

Resilience to Cheating among Students at Felix Houphouët-Boigny University of Cocody (Abidjan, Côte d'Ivoire)

A. N'guessan and N. N. F. Stéphane

ABSTRACT

This study aims to understand the phenomenon of resilience to cheating among students at Félix Houphouët-Boigny University, where the research took place. The research was based on 211 participants from different training and research units. The level of study varies from Bachelor to Master. Data were collected using a survey questionnaire. The advantage of this instrument is that it is the most suitable way to collect large amounts of data. The results obtained reveal that exogenous factors (level of study, preservation of the image of the family and valuation of learners' efforts at work by teachers) and endogenous (personal effort and commitment and development of capacities to be autonomous, to not be dependent on others) best explain the resilience to cheating among UFHB students.

Keywords: Cheating, Resilience, Social Skills, Social Supports, Student

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A. N'guessan*

Lecturer in Education Sciences, Felix Houphouët-Boigny University (Abidjan) Ivory Coast.

(e-mail: anon05guessan@yahoo.fr)

N. N. F. Stéphane

PhD, Criminal Psychology, Felix Houphouët-Boigny University (Abidjan), Ivory Coast.

(e-mail: ngorannfaissou@yahoo.fr)

**Corresponding Author*

I. INTRODUCTION

Cheating is to circumvent or break legal or moral rules, by pretending to respect them, in order to gain an unfair advantage (Meilleur, 2019). Cheating, in the broadest sense, consists of playing with the rules for one's benefit, but without necessarily being a fault or fraud (Michaut, 2013). Cheating only results in misconduct or fraud when the cheater is "caught", that is, when the act becomes forfeit. This touches all areas of human activity: play, gambling, sport, religion, politics, business, education, etc. (Pesqueux, 2008). School cheating is the direct result of ignorance, laziness or overwork orchestrated by a teacher.

School and university cheating has been the subject of much media coverage in recent years, especially when getting close to exams. The phenomenon is not new. The first cases of baccalaureate fraud appeared shortly after its creation in 1808 (Marchand, 2010). What is new is the emergence of digital tools, especially the Internet and mobile phones, which potentially offer new opportunities for cheating. These affect many countries and are not specific to pupils and students in a given country. According to a survey conducted in 2009, 1,013 young Americans aged 13 to 18 found that 35% of them had used a cell phone to cheat, and 38% had plagiarized documents on the Internet (Common Sense Media, 2009). According to Mc Cabe *et al.* (2001), cheating increased sharply between 1963 and 1993, especially during university exams, in most American universities. Similarly, cheating techniques have evolved considerably in recent decades with the rapid development of new information and communication technologies. Indeed, the transformation of

work methods and the use of the Internet as a tool for learning and access to knowledge are also facilitating the use of plagiarism, which has increased significantly in recent years (Audet, 2011).

Much research has also attempted to correlate cheating with student characteristics (Whitley, 1998; Crown & Spiller, 1998). Thus, the characteristics of students who cheat on exams or plagiarize documents by conventional means are now well established (Whitley, 1998). A common characteristic of cheaters is the primacy given to exam results to the detriment of the learning process. Indeed, the behaviors of "cheaters" are characterized by less academic engagement and are frequently found among students who are dropouts (Bernard, 2011). Most research also agrees that students who report cheating are less likely to engage in studious practices (such as class attendance, consistent and regular personal work time) and instead spend more time on other extracurricular activities (parties, sports activities, etc.) (Guilbert & Michaut, 2009).

Students who cheat in college cheat more in high school (Guilbert & Michaut, 2009, 2011; Schuhmann *et al.*, 2012). According to American (Lambert *et al.*, 2003) and French (Guilbert & Michaut, 2009) research, a (non-exhaustive) list of practices most frequently associated with cheating can be compiled by grouping them into four categories:

- "copy, plagiarize": copy on the neighbor's sheet, recover the draft of his neighbor, recopy a text or part of a text and present it as a personal work, reproduce the work of another student without doing it reference;
- "falsify" the results of an experiment, an investigation, his identity;

- “use unauthorized media”: cheat sheet, calculator, telephone, etc. ;
- “illicitly helping each other”: asking another person to do a job for them; ask or give the answer to another student; share the work among several.

