



A STUDY SHOWING THE PREVALENCE OF FRAUD AMONG HIGH SCHOOL STUDENTS FROM THE POINT OF VIEW OF TEACHERS AND TEACHERS OF HISTORY

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A B S T R A C T	K E Y W O R D S
<p>The current objective of the research is to ascertain the prevalence of fraud among high school students, and to identify which areas are more conducive to the prevalence of fraud among students through the percentage obtained by the field according to the order.</p> <p>Research Limits School and History Teachers for High School at Day Schools for Diwaniyah Governorate and for School Year (2023-2024), in order to achieve the research objectives, the survey curriculum was used, and the scale was built in the final form after completing a condition of honesty, consistency and power was discriminatory, and its number of paragraphs (27) A paragraph, spread over three axes, and alternatives to answering each paragraph, were to a degree (Very large, large, medium, weak, very weak).</p> <p>The tool was applied to the members of the sample of 368 teachers and schools in Diwaniyah governorate and its district and district for the academic year (2023-2024). The SPSS was used to analyze the data, and the results were shown as follows:</p> <p>1- The total sample responses received a percentage of up to 82.796%. This shows us that the degree of prevalence of secondary fraud received a large percentage.</p> <p>2- The research areas were arranged according to the effects obtained after the interpretation of the results, showing that the educational impact received a percentage up to (84.620%) which made it the first of the fields, while the second position became the share of social impact after achieving a ratio of up to (81.793%), and lastly the scientific impact was ranked third with a percentage (81.661%), and from the foregoing we showed that all the fields got a (large) degree of influence.</p>	<p>Cheating phenomenon, high school students, teachers and history teachers.</p>

Introduction

Cheating has become one of the most dangerous phenomena in school exams, which educational institutions seek to prevent using all means, despite the study research indicating that this phenomenon is increasing and persistent in the countries of the world. In America, seventy percent of students used cheating during school exams (Zakari, Hijazi, 2020: 13 In Jordan, a study was conducted on a sample

of students. Eighty percent of students practised cheating (Al-Jarrah, 2009: 55 In Iraq, a study was conducted on a sample of 684 middle students and students to determine the rate of fraud, its causes and methods. The results show an average fraud rate (Al-Sabawi, 2007:291).

The Ministry of Education has increased its interest in monitoring and addressing the phenomenon of fraud and in raising students' awareness of the consequences of fraud. fraud is one of the most serious problems facing the educational institution and its widest impact on students in particular and society in general, It is a falsification of the results on which the calendar relies, leading to the achievement of unsuccessful and unreal goals, As a result of this evaluation, there are no scientific competencies after graduation (Hasson et al., 2007: 2) Because the researcher is one of the teaching staff of the General Directorate of Qadisiyah Education in Qadisiyah Governorate, he drew his attention to the fact that this phenomenon requires study and research and can be answered through the following questions:

- 1- How widespread is the phenomenon of fraud among high school students?
- 2- What is the social impact of fraud in students?
- 3- What is the educational impact of fraud in students?
- 4- What is the scientific impact of fraud in students?

Second: The importance of Research Importance

Education is an essential driver of human life through which a person who is conscious, capable and capable of providing service to society and has a clear imprint in the face of obstacles is prepared. Education creates creativity and creativity for us in all fields. This is done through training courses conducted by the preparation and educational training. Thus, it strives to develop the experience of teaching staff in all fields (Al-Jabouri, 2013: 6-9), therefore, all ways must be found to address the problem of fraud through which education promotes its educational reality, which provides a good member of society. This has been done at many international, Arab and local conferences, research and symposiums that have called for addressing the phenomenon of fraud among students in the educational process. Globally, four educational institutions in Russia have been studied. The phenomenon of fraud is more than 80% prevalent among students in these institutions (Al-Jarrah, 2009: 57 At the Arab level, the Jordan News Agency has called for awareness-raising and sensitization courses on the gravity of the phenomenon of fraud and its violation of moral and educational principles and its negative effects on the deprivation of the rights of others (Internet, <https://arabi21.com/story/707163>). At the local level, an awareness seminar was held by the Psychological Counselling and Educational Orientation Unit at the Faculty of Physical Education and Sports Sciences at Baghdad University, entitled "Reducing the phenomenon of exam fraud" (Internet, <https://copew.uobaghdad.edu.iq/?p=29363>) .

