

Investigating Factors Leading to Develop Academic Dishonesty and Cheating Behaviors During Board Examinations in Balochistan, Pakistan

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ABSTRACT

This study investigates the pervasive issue of academic dishonesty and cheating behaviors during board examinations in Balochistan, highlighting diverse contributing factors and underscoring the pivotal role of exams in shaping academic paths. The study adopted a quantitative approach, 200 student responses collected through nonprobability random sampling. Using the rational choice theory, this study fills a research gap and advances understanding of academic dishonesty by offering insightful information. Empirical data analysis was utilized to conclude. The research reveals a high incidence of cheating from students with various causes, including the fear of failure, societal expectations, and peer pressure associated with examinations. Notably, stress and anxiety emerge as key predictors of academic dishonesty. Students, facing intense academic pressures, often turn to unethical practices as a coping mechanism. The study underscores the inadvertent encouragement of cheating within the education system, driven by an excessive focus on exam results as the primary measure of success. The findings contribute valuable insights to the academic integrity discourse, advocating for comprehensive strategies to foster a healthier educational system in Balochistan. Recommendations include addressing root causes, promoting a supportive learning environment, fostering open dialogue, and promoting a broader definition of success. formative assessments, post-exam feedback, parental collaboration, and workshops on academic integrity are proposed to create a more supportive and ethical learning environment, enforcing academic honor codes, strict exam monitoring, and efforts to mitigate cheating should extend beyond punitive measures and implement initiatives to reshape perceptions of success, ultimately cultivating a culture of honesty and integrity in education.

Keywords: *Academic dishonesty, Cheating behavior, Education, Students, Stress*

INTRODUCTION

Academic cheating is a widespread issue that involves a variety of deceptive practices, such as copy-paste writing, fabricating content, and using unauthorized study materials. Such practices jeopardize academic honesty codes, additionally undermining the credibility of academic institutions (Ghimire et al., 2023; Janke et al., 2021). Examining the ethical magnitudes, it is clear that cheating in academic activities is disrupting fair conduct (Vučković et al., 2020). Ethical misconduct in education is a massive problem and requires a comprehensive determination from the outset to understand its root causes, and the consequences it entails. Academic cheating is a global phenomenon impacting educational institutions at all levels of study, with a concerning rise in examinations (Dendir & Maxwell, 2020; Mutongoza, 2021). The adverse effects of cheating behaviors have negative repercussions that go beyond the immediate academic moral and professional standards. The swaying spectrums of academic pressure, a lack of ethical education, cultural norms, and societal expectations are the factors encouraging cheating behaviors (Iqbal et al., 2021; Rahman et al., 2023). In Pakistan, academic cheating is a pervasive and deeply ingrained problem, a matter of great concern. Students' dishonest behavior in exams has become very severe, particularly when learning abilities are assessed at 9th, 10th, 11th, and 12th-grade board examinations (Arab & Orfan, 2023; Nazir & Aslam, 2010). Cheating in examinations, especially in board exams, has become a regular practice, particularly in Balochistan. Common cheating practices include leaking question papers, carrying copied material into exam halls, providing cheating material by the helpers gathered outside the exam hall, using mobile phones for cheating, and hiring someone to take an exam in the place of the original student (Krou et al., 2021). The failure of the educational system is attributed to the rampant cheating in examinations, students habitually cheat to avoid failure (Iqbal et al., 2021).

Extensive cheating has serious negative effects on students' learning and development as well as their ability to engage in personal, moral, and intellectual growth. Massive academic dishonesty is still a huge problem at schools and colleges, which has detrimental effects on the effectiveness and standard of the province's educational institutions. Academic cheating is a complex issue that compromises the integrity and standard of education, impacting not only the individual but also the larger community. Effectively addressing this issue is vital to restoring reliability and enhancing the educational landscape in Balochistan (Aslam et al., 2021). The problem of academic cheating is part of a larger issue that goes beyond regional boundaries. It

draws attention to structural issues in Pakistan's educational system and may have global implications.