The study conducted by Guibert and Michaut (2009) indicates that 70.5% of students say they have cheated during their schooling. Of these, 4.7% said they had cheated mostly in elementary school, 48.3% in middle school, 35.6% in high school and 11.4% in university. However, the proportion of students who regularly cheated in high school was relatively low (about 11%). For these authors, students with low academic levels cheat more than those who have achieved the highest rankings. In sum, Guibert and Michaut (Id) indicate that the frequency of academic cheating is mostly correlated with the frequency of academic cheating. Thus, students will cheat more in college if they have routinely done so before and if the peer group also cheats. This shows that cheating behavior is a kind of reflex in some students who, whatever the task at hand, do not question their personal ability to perform it effectively. They are characterized by their inability to maintain a sense of self-efficacy. Bouffard-Bouchard and Pinard (1988) define the feeling of personal efficacy as “the judgment that a person makes about his or her ability to organize and use the various activities inherent in the performance of a task”. For Bandura (2004), the belief system about one’s self-efficacy, or sense of self-efficacy (SEP), is at the foundation of motivation, well-being and human accomplishments. For him, if people are not convinced that they can obtain the results they want through their own action, they will have little reason to act or to persevere in the face of difficulties. Thus, for students, a sense of self-efficacy is a critical factor in engagement in learning. Note that the low level of self-efficacy can be explained by several factors. Negative or aversive learning circumstances (poor performance, negative emotions, frustration, unsympathetic teacher, unfavorable student prejudice, avoidance of learning, an effective teacher-teacher relationship marked by a lack of inadequacy of pedagogical competence, openness, understanding and warmth; affective relationships that are not conducive to the development of the learner’s sense of ability; the absence of inadequacy of the teacher’s investigation of the inadequacies of his or her teaching action in general and of his or her responsibility for the failure of the students in particular) constitute an element of a context that is conducive to the development of a disposition to cheat (Simpson, 1976; Dogbe, 1979; Mauco, 1995).

While a majority of students have cheated in the course of their schooling, they usually do so in a timely manner, on the occasion of a test or an assignment. The “real” cheaters, those who declare that they regularly and massively resort to cheating, are rare. (Guibert & Michaut, 2012). If this assertion was true more than a decade ago in Africa, it no longer seems to be true today. Indeed, cheating is a scourge in schools and universities today. It takes different forms with actors of various profiles. This phenomenon is maintained and nourished by the actors of the school and university environment (students, teachers, employees of the examination and competition services) as well as by people who are not part of it and for whom it constitutes a very

profitable business during the end of year examination periods. In higher education, cheating is widespread in Africa since, in the absence of national examinations, each university or faculty organizes itself as it sees fit, not to mention private schools, which, as in France, are as much a business as a pedagogical issue (Vallet, 2017).

In Côte d’Ivoire, cheating has increased with the massification of classrooms, lecture halls and the facilities for cheating made available to students by information and communication technologies. In addition to this, there is the loss of ethical values in the Ivorian society characterized by the search for easy gain, corruption in all sectors of activity. Cheating in Côte d’Ivoire has become commonplace. It sometimes benefits from the complicity of parents who are ready to do anything so that their children have diplomas even if they do not have the required level. The Félix Houphouët-Boigny University, with its overcrowded lecture halls and low student supervision rate, is no longer a viable learning environment. Indeed, this university with 70,000 registered students has only 1335 teacher-researchers and 88 researchers in charge of teaching and supervision activities. Cheating appears to be the most effective way for some students to avoid failing.

However, not all students resort to cheating in their academic careers. These students could be described as resilient to cheating. Resilience is the result of the confrontation of three types of elements: elements internal to the subject (singular characteristics, abilities, personality, defensive modalities, etc.); elements of a family nature (psycho-affective context, family relationships, in terms of protection and risk factors, etc.); elements from the periphery and the socio-environmental context (community, social, religious, ideological affiliations, etc.) (Anaut, 2006). Other studies conducted by N’goran (2019) and Traoré *et al.* (2018) have highlighted the key role played by social and family supports as well as social skills acquired within families in the development of resilience to delinquency among certain youth living in disadvantaged neighborhoods in Abidjan. Many precursors of resilience, such as Werner and Smith (1982), Rutter (1985), Masten *et al.* (1990) and Garmezy (1996) have emphasized the extent to which academic success fosters self-esteem and a sense of self-efficacy, and more generally contributes to the development of social skills in young people, thus constituting a constellation of factors favorable to the emergence of a resilience process.