In the foregoing, we find the importance of research to be:

- 1- To endeavour to diagnose the prevalence of fraud among high school students based on the perspective of teachers and teachers of history. This phenomenon is one of the problems that educational institutions seek to prevent by using all means.
- 2- The results of this research contribute to providing a clear and scientific picture of the social, scientific and educational impact on the student contributing to the fraud process.
- 3- The seriousness of the phenomenon and its impact on an individual's personality and morality.
- 4- Provide recommendations and proposals to assist the competent authorities in addressing this phenomenon.

Third: Research Goals.

Search Objective Recognize:

The extent to which the phenomenon of fraud is prevalent among high school students from the point of view of the teachers of history, from which the following question is answered:

- 1- Determining the degree of prevalence of fraud among secondary students.
- 2- Know the areas of research by order through the response of the sample personnel.

Fourth: Research Limits.

Objective threshold/study showing the prevalence of fraud among secondary students from the point of view of women teachers and teachers of history.

Human threshold/teachers and teachers of history for day high school in the Directorate General of Diwaniyah Governorate Education.

Spatial boundary/Directorate General for the Education of Diwaniyah Governorate in Iraq.

Time limit/Research tools applied during the school year (2023-2024).

Fifth: Terminology.

A- Cheating:

He was known as Phoenix (1965): "Cheating on school tests is a form of treason" (Phoenix, 1965:859).

It was defined by Bakish (1979) as "conduct aimed at falsifying reality to achieve physical or moral unlawful gain or satisfaction with psychological need and school fraud is to falsify the results of the calendar, which is one of the most important elements of the curriculum" (Bakish, 1979:2).

Al-Hayani (2017): "He is an immoral behaviour that is incompatible with the integrity of the educational process" (Al-Hayani, 2017:1067).

The researcher procedurally defined him as: stealing the efforts of persistent students and passing the exam on their shoulders, as well as using multiple methods that enable them to cheat whether using electronic devices or paper clippers.

B- Secondary Stage:

Al-Joudi (2021) defined it as "the six-year post-primary stage involving the middle and preparatory levels of science and literature, through which the student acquires a lot of knowledge and skills in the intellectual and applied fields that enable him to continue his university studies" (Al-Joudi, 2021:11).

Theoretical framework for the topic and previous studies:

First/Theoretical Framework The oretical framework:

Stages usually cheating Stages of cheating- habit:

The student's cheating habit does not form at once but evolves gradually. He is subjected to the principle of attempt, error, reward and punishment. He is then strengthened and supported through his previous experience in the field of fraud and school tests to which he has previously undergone, in addition to his family, social and religious upbringing (Al-Jahani, 2014:1161).

The stages of fraud can be determined as follows:

1- The stage of unintended fraud:

This stage has no clear purpose for the use of fraud by the student, because this stage is not planned in advance, and here the fraud is unaware of the results of this process.

2- Accidental cheating:

The student at this stage resorts to the process of cheating in certain tests and situations, and the reason for this is the conditions experienced by the student both in the family and in the community around him, which prompts him to think of using cheating for the purpose of satisfying the need he misses.

3- Ongoing fraud:

This stage is found in secondary and university students so that the student has become experienced in this field due to his ongoing practice of fraud in addition to this, the difficulty of the level of education it is undergoing, All these data create the right atmosphere for the student's fraud despite his knowledge of the penalties (Khalizad, 2002: 36-41).

The impact of cheating on education:

Highlights the importance of education through achieving equality and justice among students, Therefore, we see that the educational institution emphasizes the prevention of cases of fraud because this is one of the qualities that prevents the teacher from achieving justice among students. The test is the limit of the educational evaluation and showing the result to each individual fraud gives an unclear and false picture of the teacher during the calendar process, While this phenomenon develops the student's brave personality and instills negative qualities such as lack of self-confidence, lethargy, weak will, resolve and lack of responsibility s difficulties, not to mention the lack of sufficient deterrence for such cases (Al-Jahani, 2014:1163).