This study in Balochistan looks into the incentives and factors causing dishonest behavior in order to identify the elements of academic cheating in board exams. The nature of cheating, including copy-and-paste writing and the use of unapproved materials, is methodically examined. The study examines structural problems in the educational system while evaluating the far-reaching effects on educational institutions. The study ends with actionable suggestions for institutions and legislators on how to reduce academic dishonesty. This study sheds light on the culture of academic cheating in Balochistan by investigating the factors that increase dishonest behavior of students at the school and college level examinations which has reduced human resource efficiency and resulted in less potential in the region. Therefore, it is very important to explore the factors contributing to academic cheating in exams and suggest a course of action to mitigate its menace. This is a case study research expected to contribute towards a better understanding of the ethical decisions of students helping the academicians to formulate policies to refrain from this behavior. The study aims to bridge existing gaps in the literature and provide insightful information for the comprehension and mitigation of this widespread problem. Academic cheating is a widespread problem in Balochistan, and this research is significant because it has the potential to inform interventions, policies, and practices that can effectively address this issue. Through deciphering the complex network of variables leading to academic fraud, the research seeks to offer insightful suggestions suited to the particular difficulties encountered in Balochistan. The study's findings will help educators, administrators, and policymakers in Balochistan and other areas with comparable issues put policies in place that discourage academic dishonesty and foster an environment of justice and integrity in the classroom. It is anticipated that the results will add significant knowledge to the corpus of literature already available on academic dishonesty, especially in the context of crucial board exams. The study aims to bridge existing gaps in the literature and provide insightful information for the comprehension and mitigation of this widespread problem.

MATERIALS AND METHODS

First, there is a summary of the literature that is pertinent to our study and that also addresses the identification and comprehension of dishonest behaviors. Its social and personal causes and consequences, and the part that institutions, teachers, and students play in discouraging and eliminating it. An examination measures an applicant's knowledge of a subject in a particular field of study by having them answer questions or complete practical exercises. It is a formal test

of their aptitude or knowledge in that subject. Since exams are meant to impartially evaluate a student's academic performance, they are vital to a student's academic experience in any educational setting (Newton & Essex, 2023). Exam results have an impact on a student's future development. Examination results influence a student's future progress and employment opportunities (Aslam et al., 2021). There are a variety of reasons why students cheat on exams, and it's important to recognize that each person has a different motivation. A common and potent emotion that has a big impact on a student's academic performance is fear of failure in exams which has far-reaching effects on a student (Chirumamilla et al., 2020).

Pupils might be afraid of the observable repercussions of failing, like scolding, losing privileges, or having their academic record harmed. These outcomes may feed a vicious cycle of avoidance and fear. Students may cheat out of fear of unfavorable outcomes, like parental disapproval or harm to their academic record (Dyer et al., 2020). The perceived risks of being caught cheating may not be as great as the perceived severity of these consequences. Students may be unaware of the long-term effects of cheating or the significance of maintaining academic integrity. Incidents of cheating in academic settings may be caused by a lack of instruction on ethical behavior. When people have unrealistic expectations of themselves, whether from within or as a result of outside influences, they may become more fearful of failing. Unrealistic expectations may lead to ongoing stress (Chirumamilla et al., 2020).

Cheating is a major issue that affects people all over the world and has detrimental effects on organizations, individuals, and society as a whole. It is defined as purposefully engaging in prohibited activities to obtain an unfair advantage in an academic setting. Examples of these activities include plagiarism, cheating on tests, and copying the assignments or homework of others (Zhao et al., 2022). The manifestation of cheating practices is influenced by cultural norms and societal expectations, which place emphasis on examination results and promote a competitive academic environment. The worldwide problem of ethical education receiving insufficient attention causes academic dishonesty to become more commonplace. Academic dishonesty affects people's ethical and professional standards and has an impact on international professional norms in addition to having an impact on education (Zhao et al., 2023).

