.

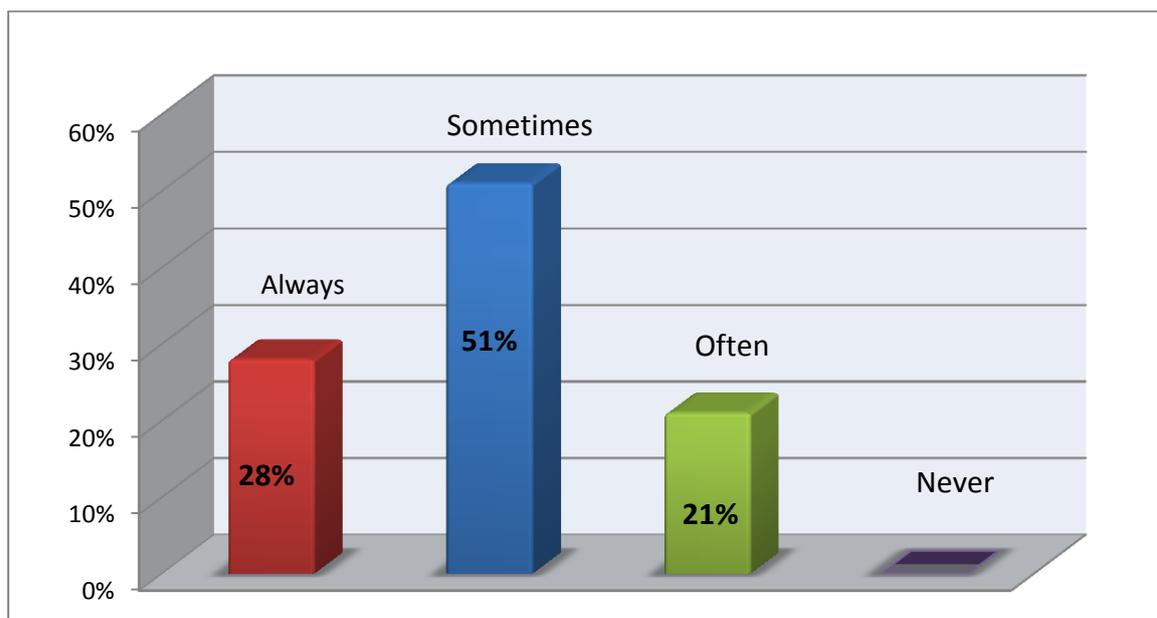
While, (34%) of them said that the construction of exams questions is based on learning by heart the task, this normally related to modules such as grammar and applied linguistics where students are expected to learn certain rules of the language. Finally, only seventeen students or (11%) claimed that the construction of the exams questions are related to both: task comprehension and learning by heart the task; these results indicate those students are aware about the pedagogical processes.

Question5: Do you believe in your abilities in answering the question of exams?

- a- Always
- b- Sometimes
- c- Often
- d- Never

Graph3.5: Students’ trusts their abilities in answering exam questions

Option	A	B	C	D
Number	46	81	33	0
Percentage	28%	51%	21%	0%



Graph3.5: Students’ trusts their abilities in answering exam questions

In this question, students are asked to say whether they believe in their abilities when it comes to answer the questions of exams. The aim of this question is to know if students have self-confidence and trust their knowledge or not.

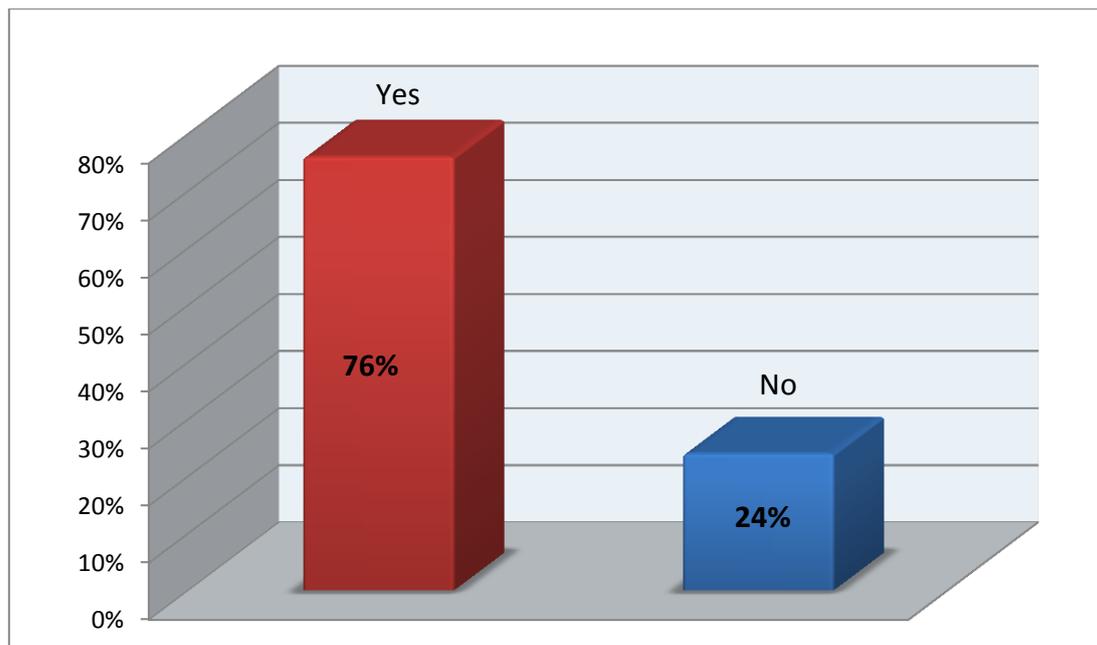
The majority of students (51%) claimed that “sometimes” they are sure of their answers which means that those students are well prepared for examination, while (28%) or forty-six respondents said that they “always” sure and believe in their abilities this result shows that students have confidence in their knowledge. Moreover, (21%) indicates students who go with “often” choice, and (0%) indicate “never” choice that mean no one answered that he/she never trust their knowledge in answering the questions of examinations.

Question 6: When you go to take examination do you feel stressed?

- a- Yes
- b- No

Table3.6: Students’ feeling about taking the examination

Option	A	B
Number	122	38
Percentage	76%	24%



Graph3.6: Students' feeling stressed before taking the examination

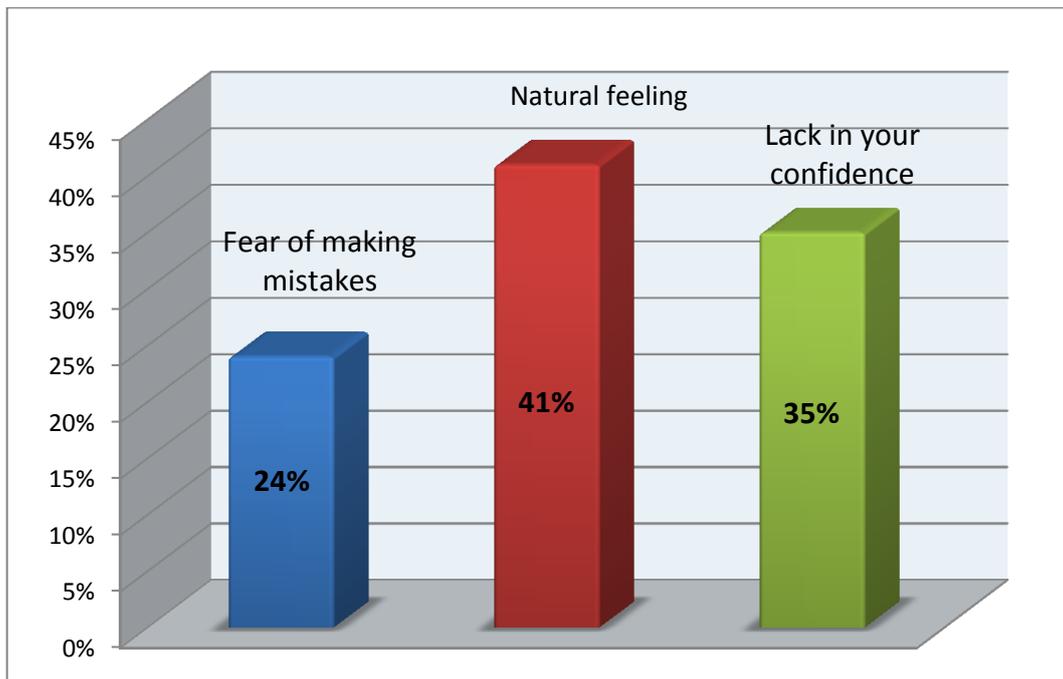
We notice from table 3.6 above, that more than half of responding (76%) or one hundred and twenty two students claimed that they feel stressed before taking the examination; this stress is usually normal because of students' expectation about the questions and whether has prepared well or not, while (24%) or thirty-eight students who said they do not feel stressed before taking the examination.