Patterns of cheating in exams:

There are multiple patterns of cheating:

- A- Get the answer from another student.
- B- The use of the substance's references and sources, in addition to the use of miniature paper clippings containing the substance.
- C- Get the answer through the use of hand signals or voice bearing the answer.
- D- Use electronic devices in cheating process such as smartphone.
- E- Writing on clothing and body (Awadi, 2017:17).

The effect of cheating in exams The effect of cheating on exams:

The perpetration of fraud has multiple effects, including affecting the fraud in its last and Denniah, There are negative effects on students and those around them, not to mention the corrupting of the evaluation process, which leads to some students receiving undue privileges and degrees. There is a lack of respect for equal opportunities and thus a lack of credibility in the educational system in general (Al-Azawi, 2022:619).

Fraud from pests spread in society such as wildfire if stopped and treated, and the effects of fraud in exams are:

- 1- Low educational level of students resulting in poor eligibility.
- 2- Do not rely on self-effort and tendency towards fraud to achieve desired attainment level (Zakari, Hijazi, 2020:12).
- 3- Fraud impedes the development and modification of curricula, and improves them according to students' mental abilities.
- 4- Fraud sows students' failure to respect the regulations, regulations and educational laws approved by the educational institution.
- 5- The implications of fraud in the failure to achieve quality assurance within the educational institution.
- 6- Killing students' self-learning.
- 7- Falsifying the facts in learning outcomes, not to mention the frustration that outstanding students are exposed to because of their rich colleagues.
- 8- Inability to achieve educational objectives due to fraud (Mezhoudi, Markoun, 2023:135).

The main factors of cheating among students:

Fraud is an acquired act and not an innate act, i.e. learnt by the student, As a result of many causes and factors, including social factors, The nature of the social environment in which the student lives, some of which are educational and educational factors and here is due to the nature of the curriculum scheduled, As well as the teacher's competence and the nature of the test prepared for the student, there are other factors related to the economic status of the student (Hadi, 2005:21).

1- Family factors: Here we find the loss of parental emotion in the student, not to mention the lack of interest in him due to their preoccupation with matters of inferiority, as well as their inability to follow their son at different stages of his development, in addition to the lack of awareness of the son that such behaviour is undesirable and has effects and consequences in the world and the aftermath.

2- Educational factors: poor educational qualification of teachers, inability to communicate information to the student, not to mention the enormous numbers within the classroom that prevent the teacher from using the various teaching methods by which the information can be communicated to the student, resulting in a lack of positive interaction between the teacher and his students, in addition to the lack of implementation of educational programmes.

Psychological factors: Impairment of students' motivation to study leads to unwillingness towards school, as well as fear of exams due to lack of self-confidence, not to mention the lack of identification and final treatment of causes.

Second: Previous studies:

1- Study Ali, 2020:

The Causes of Exam Fraud from the Perspective of Students of the Faculty of Education, Arabic Language Departments, Educational and Psychological Sciences, Model"

This study was conducted in the interior of Iraq. The study was aimed at identifying the causes of fraud in tests among students of the Faculty of Education, the Department of Arabic Language and the Department of Psychological and Educational Sciences.

The sample consisted of 300 students. For the purpose of measuring the purpose of the study, the researcher prepared a identification consisting of 38 paragraphs as a data-acquisition tool. The authenticity of the tool was verified after it was presented to a group of arbitrators.

After collecting the study data, the researcher processed them using statistical methods such as repetition, percentage, weighted middle equation, and Pearson coefficient, and arrived at the following results: After arranging and discussing the paragraphs, the first paragraph of insufficient readiness for the subject by the students received a degree of severity. (3.36) This indicates students' preoccupation with God within the university, while the paragraph of poor religious and moral consciousness among students received an acute degree (1, 96) The reason for this is attributable to the lack of religious culture in the university curriculum, in addition there are differences depending on the gender variable (Ali, 2020:359 - 390).