The problem of cheating with technology is pervasive and calls for coordinated efforts across national borders. The legitimacy of credentials and the general standard of education are compromised when academic dishonesty is not adequately addressed, which has a wide-ranging effect on the effectiveness and caliber of education. Cheating is a common occurrence that occurs

in most aspects of our lives. It is present in everyday concerns related to education, and even every aspect of our lives (Odongo et al., 2021).

Grades as a validation of effort

Students in fiercely competitive educational environments face a great deal of pressure to perform well. This feeds the fear of failing and the need to outperform their peers. This belief causes anxiety about being judged, especially in settings where grades are seen as the main indicator of a person's intelligence and ability (McManus et al., 2020). Some students turn to cheating as a perceived quick route to success and a means of preserving and raising their status because they feel pressured to live up to these expectations. Because higher grades are frequently associated with success and self-worth, the emphasis on grades also contributes to a culture that views academic achievement as highly valued (Daumiller & Janke, 2020).

H1: Grades serve as an important factor to develop cheating behavior among student during board exams

Parental and societal expectations

Students often face enormous academic pressure due to parental, societal, and family expectations, unfavorable outcomes, afraid of failure, and repeatedly linking success to fulfilling career prospects (Maeda, 2019). The fear of not achieving high grades brings disappointment, which is essential for scholarships and career success drives a mindset to justify the situation by any means (Samir et al., 2021). Academic achievements' key objective is tied to securing scholarships in prestigious universities and securing good jobs in the related field (Wenzel & Reinhard, 2020). Students feel extreme pressure to perform better academically to achieve desired goals. The fear of failure, intensified by expectations, leads some students to resort to cheating as a means to meet these high expectations (Forkuor et al., 2019). Anxiety related to exams worsens to put mental pressure on maintaining all these standards (Daumiller & Janke, 2020).

H2: Parental pressure serves as an underlying factor to develop cheating behavior among student during board exams

Fear of failure

Anxiety and trepidation are caused by the fear of failing, which is an emotional reaction to the expectation of not meeting one's own or other people's expectations. Students who perceive cheating as a shortcut to success, have comparatively less thinking about consequences (Farahat, 2022). Cheating behavior is influenced by peer pressure, social pressure, and the fear of disappointing others. Some students are motivated to cheat because it seems like a less harmful option than failing. Exam anxiety is heightened by the high stakes involved in terms of prospects and academic standing. To lessen the effects of the fear of failing, one must be self-aware, develop

healthy coping strategies, accept failure as an important part of learning, and cultivate resilience (Noorbehbahani et al., 2022).

H3: Fear of failure serves as an underlying factor among students behind indulging in academic dishonesty during board exams

Theoretical framework

Throughout the past ten years, the rational choice theory has been applied in numerous social sciences and related fields. Although this has become more well-known in disciplines like political science and education, acceptance of it in sociology has encountered opposition. The use of rational choice mechanisms in research by sociologists is frequently unintentional, even in the absence of specialized departments or job postings (Hechter & Kanazawa, 1997). According to this theory, a lot of human behaviors and attitudes are picked up through observational learning. This account implies that even when a behavior deviates from social norms, a person is more likely to participate in it themselves if they observe important people in their community engaging in it and reaping the benefits.

Therefore, this theory suggests that students who witness their peers cheating in class will be more likely to cheat as well. Misunderstandings underlie the criticism of rational choice theory in sociology, especially about its underlying presumption that people always consider the expected consequences of their choices. It is more interested in societal results than personal choices. It emphasizes that frequently gives priority to social structural determinants because of methodological considerations, acknowledging criticisms about motivational assumptions (Green, 2002). The rational choice theory is a framework that presupposes people weigh the advantages of various options before selecting the one that will maximize their utility. When it comes to cheating, rational choice theory indicates that students cheat in examinations, because they believe the advantages of doing so exceed the possible advantages in the future. According to rational choice theory, students are aware costs and benefits of their options before making decisions (Scott, 2000).