Indeed, some learners, unlike others who prefer to practice cheating, choose to invest themselves in school work and demonstrate personal effectiveness. These not only attribute a utilitarian value to schoolwork but are also characterized by their hard work and strong will to succeed (Kouakou, 2016). In the same vein, Maulini (2009) highlights the concept of “student’s craft.” This author states that the concept of student’s craft was developed by sociologists to mean two things mainly:

1. In school, a job is to be done; therefore, there are operations to be carried out, a necessary subjective commitment, rules to be respected, skills to be had in order to meet the expectations of the master-cum-teacher.
2. The student is, of course, not a worker like any other: he does not receive a salary, since he does not come to class to

produce wealth, but to produce himself, by learning what will allow him to grow and develop his intelligence.

Thus, Dubet & Martucelli (1996) specify that school is both the learning of an impersonal rule and of a collective life, and that of a latent competition between all the pupils (...). This pressure is all the stronger because schoolchildren are beginning to believe strongly in the idea that success sanctions work: equal effort, equal success (...). It is all a question of willpower and work: 'By making an effort, you can succeed.

This way of understanding things is shared by the majority of students who are resilient to cheating. They see school as a competitive environment, one where to succeed, you have to like to work. You have to like to try hard.

Is the resilience to cheating among students due to their own characteristics?

Do these students who show resilience to cheating develop certain psychosocial skills?

This study aims to understand the phenomenon of resilience to cheating among students at the Université Félix Houphouët-Boigny.

More specifically, this study consists of:

- To define cheating practices among students at the University of Félix Houphouët-Boigny
- Describe the manifestations of resilience to cheating among students at the Félix Houphouët-Boigny University.
- To determine the explanatory factors of resilience to cheating among these students.

We thus put forward the following hypotheses:

The resilience to cheating among students at Félix Houphouët-Boigny University is explained by psychosocial skills acquired within the family.

The resilience to cheating of students at the Félix Houphouët-Boigny University is linked to motivational factors (self-esteem, perception of one's skills, and sense of self-efficacy).

The ability to be resilient to cheating is related to the degree of engagement in academic tasks (types of goals pursued).

To support this hypothesis, we use Reckless' theory of containment or barrier theory, according to which, for Gassin (1994), there are normally two kinds of "barriers" that prevent the individual from falling into delinquency. A social one and a second individual one that allows the individual not to transgress the social norm.

II. METHODOLOGY

A. Source Population

The source population is the student body of the Félix Houphouët-Boigny University of Cocody. The choice of this university is justified by the plethora of students in its midst. The Félix Houphouët-Boigny University is the largest university in Côte d'Ivoire, with approximately 60,000 students taught by 1,638 teacher-researchers and 91 researchers.

B. Sample

The convenience sample, which is an empirical method, was used to constitute the study sample. Note that convenience sampling is a non-probability sampling technique where subjects are selected based on their

accessibility and proximity to the researcher. A convenience sample consists of either a set of available subjects or volunteers.

This method was used because of the difficulty in finding students to respond to the questionnaire other than those who were willing to volunteer their services for the study. It should be noted that this method may introduce bias into the results because the sample is not representative of the parent population. The sample is composed of 123 students from different training and research units of the Université Félix Houphouët-Boigny. The level of study varies from Licence 1 to Master 2.

C. Data Collection Instrument

Given the relatively large sample size, we used a survey questionnaire. The advantage of this instrument is that it is one of the most affordable ways to collect large amounts of quantitative and qualitative data. Indeed, it generally contains open-ended or multiple-choice questions that allow for the quantitative analysis of some data and the qualitative analysis of others.

III. RESULTS

A. Psychosocial Characteristics of Students Resilient to Cheating

In order to highlight the psychosocial characteristics of students who are resilient to cheating at the Université Félix Houphouët-Boigny, we focused on variables related to age, gender, and level of involvement in religious activities, self-esteem and level of study.

Age and Gender of Respondents

The table below summarizes the age statistics for all students interviewed during the survey.

TABLE I: STATISTICS ON THE AGE OF RESPONDENTS

Effective	Valid	179
	Missing	32
Mean		26,6480
Median		24,0000
Mode		20,00
Standard variation		7,13703
Asymmetry		0,842
Kurtosis		-0,586
Minimum		18,00
Maximum		42,00
Percent	25	21,0000
	50	24,0000
	75	32,0000

Source: Surveys, 2020.