2- Butte Study, 2018:

The Reality of Electronic Fraud in University Examinations"

This study was conducted in Saudi Arabia, with the aim of knowing the reality of electronic fraud among students of the University of Patna.

The sample consisted of 960 students, for the purpose of measuring the purpose of the study, the researcher prepared a identification as a tool for obtaining data and verified the veracity and stability of the tool after it was presented to a group of arbitrators.

After collecting the study data, the researcher processed them using statistical methods such as repetition, percentage, weighted middle equation, Pearson coefficient, and arrived at the following results: The most important electronic means used by a student to cheat is the smartphone so that it forms a percentage (18.54%) Users of Bluetooth headphones or electronic watches in the cheating process formed a percentage (9.16%), wireless earphones (5.10%) The results of the research shown with students' help to their colleagues by electronic cheating accounted for a percentage (53.57%), the researcher found that the cheating process in students constitutes a high percentage of university students (Butte, 2018:455).

3- Rashid's Study, 2002:

The Phenomenon of Exam Fraud, Arts and Its Consequences on the Behaviour of Secondary Students"

This study was conducted in the United Arab Emirates, with the aim of knowing the phenomenon of fraud, its arts and its repercussions on students' behaviour in the United Arab Emirates.

The study sample consisted of 200 students; for the purpose of measuring the purpose of the study, the researcher prepared a questionnaire consisting of several paragraphs as a tool for obtaining data and verified the authenticity of the tool after it was presented to a group of arbitrators.

When the researcher collected the study data processed using statistical methods, he arrived at the following findings: 84.6% of middle and high school students consider the process of cheating exams to be a type of cooperation among students. (41, 2%) of female students considered fraud to be a process of collective review over the entire year of study due to the dread of the student during the exam, The study also showed that exam fraud abounds markedly among preparatory students only, so that at this stage, students find that the process of fraud is a duty imposed by the reality of fellowship among students, while the study confirmed that the proportion (6, 57%) of female students have a sense of reprimand of conscience towards cheating (Rashid, 2002:1).

Commentary to previous studies Comment on previous studies:

Previous studies have been found to be consistent with this research in addressing the identification of the prevalence of fraud among students, similar to the use of the descriptive curriculum, using identification as a tool for collecting study data, and similar to the study of Ali, Rashid and Butte using statistical methods.

Research methodology and procedures:

First: Research Methodology: Specifically used the survey descriptive method: It is a set of procedures by the researcher to accurately describe the phenomenon in quantitative and qualitative terms (Abu al-Nasr, 2017:44).

Second: The research community:

is all the teachers and teachers of history in the middle, high and preparatory day schools of the General Directorate of Education in the governorate of Diwaniyah for the academic year 2023-2024, numbering 736 (308) and 428 (278) schools.

Third: The research sample:

This sample was selected according to the class random method, which is considered one of the best methods to fit with heterogeneous communities (guarantor, 2007: 169). The basic sample size was 368 teachers and schools from the native community, comprising the governorate's issues, and the sex variable of the sample in the governorate as shown in Table 1.

Table (1) Basic sample for research by district and sex

Total	Gender		Districts
	Female	Male	
180	120	60	Dewaneya district
66	31	35	Al shameia district
74	41	33	Afk district
48	22	26	Alhamza district
368	214	154	Total

Fourth: Search tool: The researcher relied primarily on the quinquennial-scale resolution of the response consisting of (27) A three-pronged paragraph, the purpose of which is to identify is to achieve the objectives of this research, by applying it to large numbers of society in exchange for its low relative costs, and for the ease of discharge of its data and its delivery to people who are difficult to reach (Abbas and others, 2014:238).

Fifth: Cychometric properties of the research tool:

1- Honesty :

Virtual - validity:

The measure was presented by the researcher in its initial form to a group of experts and arbitrators, competent, and after their opinion the research tool was finalized, consisting of a paragraph (27) divided into three axes.