When it comes to cheating, students consider the possible advantages like better grades, success, and personal gain against the possible disadvantages like the possibility of being discovered, negative effects on one's reputation, and consequences in the workplace or school. The significance of perceived probabilities in decision-making is emphasized by rational choice theory (Tversky & Kahneman, 1989). Students who think there is little chance of being caught cheating might be more likely to commit the act. On the other hand, a greater perceived likelihood of detection could serve as a disincentive. The rational choice theory recognizes that people have

opportunities and limitations when making decisions. Academic environments can have limitations such as exam difficulty, time constraints, or inadequate preparation. One could view cheating as a chance to get over these limitations and succeed. Rational choice theory acknowledges that decision-making is influenced by social norms and the larger social context (Tibbetts & Myers, 1999).

This theory holds that people use strategies to defend breaking social norms to preserve a positive view of themselves. Students use peer pressure to excuse their cheating when they witness it occurring. It should be highlighted, though, that putting aside moral concerns does not imply that people are giving up on moral values like honesty and integrity. Assert that a person's objectives, competence beliefs, and perceptions of the costs of cheating all have an impact on their decision to cheat. When it comes to cheating, students might take into account the accepted standards in their workplace or educational setting. Their decision-making about cheating may be influenced if they feel there is a tolerance for it and they think others are acting similarly. According to rational choice theory, there may be a deterrent effect if the perceived costs of cheating are raised. Organizations that successfully communicate and implement sanctions for academic dishonesty have the potential to impact people's choices by moderating the perceived costs (Cochran et al., 1999).

The rational choice theory adds valuable insights to the study of academic dishonesty in Baluchistan's board exams. This theory is popular in political science and education, offers a prism through which to view how students make decisions about cheating. It advises students to balance possible disadvantages (such as detection risk) against perceived benefits (such as higher grades). Consistent with the aim of the research, the theory underscores the significance of observational learning and social influences, stressing the influence of cultural and societal elements on deceitful conduct. It also acknowledges the impact of structural problems, policies, and testing procedures within the educational system. The study's examination of motivations, decision-making, and contextual factors in the unique educational environment of Balochistan is improved by the application of rational choice theory.

This research study aims to explore academic dishonesty and cheating behaviors during board examinations, therefore objectives are developed for meaningful research work. Therefore, a feasible research plan is essentially chalked out. The descriptive survey methodology was used in this study (Brierley, 2017; Creswell, 2014; Creswell & Creswell, 2017). A survey study offers a quantitative narrative of attitudes and opinions to understand a social issue and involves a sample population for research. Based on sample results, the researcher extrapolates conclusions to the entire population. A systematic method was created to address research inquiries, planned practice,

solve problems, and produce evidence, placing a strong emphasis on methodical data collection, analysis, and consistency, a descriptive survey design aimed at understanding social attitudes in society (Creswell & Clark, 2017; Rutberg & Bouikidis, 2018).

Data collection and analysis

Primary data was collected from students who remain involved in board examinations using close-ended. The data collection was carried out from 3rd March 2023 to 30th March 2023 for 9th and 10th examinations and 13th May 2023 to 6th June for 11th and 12th annual examinations. The data was perceptively analyzed using Excel and Statistical Package for Social Science (SPSS) to find the results of the study (Creswell, 2014).

Population

The simple probability sampling random method was used to collect data. Students' participation in this study was voluntary. 227 questionnaires were filled out and received online. However, 27 questionnaires were filled out incompletely, so excluded from the study. 200 questionnaires were coded and entered by using the SPSS for analysis.

Reliability

Table 1: Reliability Statistics of Questionnaire for Students

Cronbrash's Alpha N of Items	N of Items
0.84	200

The reliability of the responses was tested using Cronbach's alpha. Normally, α should be between 0.7 – 0.9 (Bonett & Wright, 2015). Cronbach alpha was 0.84 indicating a valid and reliable scale.