The statistics presented in this table indicate that the average age of the students surveyed is 26.6480 years. Also, it appears from the analysis of this table that 50% of the students surveyed are less than or equal to 24 years old. The most frequent age in the survey sample is 20 years. In addition, with regard to the percentiles, it can be seen that 25% of the respondents are less than or equal to 21 years old and 75% of the respondents are greater than or equal to 21 years old. The third percentile also indicates that 75% of the students are less than or equal to 32 years old and 25% are greater than or equal to 32 years old. The minimum age that emerges from this study is 18 years and the maximum age is

42 years. The coefficient of variation ($CV = 26.78\%$) indicates that the distribution of this statistical series is heterogeneous. In other words, the respondents form a heterogeneous set-in age.

In addition to age, the characteristics of the respondents also included their gender. The figure below provides more information.

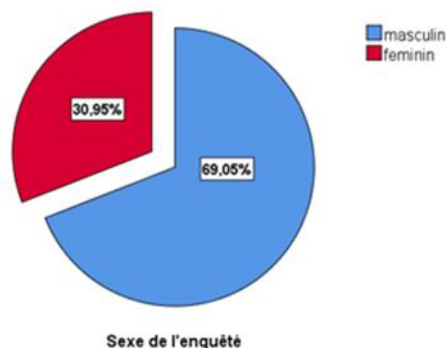


Fig. 1. Characteristics of respondents by gender (Surveys, 2020)

According to the statistics presented in the figure above, the majority (69.05%) of respondents are male. However, a significant proportion (30.95%) of respondents are female. It should be noted that there are more male respondents than female respondents in this study.

Level of Education

The level of education of the respondents who participated in this study is defined in the table below. In this study, undergraduate and graduate students were interviewed.

TABLE II: DISTRIBUTION OF RESPONDENTS BY LEVEL OF STUDY

	Frequency	Percentage	Valid %	Cumulative
Valid	Licence1	46	21,8	22,4
	Licence2	67	31,8	55,1
	Licence3	49	23,2	79,0
	Master1	20	9,5	88,8
	Master2	23	10,9	100,0
	Total	205	97,2	100,0
No answer	6	2,8		
Total	211	100,0		

Source: Surveys, 2020

Table II shows that the vast majority (79%) of respondents are Bachelor's degree students. The remaining 21% of respondents are Master's students.

Degree of Participation in Religious Activities and Level of Self-esteem

Level of participation in religious activities

One of the religious skills is to awaken in followers an ability to overcome suffering. The statistics in the following table highlight the level of involvement of the respondents in religious activities.

According to the statistics presented in this table, the majority (52%) of all respondents claim to be religiously active. The words of J.O., one of the respondents, corroborate the information mentioned above: "In my church, not only do I have a number of responsibilities, but also and above all, I

have quality teachings, which cannot even allow me to practice cheating. However, a considerable percentage of the respondents (46%) stated the opposite.

TABLE III: DISTRIBUTION OF RESPONDENTS' ANSWERS ACCORDING TO WHETHER THE STUDENTS SURVEYED ARE GENERALLY VERY ACTIVE OR NOT IN RELIGIOUS ACTIVITIES

	Frequency	Percentage	Valid %	Cumulative
Valid	Not at all or not very valid	97	46,0	48,0
	Active	105	49,8	52,0
	Total	202	95,7	100,0
No answer	9	4,3		
Total	211	100,0		

Source: Surveys, 2020.

These statistics show that, in general, religion occupies an important place in the daily lives of most students at the Université Félix Houphouët-Boigny who were interviewed during this study. These students, regardless of their religious community, develop moral, spiritual and even social values.

Sense of Self-Efficacy

Another characteristic of students who are resilient to cheating at Félix Houphouët-Boigny University is their level of self-esteem.

Self-esteem is a term in psychology that refers to a person's judgment or evaluation of their own worth. Thus, when an individual performs an act that he or she believes to be worthwhile, he or she feels a sense of worth. Table IV below provides more detail on this subject.

According to the statistics in this table, the majority of all students surveyed (51.2%) either strongly disagree (28.9%) or somewhat agree (22.3%) with the idea that personal effort and

commitment were instilled in them by their parents.