Question 7: If yes, it is because of:

- a- Fear of making mistakes
- b- Natural feeling
- c- Lack in your confidence

Table3.7: Students' reasons behind feeling stressed

Option	A	B	C
Number	29	50	43
Percentage	24%	41%	35%



Graph3.7: Students' reasons behind feeling stressed

In this question, we asked students to pick up the reason or the reasons behind feeling stressed before taking the examination. The aim behind such question is to identify students' mental thinking. Results reveal as presented in table 3.7 that the majority (41%) of students claimed that they feel stress because of them is a natural feeling, while (35%) said they related stressed feeling of the lack in their self-confidence, and (24%) or twenty-nine out of one hundred and sixteen claimed that they feel stressed because the fear from making mistakes which affect their marks.

To sum up, the results that students provide us with are quite near so we can consider the three reasons mentioned in the table above are the most reasons behind students feeling stressed before taking the examination.

Question 8: You have experienced the first exam as a university student of English, how did you find them?

a- Easy

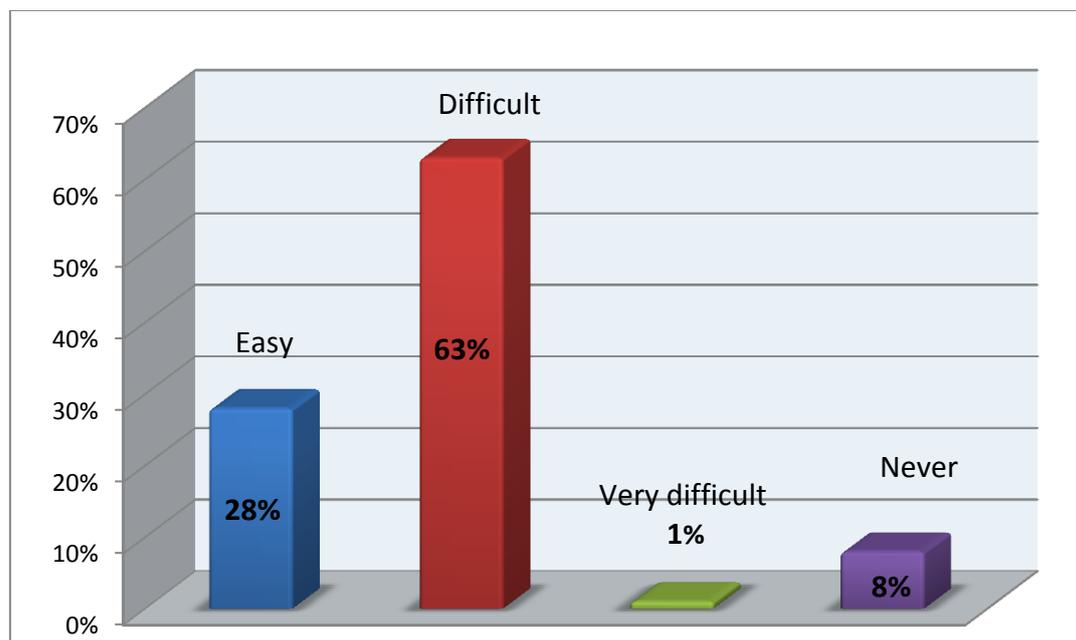
c- Very difficult

b- Difficult

d- Hard

Table3.8: Students' opinion about their experience the first exam at university

Option	A	B	C	D
Number	44	101	2	13
Percentage	28%	63%	1%	8%



Graph3.8: Students' opinion about their experience of the first exam at university

We developed this question to show students' opinion about examinations of the university in general, whether they found them easy or hard. The result, as

presented in table 3.8 above, shows that more than half (63%) of students found exams difficult.

Whereas, (44%) of participants said that the first examinations were easy, while (1%) or two students claimed that their first experience with examinations was very difficult. The rest of the sample (8%) answered that the exams of semester one at University level were very hard.

Section three: Lack of Self-confidence and Cheating

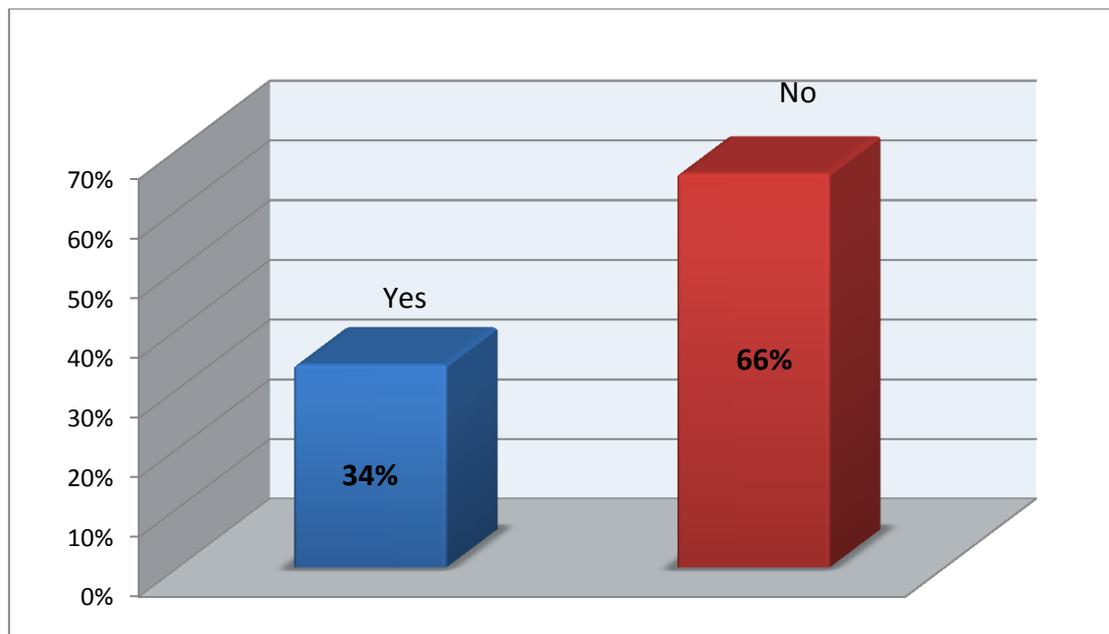
Question 9: Did you dealt with cheating as subject in your previous study?

a- Yes

b- No

Table3.9: Students' dealing with cheating as subject in previous studies

Option	A	B
Number	55	105
Percentage	34%	66%



Graph 3.9: Students' dealing with cheating as subject in previous studies

Question nine was addressed to first year LMD students to see whether they dealt with cheating as subjects in their previous study (i.e. High school or middle school). The majority (66%) or one hundred and five students claimed that they did not study about cheating as a subject, whereas (34%) participants said the opposite.

From the result obtained, we can consider that cheating during exams does not teach in our schools and universities, but it is seen only from the deterrent side like punishment.

Question 10: What does cheating mean in your opinion?

This open-ended question was developed in order to know how first year students think about cheating in other words, students' definition about cheating phenomenon.

The results indicated (43%) students did not provide us with an answer, while the remaining (57%) mentioned some definitions we divided them into two categories summarized as the following:

✓ **The First Category: Cheating is an acceptable behaviour**

(36%) of responses claimed that cheating is just a way to help their friends or an easy way to get good marks and it should not be forbidden because according to them the curriculum contain a plenty of lessons which they cannot learn them all by heart.

✓ **The Second Category: Cheating is unacceptable behaviour**

(21%) of students said that cheating is misbehavior that consist using forbidden materials during an examination and a way to fill the gap students' lacking in their abilities.

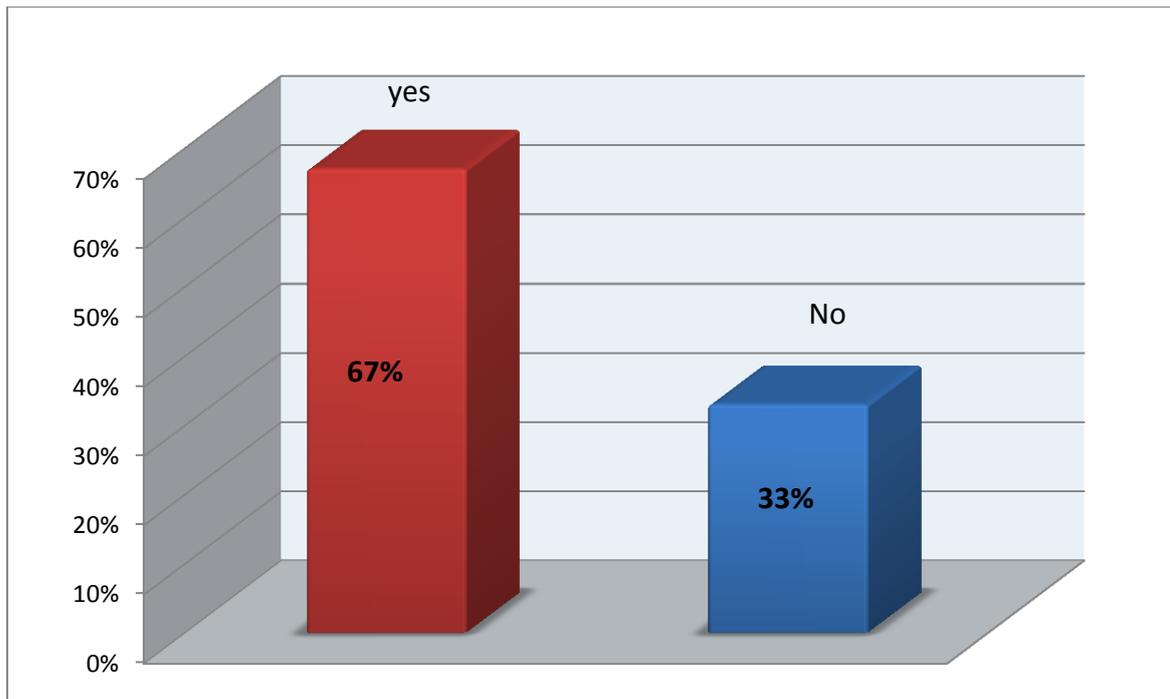
Question 11: Have you ever cheated during exams?