RESULTS & DISCUSSION

Table 1 portrays the demographic evidence of participants such as gender, age, and qualification. Gender, age, and qualification variables help to ascertain the ratio of respondents. A total of 200 students from various universities in Balochistan were participants in this study. Around 55% (110) were male participants and 45% (90) were females. The most imperative variable of this study is age, 25% (50) students belonged to the 21-25 years' category, 40% (80) students 26-30 years age group and 35% (70) were 31 and above age category. Education has a pivotal share in establishing the respondent approach. The majority 45% of students are undergraduate, 35% graduate, and 20% are Masters students.

Table 2. Demographic characteristics of students

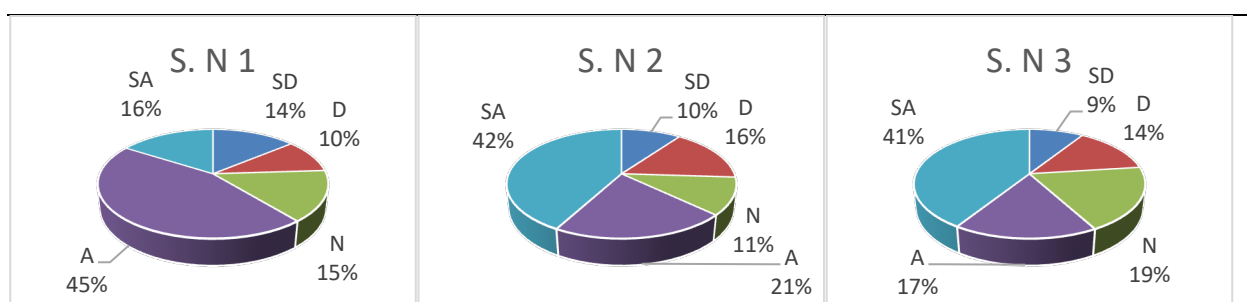
Gender	Frequency	%
Male	110	55%
Female	90	45%

Others	0	---
Age (Years)		
21-25	80	40%
26-30	70	35%
31 and above	50	25%
Qualification		
Undergraduate	90	45%
Graduate	70	35%
Masters	40	20%

Results in Table 2 showed that the majority, 45% of respondents agreed, and 16% of respondents strongly agreed with the statement that they feel pressure to not perform well in examinations. 63% of respondents consider that the current education system encourages cheating behaviors. Additionally, 41% of respondents agreed and 17% strongly agreed with the statement that societal expectations contribute to cheating in exams to bring better grades.

Table 3. Frequency statistic for students' responses

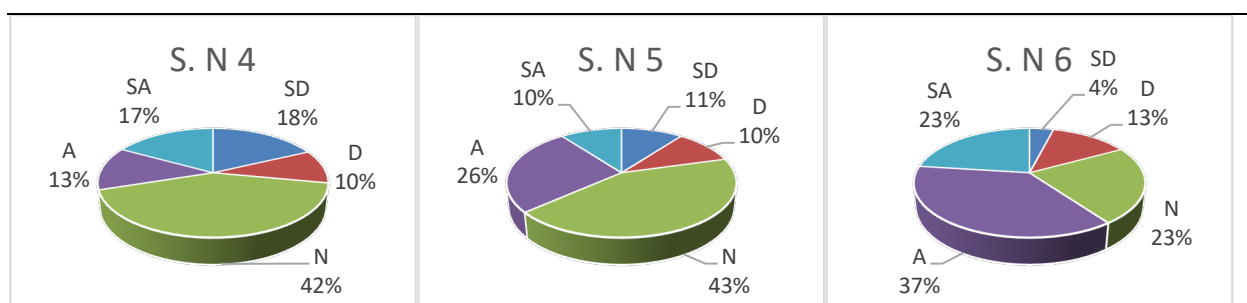
S. N	Statements	SD	D	N	A	SA
1	I feel pressure to outperform in exams.	14%	10%	15%	45%	16%
2	In my opinion, the current education system encourages cheating.	10%	16%	11%	21%	42%
3	Societal expectations contribute to the frequency of cheating for better grades.	9%	14%	19%	17%	41%