However, a significant proportion (48.8%) of the students surveyed agreed (23.7%) or totally agreed (25.1%) with this assertion. For them, parental involvement is a determining factor in the effort made and personal commitment. This is all the more true since, for these students (49.8%), safeguarding the good image of the family is a priority in their actions. One of the respondents, K.H., said: "Because of my family's reputation, especially my father's, I am very careful about what I do, no matter where I am. Also, these students (49.76%) often (26.54%) or always (23.22%) develop the ability to be autonomous, not to depend on others. These statistics highlight the autonomy and confidence in their intrinsic abilities in these students.

TABLE IV: LEVEL OF APPRECIATION OF RESPONDENTS ACCORDING TO WHETHER PERSONAL EFFORT AND COMMITMENT WERE INSTILLED IN THEM BY THEIR PARENTS

	Frequency	Percentage	Valid %	Cumulative
Strongly disagree	61	28,9	28,9	28,9
Somewhat disagree	47	22,3	22,3	51,2
Agree	50	23,7	23,7	74,9
Totally agree	53	25,1	25,1	100,0
Total	211	100,0	100,0	

Source: Survey, 2020

B. Manifestations of Resilience to Cheating among Students at the Université Félix Houphouët-Boigny

The learning environment at the Université Félix Houphouët-Boigny, according to the study conducted, is not conducive to good studies. According to the statistics of the study, the vast majority of all students (69.5%) interviewed said that the said university is not at all favorable (33.1%) or not very favorable (36.4%) for serious studies. One of the I.T. respondents stated: “At the UFHB, we are faced with a lack of classrooms and adequate materials (absence or failure of microphones, insufficient amphitheater, almost non-existent internet, etc.) for the effectiveness of courses. This learning context does not always make it easy for learners. Another respondent said: “Since I arrived at this university, not a single academic year goes by without a strike being called by teachers, students, administrative and technical staff. And this causes a lot of problems in the quality of training, especially since delays are noted every year due to multiple strikes. This learning environment often leads some students to opt for the easy way out. During the end-of-year exams, these students do not hesitate to resort to illegal means, i.e., cheating, to reach their goal. Among these means used, we can mention reprehensible acts such as: copying on the neighbor, writing on the table or on the arm, bribing the supervisor, etc.

However, despite somewhat difficult learning conditions, other students show resistance to such practices while relying on their intrinsic skills. These are referred to as cheating resilient.

Resilience to cheating among these learners takes many forms. These include: not relying on any support and not relying on a third party.

No Recourse to Any Form of Support

TABLE V: DISTRIBUTION OF STUDENTS' RESPONSES ACCORDING TO WHETHER OR NOT THEY TAKE TIME TO CONCENTRATE ON A GIVEN QUESTION WHEN THEY HAVE DIFFICULTY IN SOLVING IT

	Frequency	Percentage
Valid	Yes	101
	No	110
	Total	211
		100,0

Source: Surveys, 2020.

According to the statistics presented in Table V, a high proportion of the students interviewed (47.9%) claim to take time to concentrate on a particular question when they find it difficult to solve. K.S., one of the respondents in Master 1, said: “It is humiliating to go to some exams with cheat sheets and even very ridiculous when you are caught. In any case, as far as I am concerned, I prefer to go to the exam without any piece of paper on me”. This type of student, like K.S., prefers to rely on their intrinsic ability to solve the problem they face.

However, the majority (52.1%) of the students surveyed say the opposite. They sometimes do not hesitate to resort to cheating sheets when they have difficulty solving the problem they are facing. This situation is corroborated by the statistics contained in Table VI below.

TABLE VI: DISTRIBUTION OF STUDENTS' ANSWERS ACCORDING TO WHETHER OR NOT THEY LEAVE A DIFFICULT QUESTION TO BE SOLVED AND COME BACK TO IT IF TIME PERMITS

	Frequency	Percentage	Valid %
Valid	yes	50	23,7
	no	161	76,3
	Total	211	100,0

Source: Surveys, 2020

According to the statistics in this table, the vast majority (76.3%) of the students surveyed say that they do not leave a difficult question to be solved and come back to it afterwards, even if time allows. However, only 23.7% of all students surveyed said that during an exam, when they have difficulty answering a given question, they prefer to move on to another one and come back to it if time permits.