The discriminatory force of the paragraphs The distinctive power of paragraphs:

The statistical analysis of the process of differentiation between individuals has been used for the measured attribute, the aim of which is to distinguish between the paragraphs that possess the attribute and the good characteristic developed for the purpose of measuring it (Jacobite, 2013: 105), calculating the discriminatory force of each paragraph, applied a test (t-test) of the two samples, all paragraphs were statistically significant and had high discriminatory strength at a moral level (0.05), ranging from 14.362 to 2.122 and table 2 shows this.

Table (2) Discriminatory force of paragraphs

Significance 0,05	Calculate d T value) lower group()higher group(T	First axis: social impact
		Standard deviation	Average arithmetic	Standard deviation	Average arithmetic		
Statistical Function	9.744	0.734	3.630	0.432	4.759	.1	
Statistical Function	2.122	1.315	3.074	1.126	3.574	.2	
Statistical Function	11.241	0.677	3.648	0.376	4.833	.3	
Statistical Function	9.488	0.617	3.815	0.420	4.778	.4	
Statistical Function	11.213	0.685	3.611	0.392	4.815	.5	
Statistical Function	11.364	0.604	3.556	0.452	4.722	.6	
Statistical Function	9.662	0.725	3.759	0.376	4.833	.7	
Statistical Function	4.165	0.623	3.630	0.839	4.222	.8	
Statistical Function	4.799	0.681	3.630	0.408	4.148	.9	
Statistical Function	2.639	0.589	4.741	0.191	4.963	.10	
Statistical Function	12.342	0.536	3.574	0.442	4.741	.11	
Statistical Function	11.953	0.642	3.759	0.293	4.907	.12	
Statistical Function	9.707	0.659	3.593	0.476	4.667	.13	
Statistical Function	14.362	0.604	3.556	0.317	4.889	.14	

Statistical Function	8.393	0.609	3.685	0.560	4.630	.15	
Statistical Function	10.580	0.732	3.741	0.317	4.889	.16	
Statistical Function	10.022	0.636	3.537	0.487	4.630	.17	
Statistical Function	12.799	0.673	3.667	0.264	4.926	.18	
Statistical Function	2.954	0.959	3.204	0.792	3.704	.19	Third Axis : Scientific Impact
Statistical Function	10.012	0.596	3.722	0.473	4.759	.20	
Statistical Function	9.812	0.773	3.685	0.408	4.852	.21	
Statistical Function	2.571	1.049	3.259	0.970	3.759	.22	
Statistical Function	9.978	1.051	3.370	0.339	4.870	.23	
Statistical Function	10.330	0.662	3.704	0.407	4.796	.24	
Statistical Function	10.025	0.711	3.796	0.339	4.870	.25	
Statistical Function	8.325	0.720	3.833	0.420	4.778	.26	
Statistical Function	8.116	0.712	3.944	0.376	4.833	.27	

Table T value = 1.983 at a degree of freedom (N + N-2) = 106 and an indicative level of 0.05

Believe Internal Value consistency:

It is the collection of the correlation between the performance of the gauge axes, the performance on the full scale, the higher the degree of the axis correlation with the total grade of the gauge, the higher the quality (Abu Zaida, 2018:152), and the lower number (3) shows us this.

Table (3) Correlation Factor

Correlation factors between each area of the tool and the total degree of the tool				
Third axis	Second axis	First axis	Total score	
0.985	0.987	0.983	1.000	Total score
0.956	0.955	1.000	0.983	First axis
0.957	1.000	0.955	0.987	Second axis
1.000	0.957	0.956	0.985	Third axis

The value (r) of the table (0.138) is at an indicative level (0.05) and a degree of freedom (198)

It has been shown to us that all correlative transactions of each delivery area's score with the overall instrument grade range from 0.955 to 0.987 and all are statistically significant at an indicative level of 0.05.

2- Consistency:

is the coherence and consistency of the tool's paragraphs, so that the tool has fixed results if it is re-applied to the same sample and frequently (Attiya, 2009 b: 111), and to calculate the stability of the scale, the researcher used the following two methods, for his sample of 200 teachers and schools, after being selected in a random manner.