Results in Table 3 showed that 42% of respondents have a neutral opinion that academic achievement has a significant value. 54% of respondents gave neutral responses regarding they did cheating due to stress concerns associated with the competitive environment. Moreover, 37% of respondents agreed and 23% strongly agreed that the education system places a significant emphasis on exam results to measure success.

Table 4. Frequency statistic for students' responses

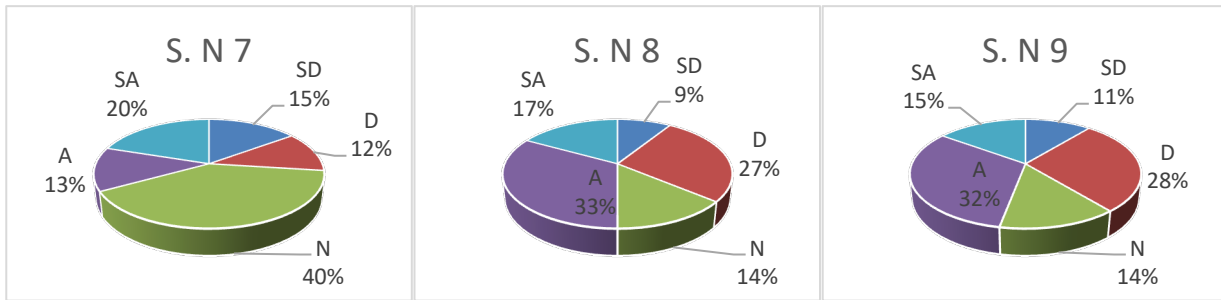
S. N	Statements	SD	D	N	A	SA
4	I believe academic achievement holds a significant value.	18%	10%	42%	13%	17%
5	I have cheated due to stress concerns associated with the competitive environment.	13%	13%	54%	33%	13%
6	The education system places a significant emphasis on exam results to measure success.	4%	13%	23%	37%	23%



Results in Table 4 showed that 40% of respondents have a neutral opinion that they cheated based on the perception of insufficient support from teachers. 33% of respondents strongly agreed and 17% agreed that they cheated out of fear of failing an exam. Moreover, 32% of respondents strongly agreed and 15% agreed with the statement that they cheated in exams due to limited opportunities for higher grades.

Table 5. Frequency statistic for students' responses

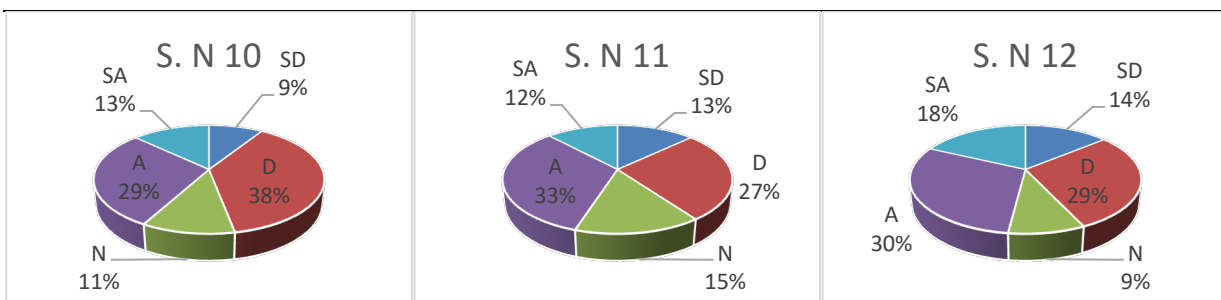
S. N	Statements	SD	D	N	A	SA
7	I cheated based on the perception of insufficient support from teachers.	15%	12%	40%	13%	20%
8	I have cheated out of fear of failing an exam.	9%	27%	14%	33%	17%
9	I have cheated in exams due to limited opportunities for higher grades.	11%	28%	14%	32%	15%