a- Yes

b- No

Table3.11: Students' engagement in cheating behavior

Option	A	B
Number	108	52
Percentage	67%	33%



Graph3.11: Students' engagement in cheating behavior

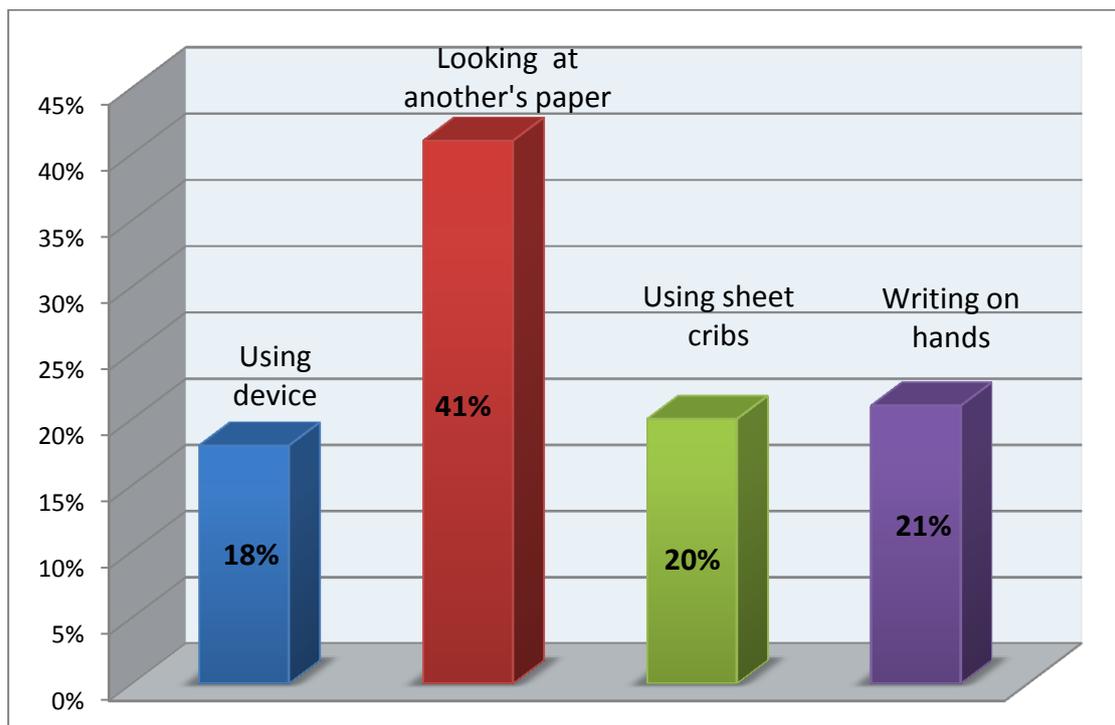
In this question, our aim is to shed the light on students' attitude toward cheating behaviour. From the graph 3.11 we observe that the majority (67%) or one hundred and eight out of one hundred and sixteen students claimed that they have cheated during examinations. On the other hand, only (33%) of respondents said that they have not cheated during examination.

Question 12: Have you used any of these common cheating types? (You may choose more than one)

- a. Using device (e.g. Mobile, smart calculator...)
- b. Looking at another's paper.
- c. Using sheet cribs.
- d. Writing on hands

Table3.12: Cheating type's students used to cheat with during the examination

Option	A	B	C	D
Number	27	61	29	31
Percentage	18%	41%	20%	21%

**Table3.12: Cheating type's students used to cheat with during the examination**

Students' responses to question twelve (12) about the methods they use to cheat with during the examination are as the following: (18 %) or twenty-seven participants used a device to cheat with during examination such as: mobile phones, smart calculator, MP3 player, iPod and other technological devices.

While, (41%) of responses claimed that they cheated during examination by looking at their classmate's paper. Twenty percent (20%) indicates students whom cheat by

using sheet cribs, and (21%) of participants claimed that they cheat during examination by writing on their hands some important key words. This result shows that EFL students use different types to cheat with during examinations.

1. If there are any other types, please name them?

The second part of question twelve (12), students was asked to provide us with extra types which they used to cheat with during the examination. More than half of the responses said that the method that we have mentioned are all the method that they know or they used to use. While, the rest students mentioned some other methods we summarized them as the following:

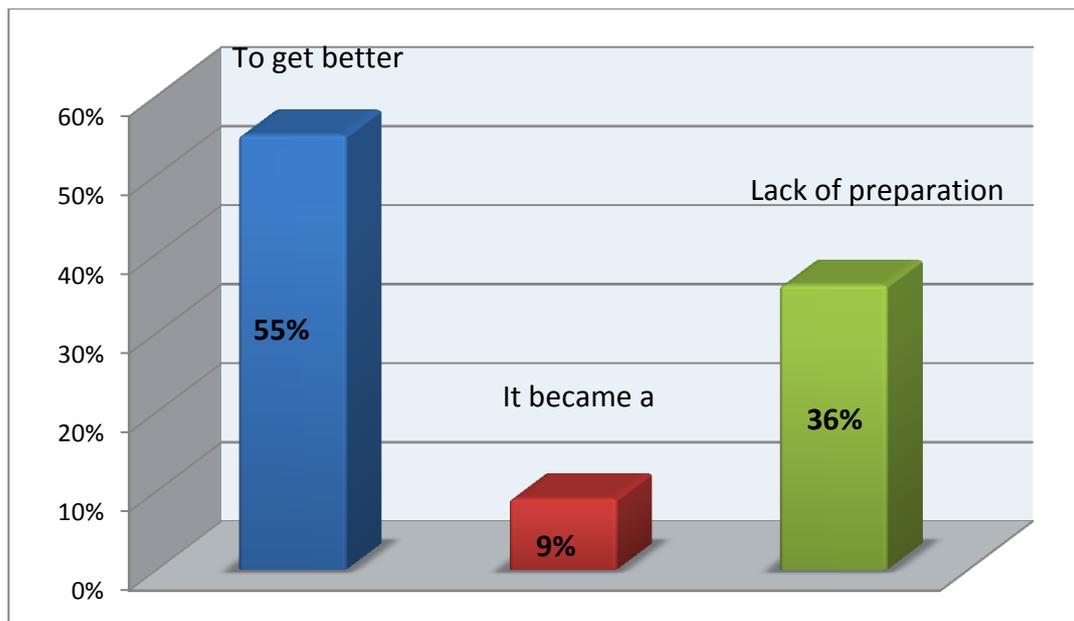
- ✓ Writing on tables and walls
- ✓ Backpack method
- ✓ Water bottle method
- ✓ Dictionary method
- ✓ Exchanging papers of the exam
- ✓ Providing the answers orally

Question 13: Why do you cheat during exams?

- a. To get better results
- b. It became a habit for you
- c. Lack of preparation