No Recourse to a Third Person

TABLE VII: DISTRIBUTION OF STUDENTS' RESPONSES ACCORDING TO WHETHER OR NOT THEY LOOK AT THE COPY OF THE CLOSEST NEIGHBOR WHEN THEY HAVE DIFFICULTY ANSWERING A QUESTION

	Frequency	Percentage	Valid %
Valid	Yes	107	50,7
	No	104	49,3
	Total	211	100,0

Source: Surveys, 2020

Consistent with the data in this table, the majority of students (50.7%) claim to look at the copy of the nearest neighbor when they are having trouble answering a question during an exam. However, a sizeable proportion (49.3%) of all students surveyed said they did not follow such a practice.

The statistics obtained from this study also show that the majority (59.2%) of the students surveyed claim to ask a neighbor the answer to a given question during an exam. This is not the case for a significant proportion (40.8%) of all students surveyed.

C. Explanatory Factors and Consequences of Resilience to Cheating among Students at the Université Félix Houphouët-Boigny

Resilience to cheating has explanatory factors and is not without impact on the academic performance of learners.

Explanatory Factors of Resilience to Cheating

Two fundamental factors best explain the resilience to cheating among UFHB students. These are exogenous and endogenous factors.

Exogenous Factors

Exogenous factors refer to elements external to the individual that are likely to determine his or her ability to demonstrate resilience to cheating. The tables below highlight some of the variables that may account for resilience to cheating. These include educational attainment, preservation of family image, and teachers' valuing of learners' work efforts.

TABLE VIII: RELATIONSHIP BETWEEN “LEVEL OF STUDY” AND CONCENTRATION ON A GIVEN QUESTION

INDEPENDENT VARIABLE (level of study of the respondent)	DEPENDENT VARIABLE During an exam, when you are having trouble answering a question, I take my time to focus on the question.		
	Yes	No	Total
First year student	25	21	46
	54,3%	45,7%	100,0%
Second year student	24	43	67
	35,8%	64,2%	100,0%
Third year student	23	26	49
	46,9%	53,1%	100,0%
Master 1 student	10	10	20
	50,0%	50,0%	100,0%
Master 2 student	18	5	23
	78,3%	21,7%	100,0%
Total	100	105	205
	48,8%	51,2%	100,0%

Source: Surveys, 2020.

The statistics in this table reveal that in general, during the course of an exam, students in License 2 (64.2%), License 3 (53.1%) and Master 1 (50%) do not take time to concentrate on a question whose answer is not obvious to them, to solve it. However, those in Licence 1 (54.3%) and Master 2 (78.3%) do take time to think about the question they are having difficulty with.

It appears from this analysis that students at the beginning of their university studies and those at the end of their studies develop the most resilience to cheating at the Université Félix Houphouët-Boigny. However, this ability is more perceived in Master 2 students.

The Chi-square test confirms this hypothesis. This test is valid since no cell admits a theoretical number less than 5. The asymptotic significance (P (value = 0.011)) is less than α (0.05). We deduce that the Chi-square test is significant. In other words, there is a relationship between the student's level of study and his ability to concentrate on a complex question in order to solve it.

TABLE IX: RELATIONSHIP BETWEEN “PRESERVATION OF FAMILY IMAGE” AND “CONCENTRATION ON A GIVEN QUESTION”

INDEPENDENT VARIABLE In the actions I take, the image of my family counts a lot. I am very attached to my family	DEPENDENT VARIABLE During an exam, when I have difficulty answering a question, I take my time to concentrate on the question		
	Yes	No	Total
Never	6	47	53
	11,3%	88,7%	100,0%
Rarely	12	41	53
	22,6%	77,4%	100,0%
Often	47	16	63
	74,6%	25,4%	100,0%
Always	36	6	42
	85,7%	14,3%	100,0%
Total	101	110	211
	47,9%	52,1%	100,0%

Source: Surveys, 2020.

According to the statistics contained in this table, students (85.7%), who before taking any action, take into account the image of the family, because they are closely related to it, say

that they take time to concentrate on the question or exercise that they find difficult to solve, during an exam. This analysis suggests that in order to preserve family image, some students develop resilience to cheating.