Results in Table 5 showed that 38% of respondents disagreed and 9% strongly disagreed that they cheated intending to improve their chances of getting into a preferred educational institution. 33% of respondents strongly agreed and 12% agreed that they were involved in cheating to meet parents' expectations with results. Moreover, 30% of respondents strongly agreed and 18% agreed with the statement that they fear not meeting academic expectations, and have cheated on exams.

Table 6. Frequency statistic for students' responses

S. N	Statements	SD	D	N	A	SA
10	I cheated intending to improve my chances of getting into a preferred educational institution.	9%	38%	11%	29%	13%
11	I cheated to meet my parents' expectations with my results.	13%	27%	15%	33%	12%
12	I fear not meeting academic expectations, and have cheated on exams.	14%	29%	9%	30%	18%



The study aimed to investigate academic dishonesty and cheating behaviors during board examinations in Balochistan. The results of the study are related to rational choice theory, which postulates that people make decisions about their actions, including cheating, after carefully weighing the advantages and disadvantages of each option. When students feel that the advantages of cheating such as getting better grades and meeting social expectations outweigh the possible drawbacks of being discovered and having their reputation damaged, they view cheating as a

reasonable decision that will relieve stress, anxiety, and fear of failing (Brooks & Schweitzer, 2011; Eshet, 2023). Examinations are an essential instrument for evaluating students' academic performance, deciding who gets promoted, and forecasting future academic and professional abilities. That inspires pupils and supports educators in assessing their effectiveness (Eshet, 2023). The findings revealed that students are involved in cheating behaviors due to various reasons. Failure in exams, stress, and anxiety, not being able to bring the expected results from family and society. Better grades are crucial for accomplishment in college and university and finding employment. Academic success is important in competitive admissions processes because it affects the selection process and grants access to merit-based scholarships. Higher grades improve employability and provide access to a wider range of opportunities in the job market. The pressure to succeed, societal expectations, economic mobility, and personal fulfillment all play a role in driving students to improve their grades. According to Zhao et al., (2023), cheating in exams is one of the key factors associated with students which is hurting education. Academic dishonesty and cheating is a major issue that has detrimental effects on the education system. It is described as purposefully engaging in prohibited activities to obtain an unfair advantage in a learning environment (Ali et al., 2021) These factors ultimately cause students to cheat on exams (Al Shbail et al., 2022). According to Anderman & Koenka (2017), competence plays a crucial role in students' involvement in cheating behaviors. Students cheat if they observe it as a common activity, feeling a competitive disadvantage if they curtail it and assuming low consequences to avoid it (Ghimire et al., 2023). Academic dishonesty, intentional cheating, and fabrication for better grades are encompassed in this context (Choo & Tan, 2023). Academic dishonesty as a norm is a momentous risk factor, as those who see it as acceptable are less likely to experience destructive self-image effects, thus promoting continued engagement (Perkins, 2023; Yu et al., 2023)

H1: is supported due to sufficient results.

The findings revealed that students aim to cheat in exams due to these factors including parental expectations, fear of failure, peer pressure, social pressure, academic pressure, and limited opportunities for higher grades forcing them to academic dishonesty. The education system, emphasizing exam results as the measure of success, unintentionally encourages cheating. Due to several external and internal expectations, students' academic lives are stressful (Ghimire et al., 2023). Different academic stress sources: fear of failure, personal inadequacy, inappropriate study facilities, and difficulties related to teacher communications, and relationships with teachers. Anxiety encompasses the unpleasant and aversive emotions of stress, worry, and fear (Brooks & Schweitzer, 2011). H2: is supported due to sufficient results.