Table3.13: Students' reasons behind their cheating

Option	A	B	C
Number	59	10	39
Percentage	55%	9%	36%



Graph 3.13: Students' reasons behind their cheating

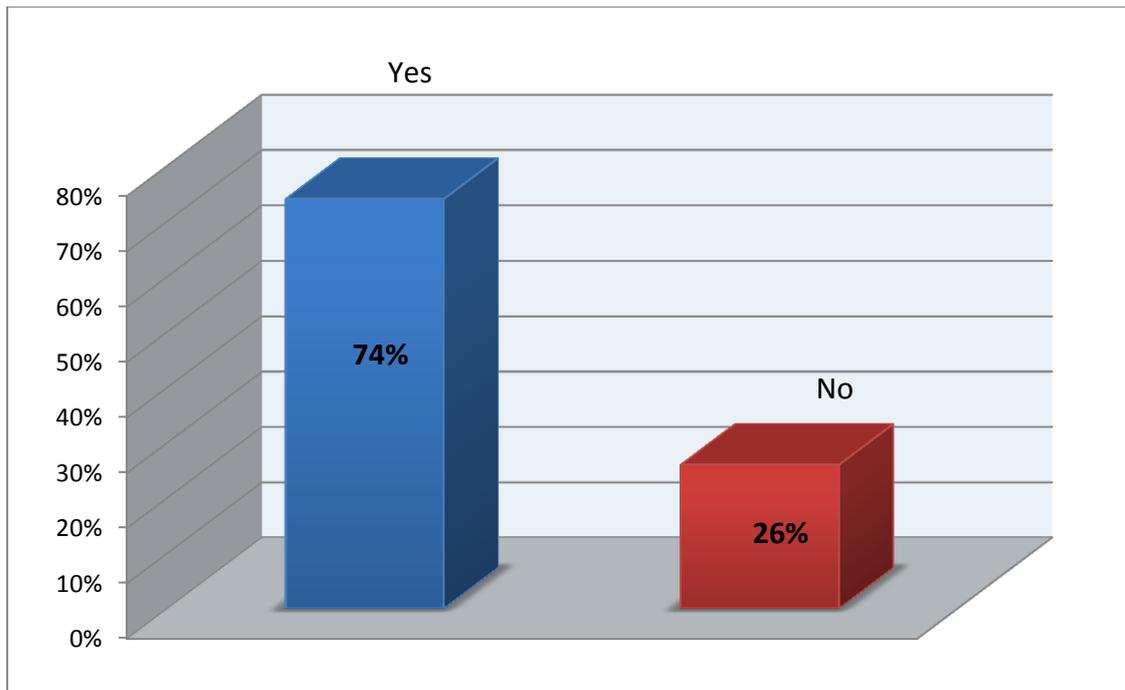
We notice from graph 3.13 above, the majority of students' with (55%) cheated during examination for the reason of getting better results, e.g. good marks, whereas (9%) or ten students admit that cheating becomes a habit for them, and thirty-nine or (36 %) out of one hundred and eight students who admit that they cheated during exams said that the reason behind their cheating is the lack of preparation for the examination.

Question 14: If the teacher leaves the exam for a reason, and you notice that students started cheating will you do the same?

- a. Yes
- b. No

Table3.14: Students' imitate their classmates to cheat when the teachers leave the classroom

Option	A	B
Number	119	41
Percentage	74%	26%



Graph3.14: Students' imitate their classmates to cheat when the teachers leave the classroom

We developed this question to know whether students engage in cheating behaviour if the teacher leaves the classroom for a reason or not. The results show that more than half (74%) students claimed that they will cheat if the teacher left the classroom, against only (26%) or forty-one students who answer with “no” choice, which means that they will not go to cheat in case that the teacher left the classroom during the examination.

2. Whatever your answer is, please say why?

The second part of the question number fourteen (14) the majority of students did not answer around (60%) maybe they ignore this question or they do not have a way to express themselves; whereas about (40%) of students answered this question and provide us with their reasons to engage in cheating behaviour if they feel free

during examination (in case if the teacher left the classroom for a reason and they notice their classmates start cheating whether they do the same or not).

Some students clarify that they will cheat during examination because it is an opportunity for them and a way to improve their marks. For others, claimed that if they saw their classmate cheating, they will do the same, this means to imitate their peers. As one student stated “yes, I will cheat if the teacher left the classroom because all of my friends are cheating and they will take a good mark; so, me too, I will do it to get a good mark, I don’t want to take a bad mark when my friends get high marks”.

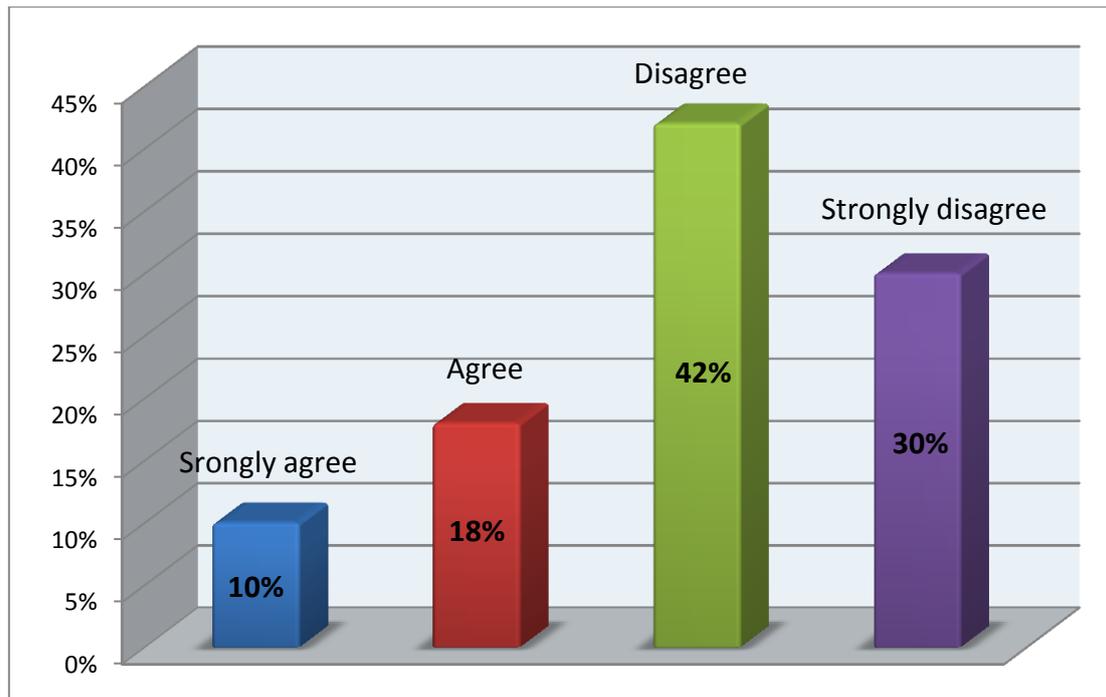
The rest of students who choose not to cheat in any case for them cheating may become a habit for them which may affect their level in the mastery of English language and god will punish them because it is forbidden behaviour.

Question 15: To what extent do you agree or disagree with the statement that says all learners are cheaters?

- | | |
|-------------------|----------------------|
| a. Strongly agree | c. Disagree |
| b. Agree | d. Strongly disagree |

Table3.15: Students’ agreement or disagreement about the statement that all learners are cheaters

Option	A	B	C	D
Number	16	28	68	48
Percentage	10%	18%	42%	30%



Graph3.15: Students' agreement or disagreement about the statement that all learners are cheaters

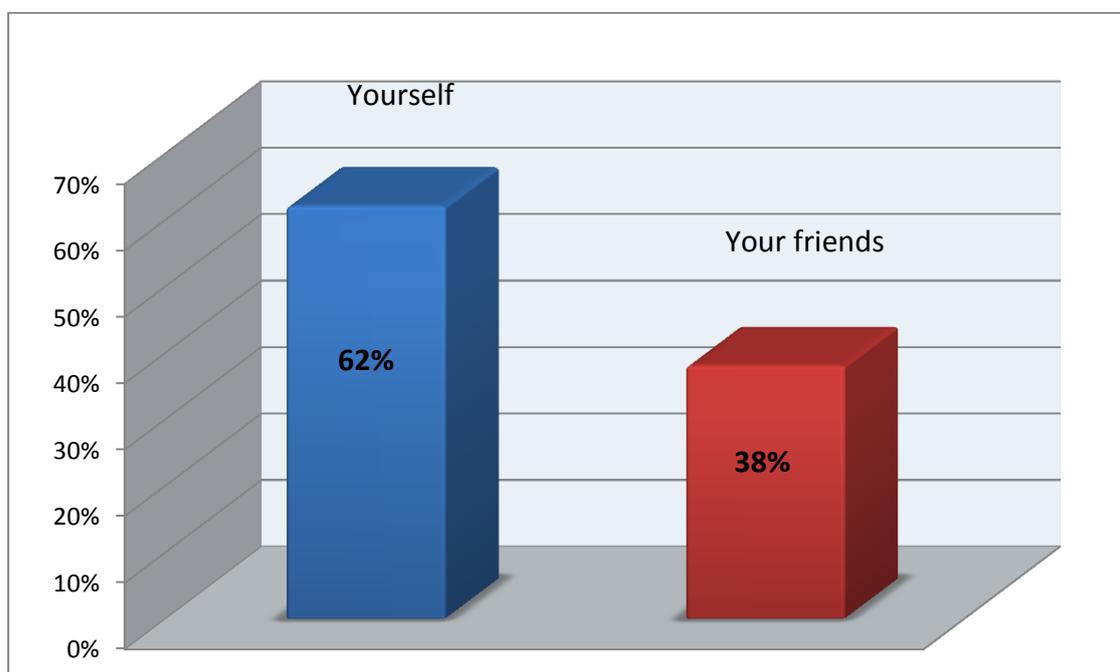
In this question, we asked students to indicate to what extent they agree or disagree with the statement mentioned in the question above. We notice from the graph 3.15 above, that the majority of students around (42%) disagrees that all students are cheaters, and (30%) or sixteen participants tick that they strongly disagree. Against, only (10%) of students strongly agree that all students are cheaters. Whereas, (18%) of responses claimed that they agree with the statement which says all students are cheaters.