A- Alpha Method - Crewe Fauna Cronbach's - Alpha:

The Alpha-Cronbach has been used for all areas of the tool and the tool as a whole, and Table 4 shows this:

Table (4) showing the values of Alpha-Cronbach

Alfa Kronbach coefficient	Number of paragraphs	Prevalence of student fraud	T
0.878	8	First Axis: Social Impact	1
0.768	10	Second axis: Educational impact	2
0.817	9	Third Axis: Scientific Impact	3
0.894	27	Scale as a whole	4

B- Half split method:

The division of the paragraphs of the scale into two parts (individual and marital paragraphs) (to calculate the correlation factor between the degrees of the individual and the degrees of the marital paragraphs, after which the Siberman Brown formula (persistence factor) was used to correct the correlation factor" (Majid, 2014:146).

Table (5) Halfway to measure instrument stability

Stability after correction	Stability before correction	Fields	T
0.922	0.856	First Axis: Social Impact	1
0.967	0.936	Second axis: Educational impact	2
0.888	0.798	Third Axis: Scientific Impact	3
0.876	0.780	Scale as a whole	4

Sixth: The final application of the tool:

After confirming the construction of the scale, and verifying its validity and readiness, it was distributed to the members of the basic sample, amounting to 368 teachers and schools, in the middle, middle and high schools of the General Directorate of Qadisiyah Education.

Seventh: Statistical Methods:

Data were collected and unloaded using the SPSS programme for the purpose of addressing it using statistical methods.

Display and interpret results:

The results of the research for the first objective stipulated the extent of the phenomenon of fraud among high school students from the point of view of teachers and teachers of history.

The average arithmetic, standard deviation, and the percentage weight of all paragraphs (27) were extracted. We found that the overall total of the research sample responses was 4,1133. The overall average (111,747). The general standard deviation (10,761) was 82,796%. This shows us that the prevalence of fraud among secondary students was a (large) percentage.

The results of the research for the second objective is to know the order of the areas according to the responses of the sample individuals.

So he extracted the arithmetic average, the standard deviation, the centennial weight of all the scale areas and the adult (3) areas, and table number (6) shows this.

Table (6) showing Arithmetic average, standard deviation and centennial weight for all areas of the instrument

Field Rank	Centennial weight	Standard deviation	Average arithmetic	Total score	Field title	Field arrangement
Second	81.793	3.770	32.717	12040	First Axis: Social Impact	1
First	84.620	4.577	42.310	15570	Second axis: Educational impact	2
Third	81.661	4.261	36.720	13523	Third Axis: Scientific Impact	3

The research explains that the reason why the educational impact is first among the fields is due to the fact that it is necessary to learn from a micro-like inscription on the stone. Education here plays an essential role in educating students about the inviolability of fraud in all spheres of life. Not to mention the constant follow-up by parents to the student has an essential role in reducing and eliminating the phenomenon of fraud In addition, the removal of moral education from the curriculum has had a significant impact on the prevalence of fraud among students.

Conclusions:

After the research results were completed, the researcher concluded that:

- 1- Not to properly activate the educational aspect in most schools and to satisfy the educational aspect, especially when the subject of moral education is removed from the curriculum.

2- Training and training courses for teachers are limited to teaching methods, and not to activate orientation and guidance courses through which teachers can use methods that reduce the phenomenon of fraud among students.

Recommendations:

- 1- The need for educational institutions to pay attention to this phenomenon and to set up specialized committees to study this phenomenon and expedite the development of solutions to it.
- 2- Relying on the experiences of countries that have worked to develop solutions to this phenomenon, such as conducting oral examinations that make the student dependent on understanding and not thinking of cheating.
- 3- Make decisions containing strict penalties for anyone who commits fraud.
- 4- To provide students with continuous awareness-raising, mentoring and ethical lessons that enable them to learn about the illegality of the phenomenon of fraud and its negative impact on the individual and society.
- 5- Addition of moral education as a basic curriculum for primary and secondary levels.

The Proposals:

- 1- Conducting close research on the prevalence of fraud among elementary students.
- 2- Conduct research similar to this research The role of educational guides in educating students at the secondary level about this phenomenon.

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