Students experience psychological stress and anxiety during board exams due to their fear of failing, which has a variety of detrimental effects. Students turn to academic dishonesty, seeing it as a shortcut to success, to deal with this fear and maintain their self-esteem. Peer comparison and competition exacerbate the fear, pushing students to cheat to meet expectations from outside sources (Zhao et al., 2022). The educational system fosters the perceived necessity for dishonest practices. Students' fear of failing is a strong motivator for them to commit academic dishonesty during board exams.

According to Abdelrahim, (2021), stress and anxiety are factors that enable students to rationalize their unethical behavior in online classes and cheating on exams. Examination stresses highlighting the psychological effects and putting more pressure on a student who is already having a tough time. Behavioral intentions to cheat are influenced by some factors, including opportunities, pressures, justifications, social norms, and social trust. Students cheated on exams because they were stressed and worried about their grades worsening. Anxiety is positively related to unethical behavior, and stress has increased cheating behaviors (Brooks & Schweitzer, 2011). Additionally, the results from the students show that they tended to cheat more on exams. This is a concerning phenomenon because academic learning during a student's academic career and the ethical contributions made to the job market after graduation are both negatively impacted by cheating (Amzalag et al., 2021). According to Muhammad et al., (2020), academic dishonesty is characterized as unethical behavior in an academic setting. The development of positive values like honesty, fairness, and significant learning progress is prevented by this inappropriate behavior, which is when students act to gain an unfair academic advantage for themselves. It is also linked to other negative behaviors that have consequences that go beyond academia (Krou et al., 2021). According to Malik et al., (2023), perceptions of cheating were found to be sensitive to stress and anxiety. According to Mukasa et al., (2023), academic integrity refers to a commitment to the fundamental values of honesty, trust, fairness, respect, responsibility, and courage. H3: is supported due to sufficient results.

CONCLUSION

In conclusion, the study delved into the pervasive issue of factors causing cheating behaviors during board examinations in Balochistan, recognizing the pivotal role exams play in shaping students' academic paths. Factors leading to academic dishonesty during board examinations in Balochistan consist of exam pressure, prioritizing grades over morality, a lack of moral education, societal norms that exalt academic achievement, insufficient support and preparation, peer pressure, perceived systemic injustices, and insufficient deterrents. These

elements work together to produce a complicated atmosphere where cheating is accepted as a legitimate strategy for success. The results highlighted the high frequency of cheating that is a sign of larger problems with curriculum development and testing procedures, which are indicative of structural weaknesses in the educational system. The fear of failing, social norms, societal expectations, peer pressure, and stress of examinations were found contributing factors to academic dishonesty and cheating behaviors. Academic dishonesty is significantly predicted by anxiety, and students turn to unethical behaviors. The study highlighted how the educational system unintentionally promotes cheating because it places too much focus on test scores as a yardstick of achievement, which creates a climate to encourages dishonest behavior. The study emphasized the imperative to address the root causes of academic dishonesty and advocated for the promotion of a more supportive and ethical learning environment. To reduce cheating practices temptation, and promote academic reliability a comprehensive approach that includes a reevaluation of assessment techniques, an open dialogue, and a broader definition of success is essential to combating academic dishonesty. Introducing students to exam formats through regular formative assessments. Post-exam feedback via polls to address particular issues, incorporating moral and religious education to instill values like honesty and self-effacement. Nurturing collaboration between parents and educators for unswerving guidance, and conducting interactive workshops on academic integrity. In addition, this strategy calls for educating parents, incorporating ethics into the curriculum, and cultivating an environment where the well-being of the students comes first. Enforcing academic honor codes, monitoring exams strictly, and educating students about the repercussions of cheating all help to foster an environment that values integrity and holistic development. A comprehensive strategy is needed to address this problem, one that incorporates encouraging a more expansive definition of success, honest dialogue, reassessing evaluation techniques, parent education, and ethics education.

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