Question 16: Do you rather count on yourself or your friends during exams?

- a. Yourself
- b. Your friends

Table3. 16: Students' depend on themselves/ their classmates in answering the questions of the examination

Option	A	B
Number	99	61
Percentage	62%	38%



Graph3. 16: Students' depend on themselves/ their classmates in answering the questions of the examination

From table 3.16, we observed that more than half (62%) of students said that they depend on themselves in answering the question of exams. While, the rest (38%) of students claimed that they depend on their friends in order to check whether their answers are right or wrong in case if their classmates were near to them.

- **Justification:**

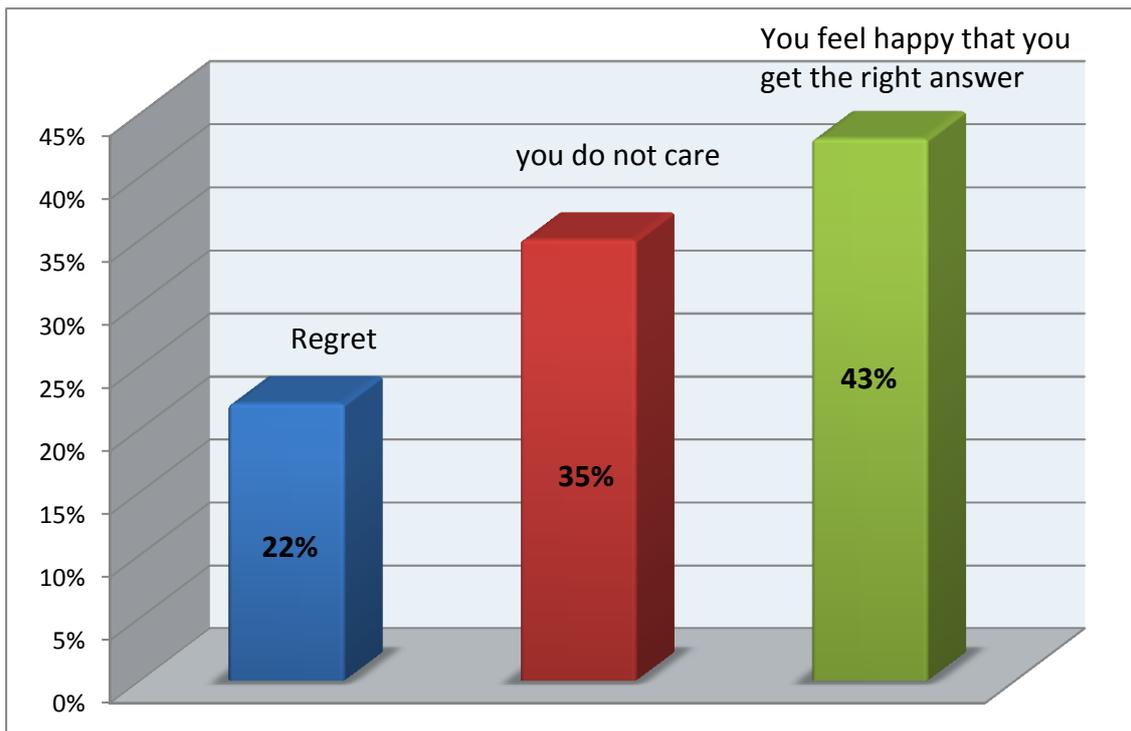
In the previous question most of the students answered that they count for themselves in answering the question of examination, against few students who claimed that they count on their friends, which can help them in a answering some question when they fail to have the right answer by themselves, at the same we asked a related question that is to justify their answer. Unfortunately, no students gave us answer maybe because they were not interested in this question or because of time.

Question 17: How do you feel after cheating?

- a. Regret
- b. You do not care
- c. You feel happy that you get the right answer

Table3.17: Students' feeling after cheating during summative examination

Option	A	B	C
Number	24	38	46
Percentage	22%	35%	43%



Graph3.17: Students' feeling after cheating during summative examination

In this case, the graph 3.17 indicates (22%) from the total sample, which represent twenty-four (24) participants stated that they feel regret after cheating during summative examination. Whereas, (35%) or thirty-eight subjects said that they do not care. This means those students do not aware about the consequences of cheating. While, the majority of participants claimed that they feel happy because they got the right answer even through using forbidden materials to cheat with. This means that students engage in cheating behaviour for the sake of getting high grades and not aware about the negative consequences behind cheating.

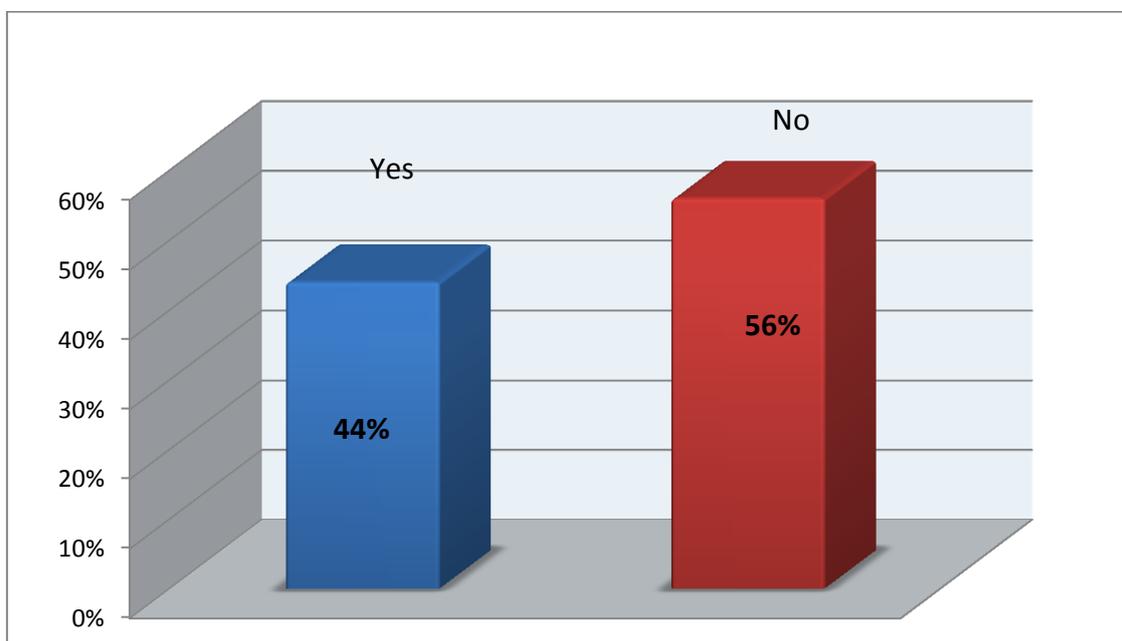
Question 18: Do you think that lack of self-confidence is the reason that leads you or your friends to cheat?

a. Yes

b. No

Table3. 18: Students' opinion about lack of self-confidence a reason that leads them to cheat

Option	A	B
Number	74	89
Percentage	44%	56%



Graph 3.18: Students' opinion about lack of self-confidence a reason that leads them to cheat

We developed this question in order to know students' opinion about whether lack of self-confidence leads them to cheat or not. The results reveal that, forty-four percent (44%) of students admitted that the lack in their self-confidence is the reason that leads them to cheat; this means that students who do not trust in their abilities will engage in cheating behavior. On the other hand, (56%) of participants said the opposite, according to those students' lack of self-confidence is not the reason that leads them to cheat; this means that

EFL students are not aware about the relationship between lack of self-confidence and cheating.

Question19: What do you think can be done to prevent cheating during examination?

In this open question, we asked students to suggest some techniques or solutions that teachers and administration can use to prevent cheating in our department. Thirty-nine present (39%) of students did not give us an answer because they do not have any suggestions to suggest or simply because they ignore this question.

While, (13%) of students claimed that there is no way to stop cheating because of the educational system and the parents that pouch the students to engage in such misbehaviour e.g. one students stated “you cannot prevent cheating because cheaters always have a new way to cheat with”. In addition, when cheating became a habit for some students he/she cannot quit this habit easily because it is a kind of addiction.

The rest sixty-one (48%) of participants answered almost the same suggestions to prevent cheating in our University. First of all, teachers should explain more the lessons and check whether his students understood the subject or not and for those students handouts are useless because the most of the time they found difficulties to understand them, e.g. new terminology and information, so; instead to learn some knowledge for exams students spends more time to translate key word and check dictionaries in order to understand the handouts content.

For some student’s timetable of exams do not help them, they don’t have much time to prepare for the next examination, so; administration should focus on making the time table suitable for the students’ conditions, especially students who live on campus. To conclude, according to students’ engagement in cheating misbehaviour is because lack of interesting in studying some modules.

3.1.3. Discussion of the Results

After we analyzed the questionnaire addressed to the students of first year LMD in the department of English at Biskra University, in general students' answers were very helpful and many facts have been determined. The results revealed facts about the students' attitude, opinion and reasons behind their engagement in cheating during examination.