The Chi-square test reinforces this assertion. Indeed, since the asymptotic significance (P (value = 0.000)) is less than α (0.05), we deduce that the Chi-square test is significant. In other words, the ability of students to focus on a complex issue, with a view to solving it is related to the preservation of the image of the family which is not without interest for them.

Another factor justifying the resilience of some students to cheating is the valuing of students' work efforts by teachers.

TABLE X: RELATIONSHIP BETWEEN “TEACHERS' APPRECIATION OF LEARNERS' WORK EFFORTS” AND “ASKING A NEIGHBOR”

During an exam, when I have trouble answering a question, I ask a neighbor.				
		Yes	No	Total
The teachers have great confidence in my efforts at work.	Never	39	19	58
		67,2%	32,8%	100,0%
	Rarely	36	17	53
		67,9%	32,1%	100,0%
	Often	17	32	49
		34,7%	65,3%	100,0%
	Always	15	36	51
29,4%		70,6%	100,0%	
Total		107	104	211
		50,7%	49,3%	100,0%

Source: Surveys, 2020.

According to the statistics presented in this table, students who feel that teachers often (65.3%) or always (70.6%) give them a high degree of confidence in their work efforts say they do not ask a neighbor when they are having trouble answering a question during an exam.

The Chi-square test reinforces this statement. Indeed, the asymptotic significance (P (value = 0.033)) being less than α (0.05), we deduce that the Chi-square test is significant. In other words, the valuing of learners' work efforts by teachers influences the resilience to cheating among some students at the Félix Houphouët-Boigny University. Indeed, some instructors are role models for their students in their professional projects. These are called resilience tutors. The resilience tutor is a bearer of hope and expectation. He is a role model and is positive. He is able to trust the other person, the child, and to inspire this trust. These are the qualities embodied by these teachers, which are a source of motivation in their studies.

In addition to the exogenous factors mentioned, there are also endogenous factors likely to account for this resilient capacity in these students.

Endogenous Factors

Endogenous factors are elements internal to the individual. In the context of this study, two factors were selected. These are effort and personal commitment and the development of the ability to be autonomous and not to be dependent on others.

TABLE XI: RELATIONSHIP BETWEEN “PERSONAL EFFORT AND COMMITMENT INSTILLED BY PARENTS” AND “CONCENTRATION ON A GIVEN ISSUE”

		DEPENDENT VARIABLE		
		During an exam, when I have difficulty answering a question, I take my time to focus on the question		
		Yes	No	Total
INDEPENDENT VARIABLE Personal effort and commitment were instilled in me by my parents.	Strongly disagree	11	50	61
		18,0%	82,0%	100,0%
	Somehow agree	9	38	47
		19,1%	80,9%	100,0%
	Agree	39	11	50
		78,0%	22,0%	100,0%
	Totally agree	42	11	53
		79,2%	20,8%	100,0%
Total	101	110	211	
	47,9%	52,1%	100,0%	

Source: Surveys, 2020.

According to the statistics presented in this table, students who agree (78%) or strongly agree (79.2%) that personal effort and commitment were instilled in them by parents say they take time to focus on the question or exercise that they find intractable.

On the other hand, students who strongly disagreed (82%) that personal effort and commitment were instilled in them by their parents said they did not dwell on a question when it seemed difficult to solve.

The Chi-square test used to study the relationship between these two variables is not only valid but also, and more importantly, significant. The validity of the test is due to the fact that no cell has a theoretical number of cells less than 5. Also, the asymptotic significance (P (value = 0.000)) is less than α (0.05), so we can deduce that the Chi-square test is significant. In other words, there is a relationship between the personal effort and commitment instilled by parents and the student's ability to focus on a complex issue in order to solve it.

TABLE XII: RELATIONSHIP BETWEEN “ABILITY TO BE SELF-RELIANT” AND “FOCUS ON A GIVEN ISSUE”

		DEPENDENT VARIABLE		
		During an exam, when I have difficulty answering a question, I take my time to focus on the question		
		Yes	No	Total
INDEPENDENT VARIABLE I have the ability to be independent, not to be dependent on others;	Never	5	47	52
		9,6%	90,4%	100,0%
	Rarely	12	42	54
		22,2%	77,8%	100,0%
	Often	43	13	56
	76,8%	23,2%	100,0%	
Always	41	8	49	
	83,7%	16,3%	100,0%	
Total		101	110	211
		47,9%	52,1%	100,0%

Source: Surveys, 2020.