- Cheating is a known phenomenon by EFL students, each student has its own definition.
- Students determined their attitude toward cheating during summative examination.
- The majority of EFL students did not deal with the cheating phenomenon as a subject in their previous studies. Therefore, we can consider cheating seen by students only from the deterrent side.
- Lack of preparation, anxiety from low grades and parents' pressure are other reasons that lead students to cheat during examination.
- Students confirmed that lack in their self-confidence a reason that lead them to engage in this misbehavior.
- EFL learners determined that they used modern methods such as: technological devices and traditional methods like: sheet cribs and written on hands to cheat with during the examination.
- According to EFL Students to prevent cheating in our department teachers must focus on explaining the lessons and help students with easy questions during exams.

3.2. Teachers' Interview

This research adopts interview for English teachers at Biskra University.

Administration of the Interview

This interview was directed to teachers who have been teaching different modules in the department of foreign languages, section of English at Biskra University. The interview was supposed to be recorded by the six (06) teachers as the total number of the whole population and due to the limited time for some teachers we gave a written interview for three (03) teachers and the rest three (03) teachers have accepted to be a record interview. The aim behind teachers' interview was to have tangible evidence and teachers' opinion concerning lack of self-confidence as psychological factor that lead EFL students to cheat during examination.

The table 3.19 below presents general background information of the interviewees:

Table 3.19: General information about the interviewees

Respondents	Degree teacher held	Module responsible to teach	Years of teaching
Teacher 1	Magister	Written expression and grammar	09
Teacher 2	Magister	Study skills and oral expression	05
Teachers 3	Doctorate	Psych-pedagogy	10
Teacher 4	Magister	Applied linguistics	06
Teacher 5	Magister	Deontology and culture of the language	05
Teacher 6	Magister	Grammar and oral expression	11

We notice from the table above, that the most of the interviewees are enrolled in Magister degree except one teacher who has a PHD (doctorate) degree. While, the teachers' answers were different concerning years they have been teaching at university it was between (05) to (11) years.

Moreover, they have been teaching different modules such as applied linguistics, psycho-pedagogy and grammar, written and oral expression which means they have experience in teaching English as a foreign language. This fact helps us in the reliability and validity of our research.

3.2.1 Design and Description of the Interview

We design a semi-structured interview. First, we asked our interviewees about background information that contains the degree they hold and years that they have been teaching at university; after introducing our research and provide an idea about the purpose behind the current study. We developed seven (07) main open-ended questions related to any additional question or sub-question those appears during the interview such as asking for some clarifications and explanations. The following table presented the interview plan:

Table 3.2: The interview plan

Main Questions	Additional Questions	Clarifying Questions
1- From your experience as a teacher do you think that students' confidence may change when it comes to perform during exams?	a- So, do you think success and failure are related to the quality of self-confidence?	
2- During exams, did you notice students cheating?	a-what was your reaction b- What is grin zero and red zero?	
3- Do you think technology facilitate the operation of cheating?	No addition	
4- Did you explain the negative effect of cheating to your students?	a-Do you think that cheating has a long term negative effect on students?	-Can you explain? -Can you give me some examples?
5- Some argued that cheating is not related to the educational system and it just a solution of minority of students, what is your comment about such point view?	No addition	-Can you expand a little on this?
6- What is the relation between students' cheating and their lack of self-confidence?	a- Can we consider it as a reason that leads students to cheat? b- What do see as the most frequent reason behind students cheating?	
7- What do you think can be done to prevent cheating?	No addition	

3.2.2 Analysis of the Interview

Question1: From your experience as a teacher do you think that students' confidence may change when it comes to perform during the examination?

With this item, all participants agree that students' confidence may change when it comes to perform during the examination. Three teachers explained why students' confidence changes during the examinations. For instance, one interviewee announced, "absolutely yes. Students suffer from "test anxiety" during exams. They are afraid, not comfortable and lose confidence when they have to perform/answer questions in exams."

Another teacher mentioned, "Of course, student's confidence may have a high degree or low degree, what is significant is that exams formula and the degree of difficulty has influence on the students".

Indeed, the last interviewee claimed that that the change in students' self-confidence depends on their mood during the day of the exam, the environmental pressure can affect them negatively as well as the type of exam questions. So, from the teachers' responses we can conclude that student's self-confidence, change during examinations because of external and internal factors.

Question2: So, do you think success and failure are related to the quality of self-confidence?

In the second question, according to four teaches, answers success and failure are related the quality of self-confidence which means that when students has a lack in his self-confidence this make him think negatively as a result he became a failure. However, one teacher assumes that success and failure are broad area to be discussed and self-confidence

is the only part that leads people to become successful or failure. Thus, there are other factors such as anxiety and fairness that lead students to be successful or failure.

Another teacher provides us with full answer, “Absolutely true, if the students lack self-confidence this means that he/she will have doubt concerning his knowledge and answers”. What we notice is that all teachers agree that self-confidence plays a great role in students’ success or failure.

Question3: During exams, did you note students cheating?

Since the teachers’ experience is very essential for the present study, we added this question in order to provide us with evidence about students’ attitude in cheating during exams. All teachers’ answers with yes, which means that they note students, cheat during examination for many times.

a- What was your reaction?

Unlike the first part, the second part of question three (03) received different views, when we asked the interviewees what was their reaction; when they noticed this misbehaviour during examination. For example, one interviewee said, “my reaction differs as the type of cheating differs. Generally, when a student tries, for example to look at his classmates’ paper or murmurs to him, I just “throw a hard look”. When he repeats, I warn him orally. Sometimes, when cheating is more serious (the use of papers....), I report the case about happened”. While, four teachers answer the same answer who admitted that in almost cases, they just say to the students to stop cheating or they let the students cheat because students are under pressure.

Moreover, another teacher claimed that he usually wrote a detailed reported “my reaction depends; sometimes I do some gestures so the student stop his act of cheating.

Another thing, we put the student into disciplinary counsel or simply by giving red or grin zero for the module that the student have cheated on”.

b- What is grin zero and red zero?

For the interviewee who mentioned grin and red zero, we asked him to explain more what the difference between the two types is. He announced, “*The grin zero* means to give a normal zero to the student in the module that he cheated on. While, *the red zero means* to give a zero followed by administrative consequences, as we know each student has a file and this file should be clean if administration wrote a note on student’ file, this will have a negative on students future courier”.

To conclude, EFL teachers have noticed students cheating during examination and their reaction differ from one teacher to another and according to the type of cheating.

Question4: Do you think technology facilitate the operation of cheating?

This question received the same answer from all the teachers who admitted that technology has a great role in facilitating the operation of cheating during examinations. For instance, one teacher claimed, “Yes, it does at a great degree. Smart phones, smart watches... are all tools that students use for cheating. They are reliable, and to detect. They provide complete answers in very short time with less effort”. In fact, smart phones and MP3 player and other high technology devices are fast, easy to use and teachers cannot detect.

Question 5: Did you explain the negative effect of cheating to your students?

In this item, we asked the target sample weather they have explained the negative effect of cheating to their students or not. Most of the interviewees claimed that they did not explain the negative effects to students. For example, one teacher declares “Sincerely,

we have no time to explain such things or tackle this topic. Besides, all of our students are university students and already know about cheating”. Another interviewee mentioned “Cheating is not a new term that we should explain to our learners. Students are cheating during exams which mean they know it and know its consequences...”

However, two interviewees claimed that they explained the effect of cheating to their students for many times. As one out of two teachers said, “It was one of my objectives, I spoke to my students and I explained to them why cheating is wrong and how it harms than benefits them”. According to the last teacher, even when she explained the effects of cheating students do not listen to her. As she mentioned, “They all know it, but I remind them about their effects, yes. However, they do not generally listen to me seriously and do not consider cheating a big deal”.

a- Do you think that cheating has a negative long term effects on students?

Certainly cheating had a negative effect on students. In in this question we tend to know teachers' opinion about the long term effects. In other words, after graduation, whether cheating affects them or not. All interviewees in this item admitted that cheating has a long term effect on students as well as on society.

According to teachers cheating had a negative affect student’s later performance, will lack in their self-esteem. And cheating appears in other parts of their lives simply because they cannot quite this misbehaviour.

Question 6: Some argued that cheating is not related to the educational system and it just a solution of a minority of students, what is your comment about such point view?

It is obvious that cheating development appears in educational setting, e.g. schools, but some teachers deny that fact and consider cheating is not related to the educational

system. Thus, we developed this question in order to collect teachers' opinion about such a view. Five (4) interviewees disagree that cheating is not related to the educational system.

For instance, one teacher asserted, "I strongly disagree, because students are usually pushed to cheat. According to an article written by Mr. Bachar Ahmad, administration has a hand in students cheating and teachers have a hand in students cheating it encourages students to cheat that is to say the whole system involves in students cheating". However, one teacher said the opposite, "I totally agree with such point of view, because cheating now is seen as a bad habit related to students only! The educational system is out of that habit".

Another teacher underlined, "Every remember of the educational system (administration, teacher, responsible) as well as parents and of course (at greater degree) students have all a responsibility towards this problem and yes educational system is totally responsible of the increasing of cheating". While, the rest two teachers did not provide us with their answers to this question.

Question 7: What is the relation between students' cheating and their lack of self-confidence?

By this question we wanted to seek the essence of our study. We asked the interviewees what is the relation between students cheating and their lack of self-confidence. For example, one interviewee explained the relation when the students are lacking confidence and those who have high self-confidence, as she mentioned "Generally, students who are not self-confident (thus, not prepared) refer to cheating to ensure success. On the contrary, those who are self-confident rely on themselves and are sure about their answers, so they do not tend to cheat".

In addition, another interviewee stated that lack of self-confidence hinders students' performance in different areas such as exams, participation and lead to hesitation. Another professor asserted, "It is a very simple relationship. Now if the students are not knowledgeable about the lesson content the day of examination, they feel afraid from the types of question. So they will cheat in order to fill the gap".

Finally, we conclude with the second part of this question we were asked the interviewees if we consider lack of self-confidence as a reason that lead students to cheat; all the teachers agree that lack of self-confidence a reason that lead students to cheat during an examination without forgetting external factors.

Question8: What do you see as the most frequent reason behind students cheating?

With regard to the question above, we intended to find other reasons that lead students to cheat during examination. All six teachers provide us with various reasons besides, all they agree that lack of self-confidence is a reason behind students cheating. For instance, one teacher said, " there are many other reasons such as; lack of preparation/ low level/ lack of concern and unwillingness to make an effort (they like to rely on others) so they likely to cheat".

Moreover, another interviewee asserted other reasons, "Lack of vocabulary, psychological problems such as phobia, anxiety and as you mentioned a lack of self-confidence are all reasons which lead students to cheat". In addition, three responded claimed that the classroom environment and the content may also be a reason, because when students cannot understand the content or does not feel comfortable during the lecture he/she cannot understand the information from the teacher well.

In addition, one instructor said, "According to my point of view, the lack of self-esteem, the competition among students and even parents are also the main reasons behind

cheating.” To sum up, there are many factors behind students’ engagement in cheating phenomenon.

Question 9: What do you think can be done to prevent cheating?

In the last question, we received different answers from all the teachers who claimed that to prevent cheating among the university level need the collaboration of teachers as well as the administration. One teacher claimed that the evaluation system in Algeria is the worst system in the world thus it should be changed.

For the rest teachers, they tried different techniques to prevent cheating during examination, but with the use of such techniques cheating still practices by a lot of EFL students. We mentioned some of the techniques that teachers provide us with are as the following:

- Leaving enough space between students.
- Checking students’ cards.
- Reporting cases to be taken as an example for all (when students see that someone has been caught cheating and has been strongly punished, they will be afraid).
- Alternating copies of an exam using different questions order of questions.
- Randomizing setting and separating friends from each other.
- Ask students to switch off their mobiles.
- Using different types of punishment.

However, the teachers admitted that the code of practice is not known by students simply because the administration does not submit it to the students and it is not used in our department.

3.2.3 Results of the Interview

The results of the interview provided in-depth positive responses which as we give in our hypotheses and relieves many facts about cheating and lack of self-confidence in addition to the techniques teachers use to prevent cheating during examination. We summarized them as the following:

- The most of EFL teachers did not explain the negative effect of cheating to their students because of time limitation and the curriculum construction.
- In the supervision process during exams, teachers often use different techniques to reduce or prevent cheating during a summative examination but are not reliable because cheating still increasing.
- EFL teachers claimed that cheating exists in EFL classes and it is shameful behavior to be practiced at university level.
- Teachers have confirmed that students with low lack confidence will cheat during examination. While, students with high self-confidence do not tend to cheat during examination.
- Teachers admitted that lack of self-confidence hinders students' performance not only during answering exam questions, but also in participation during the courses.
- Teachers show others reasons behind students cheating, such as; absenteeism, lower level, lack of concern and unwillingness to make the effort.
- Teachers have confirmed that the administration does not provide students with integrity code (lows of the university).
- Teachers asserted that cheating phenomena, it is related to the educational system and all participants have hands behind increasing this misbehavior.

Suggestions and Recommendations

By the end of this research and after interpreting the students' questionnaire and teachers' interview, we conclude by providing some solution that teachers and administration can use in order to reduce cheating in EFL classes. In addition, recommendations for EFL students to raise their self-confidence:

Recommendations to Teachers

- Teachers should raise learner's awareness about the negative effect of cheating on themselves as well as the community.
- Teachers should motivate students by raising the spirit of honest companion among them.
- Teachers should remind their students that the focus should not be only on grades, but also learning and the mastery of the language.
- Teachers should raise students' self-confidence by advising them to trust their abilities and giving them positive feedback also encourage students to participate during the lessons.
- Teachers should lower students' anxiety and that by increasing their self-confidence. In other words, by providing exams samples so the students will have a profuse idea about exams contest especially for first year students.
- Teachers must change the types of exam questions for example, depends on analytical questions, e.g. long essays, long paragraphs so the students won't have any chance to cheat by chatting with their classmates.
- In the process of supervision during exams, teachers should depend on *the typical examination hall* as presented in figure 3.1:

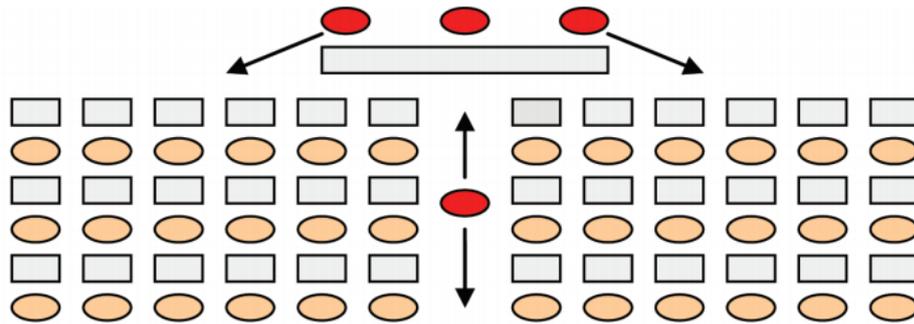


Figure3.1: Typical examination hall (Suggested by Curran, Middleton & Doherty, 2011, p. 56)

In this technique, the moderators present the red circles, he/she walks around the tables this will identify any cheating practices by students or stops students from completing cheating.

- In case teacher caught student who cheated the procedures of punishment should be done in front of his/her classmates so it will be taken as an example for others.

Recommendations to Students

- Students should improve their self-esteem by following their teachers' advices and directions.
- Students must understand that high grades came from hard work not by using forbidden behaviors.
- When students believe and trust in their knowledge they certainly enhance their performance during an examination.
- Students must stop comparing themselves with their classmate as well as to stop imitating their peer's behaviors.

Recommendations to Administration

- The administration must distribute honor code to EFL students or publish it on the faculty weblink of the university. So, the students will be aware about the lows and ethical behavior.
- Organizing a study day to introduce cheating to the students and its effects. In addition, explaining the importance of integrity value.
- The evaluation system must be changed because one examination in each module can be unfair to some students who maybe have a personal situation.
- The administration should subdivided students to small numbers the days of exams so teachers can detect any type of cheating act easily.
- The administration should design exam timetable that feats student's needs not teachers comforting.
- The administration should provide classrooms with mobile phone activation detection such as: "*Moby-safe*" and "*Faraday Cage*" those two devises block phone signals and network during the examination so students no longer can be able to use such method to cheat with. The function of technology prevention devices presented in the figure below:

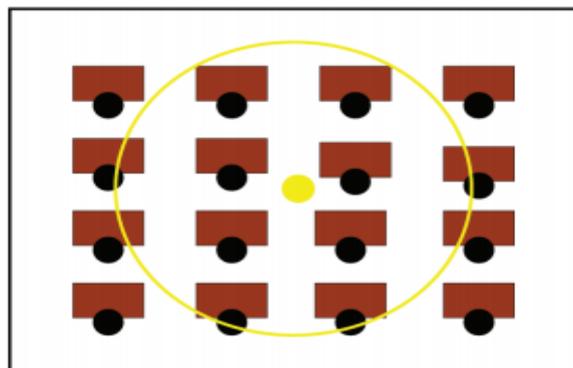


Figure3.2: Mobile-phone activation detection (Adopted from: Curran, Middleton &

Doherty, 2011, p. 60)

Conclusion

To conclude, this last chapter holds out detailed about the analysis and discussion of the results from the gathered data; students' questionnaire and teachers' interview. The outcomes have emphasized the stated hypotheses which indicate that the lack of self-confidence lead students to cheat during the exams.

On the other hand, students with high self-confidence do not tend to cheat during exams. Furthermore, students' engagement in cheating during exams will destroy their self-image and act negatively in their future career. In addition, to prevent cheating during examinations needs the collaboration of the teachers and administration as well as parents.

General Conclusion

As all we know cheating phenomenon becomes more than issue of one person or one society. In fact, cheating touches the whole world and for many decades as well as the development of technology it developed faster more than ever. Indeed, cheating has harmful effects on students' psychology as well as on society.

In this present dissertation, we attempted to investigate whether lack of self-confidence as psychological factor a reason that leads students to cheat during examination. In addition, the aims of the present work will be focusing on identifying the effect of cheating on the EFL learners. Moreover, we tried to help teachers of FL in order to solve the problem of cheating among first year students at the department of English, at Biskra University. This research is divided into three chapters; the two first chapters are the theoretical part, which in the first chapter aim to introduce cheating phenomenon, its reasons and the effects, the methods and the of technology in facilitating this operation. The second chapter, we shed the light on the issue of the lack of self –confidence that most EFL students suffer from, While, the third and last chapter devote the partial part where is about our field work.

In this modest work, we speculated three main hypotheses. Firstly, students with high lack of self-confidence will likely cheat during exams and the vice versa for those who self-confidence. Secondly, students who cheat during exams, this will destroy their self-image and act negatively in their future careers. In addition, teachers who clarify for students the seriousness of cheating and its implication on both societies as a whole will reduce students cheating. The method which has been used is descriptive and students' questionnaire and teachers' interview as our two main tools. We collected tangible evidence which confirmed the formulation of our hypothesis.

The results reveal that many EFL students engage in cheating during an examination because of psychological problems like the lack of self-confidence and anxiety from low grades in addition to other external factors such as parents, curriculum, teachers and administration. We find out that the primary reason behind students cheating concern the lack in their self-confidence. Also EFL teachers do not give importance to explaining the seriousness of cheating and its negative effect to their students. Therefore, teachers should raise students' self-confidence by providing them instructions and advices.

To conclude, we hope that this research can be helpful to raise students' awareness of the negative consequences of cheating and the importance of self-confidence in the mastery of the language also we wish this modest work and with the solution we provide for teachers and English department administration can contribute in reducing and preventing cheating in EFL classes.

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Appendices

Appendix A

Students' Questionnaire

Dear students:

We would be so grateful if you could answer the following questions for the sake of gathering information about whether lack of self-confidence a factor that lead to cheating and its effects on EFL learners at the department of English, University of Biskra.

Please read the questions carefully then answer them by putting, a tick (✓) in the corresponding box.

Section one: General information

1. Gender:

a- Male

b- Female

2. The choice of your English was?

a- Yours

b- Your parents'

3. Is your level of English?

a- Very good

c- Good

b- Average

d- Poor

Section Two: Attitude toward exams

4. In general, do you think exam questions are based on?

a. Task Comprehension

b. Learning by heart the task

5. Do you believe in your abilities in answering the questions on exams?

a. Always

c. Often

b. Sometimes

d. Never

CHEATING AND LACK OF SELF-CONFIDENCE

6. When you go to take examination do you feel stressed?

a. Yes

b. No

✓ If yes, it is because of: (You can choose more than one)

- Lack in your self-confidence

- Natural feeling

- Fear of making mistakes

7. You have experienced the first exam as students of English, how did you find them?

a. Easy

c. Very difficult

b. Difficult

d. Hared

Section Three: Lack of self-confidence and cheating

8. Did you deal with cheating as subject in your previous study?

a. Yes

b. No

9. What does cheating mean in your opinion?

.....
.....

10. Have you ever cheated during exams?

a. Yes

b. No

-Please, justify your answer.....

.....
.....
.....

11. Have you used any of these common cheating types?

a. Using device (e.g., mobile, smart calculator...)

b. Using sheet cribs

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c. Writing on hands

d. Looking at another's test paper

- If there are any other types, please name them.....

.....
.....

12. Why do you cheat during exams:

a. To get better scores

b. It became a habit for you

c. Lack of preparation

13. If the teacher leaves the exam for a reason, and you notice that students started cheating while you do the same?

Yes

No

Please, explain why.....

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.....
.....

14. To what extent do you agree with the statement that all learners are cheaters?

a- Strongly agree

c- Disagree

b- Agree

d- Strongly disagree

15. Do you rather count on yourself or your friends during exams?

a. Yourself

b- your friends

Please, explain.....

.....

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16. How do you feel after cheating?

- a. Regret
- b. You don't care
- c. You feel happy that you get the right answer

17. Do you think lack of self-confidence is the reason that leads you to cheat?

- a. Yes
- b. No

If yes, please explain.....
.....
.....

18. What do you think can be done to prevent cheating?

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Thank you for your collaboration

Appendix B

Teachers' Interview

Dear teacher

We would appreciate if you could take the time and the energy to share your experience by answering the questions related to our current study which aims to find out whether the lack of self-confidence lead students to cheat during exams and its effects on EFL learners at the department of English, University of Biskra.. Your answers will be very important to the validity of this research we are undertaking.

Please, give a full answer where necessary. We extremely appreciate your collaboration.

Sonia Bsikri

❖ What is the degree you currently held?

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❖ Which module (s) you are teaching this year?

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❖ How many years have you been teaching?

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❖ From your experience as a teacher do you think that students' confidence may change when it comes to perform during exams?

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❖ Do you think success and failure are related to the quality of self-confidence?

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❖ In your opinion, what cheating mean?

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❖ Do you think technology facilitate the operation of cheating?

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❖ During exams, did you note students cheating? What was your reaction?

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❖ Did you explain the negative effect of cheating to your students?

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❖ Some argued that cheating is not related to the educational system and it is just a solution of a minority of students, what is your comment about such point view?

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❖ What is the relation between students' cheating and their lack of self-confidence?

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.....

❖ What do you see as the most frequent reason behind students cheating?

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❖ What do you think can be done to prevent cheating?

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Thank you for your collaboration

Résumé

La présente étude a tenté d'examiner qui le manque de confiance en soi en tant que facteur psychologique dans l'accroissement de la tricherie lors des examens sommatifs. En plus, il tente d'examiner si le manque de confiance en soi est une raison qui amène les étudiants de les langues étrangère, et à se tromper Lors d'un examen sommatif et l'effet de la tricherie sur les étudiants. L'hypothèse principale adoptée dans cette étude montre que les étudiants qui ont un manque de confiance en soi tricheront plus pendant les examens ; tandis que l'inverse pour ceux qui ont une forte confiance en soi. En outre, les étudiants qui ont trompé des examens vont détruire leur image de soi et agir négativement dans leur carrière future. Nous avons opté pour la méthode descriptive et analytique et deux outils principaux: le questionnaire des étudiants, administré aux étudiants de première année de Anglais à l'Université Mohamed Khider à côté de l'entrevue des enseignants, destiné à six enseignants qui enseignent différents modules Au département des langues étrangères, branche d'anglais à l'Université de Biskra. Après l'analyse des deux outils, les résultats ont confirmé notre hypothèse selon laquelle plus les étudiants manquent de leur confiance en soi et ne font pas confiance à leurs capacités, plus ils se livrent à une mauvaise conduite. Enfin, le développement de la confiance en soi des étudiants et la valeur de l'intégrité avec la supervision rigoureuse des enseignants lors des examens sont les recommandations les plus importantes que nous avons suggérées pour réduire et prévenir la tricherie dans les cours EFL.

الملخص

هذا البحث تحت عنوان "تحقيق في عدم الثقة بالنفس كعامل نفسي يؤدي الطلاب إلى الغش خلال الامتحانات" يحاول التحقيق فيما إذا كان عدم الثقة بالنفس هو السبب الذي يؤدي طلاب اللغة الانجليزية للمشاركة في الغش خلال الامتحانات وتأثير الغش على الطلاب ولذلك، فإننا نفترض أن الطلاب الذين يعانون من نقص شديد في الثقة بالنفس سوف يغشون أكثر أثناء الامتحانات، في حين أن العكس بالعكس لأولئك الذين لديهم ثقة بالنفس عالية. إلى جانب ذلك، فإن الطلاب الذين غشوا في الامتحانات سوف تأثر عليهم سلبا كتمير صورة الذات والعمل بشكل سلبي في مستقبلهم الوظيفي. ولتحقيق هذه الدراسة فقد اخترنا طريقة البحث النوعي (الوصفي) و أدوات رئيسيتين: استبيان الطلبة، تم توجيهه إلى طلاب السنة الأولى في اللغة الإنجليزية في جامعة محمد خيضر إلى جانب مقابلة لاساتذة ، موجه إلى سنة اساتذة يدرسون وحدات مختلفة في قسم اللغات الأجنبية فرع اللغة الإنجليزية في جامعة بسكرة بعد تحليل كل من الأدوات أكدت النتائج صياغة فرضيتنا أن الطلاب الذين يفتقرون إلى عدم الثقة بالنفس ولا يتقون بقدراتهم يشاركوا في سوء السلوك و المتمثل في الغش وبهذا نستنتج ان الجانب النفسي يلعب دورا هاما في السلوكيات التي يقوم بها الطلاب سواء ايجابية او سلبية. ومما سبقا ذكره فان تطوير الثقة بالنفس وقيمة النزاهة لدي الطلاب مع الاشراف الصارم للمدرسين خلال الامتحانات هي أهم التوصيات التي قمنا باقتراحها للحد و منع الغش في اقسام اللغة الإنجليزية.