According to the statistics presented in the table above, students who feel that they often (76.8%) or always (83.7%) develop autonomy skills so as not to be dependent on others claim to take time to focus on the question or exercise submitted to them, in order to make attempts to solve it.

The Chi-square test is significant (P (value = 0.000) being less than α (0.05)), we deduce that there is a relationship between the autonomy developed by the student and his commitment to solving a complex question he faces.

Explanatory Model of Resilience to Cheating

TABLE XIII: BINARY LOGISTIC REGRESSION OF RESILIENCE TO CHEATING

	B	Wald	ddl	Sig.	Exp(B)	IC 95% pour EXP(B)	
						Lower	Upper
I have the recognition by my teachers of the quality of the work I do;	0,402	3,424	1	0,044	1,495	1,176	2,287
My family and friends recognize my skills and the work I do	1,367	34,739	1	0,000	3,925	2,491	6,185

teachers give me high confidence in my work efforts	1,412	35,113	1	0,000	4,104	2,573	6,546
I have the ability to be independent, not to be dependent on others;	0,428	4,239	1	0,040	1,534	1,234	2,980
Personal effort and commitment were instilled in me by my parents.	0,499	6,353	1	0,012	1,647	1,412	2,895
Constant	-5,759	29,834	1	0,000	0,003		

The above table shows that the model, composed of the above-mentioned variables, significantly explains the resilience to cheating among the surveyed students, the P(value) being all lower than the threshold $\alpha = 0.05$.

The Nagelkerke R-two (0.679) indicates that the model explains 67.9% of the resilience to cheating.

In this model, the order ratio (4.104) indicates that the fact that teachers give the student high confidence in his or her work effort contributes strongly to resilience to cheating. Similarly, when students receive recognition from their family and friends for their skills and work, this contributes strongly to resilience to cheating (order ratio = 3.925).

Consequences of Resilience to Cheating

Cheating resilience, like any other phenomenon, is not without consequences for the lives of students who develop the ability. The study reveals that these students who are resilient to cheating positively appreciate the availability of some teachers to provide help and advice in order to solve problems. In addition, these students have the recognition by the teachers of the quality of the work provided while granting them great confidence in their work effort. These teachers, with these students, play the role of “resilience tutor.” One of the respondents, G.V., said: “I have great admiration for one of my teachers in the way he transmits knowledge and supervises students. However, when I have the chance to be in his company, he never fails to give me advice. And this helps me a lot to improve and develop my self-giving in my studies.”

This statement highlights the important role of the “resilience tutor” in the acquisition and development of pro-social values in some students.

IV. DISCUSSION AND CONCLUSION

This study focuses on the resilience to cheating among students at the University of Félix Houphouët-Boigny in Cocody. The study highlights the manifestations and explanatory factors of resilience to cheating among some students. According to the results of the study, students who demonstrate resilience to cheating at the University of Félix Houphouët-Boigny develop psychosocial skills acquired within the family. These psychosocial skills concern the effort and personal commitment instilled by parents, the preservation of the family image, and the appreciation of learners’ efforts by teachers, self-esteem, the feeling of self-efficacy (Masten *et al.*, 1990; Garmezy, 1996), and the level of study. Indeed, for fear of reprisals and the feeling of humiliation that some students may experience, they prefer to refrain from any act of cheating during exams and really invest themselves in their studies (Kouakou, op.cit.).

These students prefer to preserve their dignity and that of their family rather than being the laughingstock of their

entourage. Thus, according to the study, two essential points characterize students who are resilient to cheating at the Université Félix Houphouët-Boigny. These are: not using any support and not using a third person. Most of these students, although they benefit from material and financial support from members of their entourage, become aware of the value of personal effort and commitment, the development of social values and the development of the ability to be autonomous and not to be dependent on others. The results of this study corroborate those of Anaut (2006), N’goran (2019), Traoré *et al.* (2018). These authors have highlighted the importance of social and family support as well as the social skills acquired within families in the development of resilience.

In short, it is necessary to remember that recognition by teachers of the quality of the work done, recognition of skills and work accomplished (by family members and friends), confidence granted by teachers for work efforts, the ability to be autonomous, not to be dependent on others, as well as the effort and personal commitment inculcated by parents, promote resilience to cheating among students at the University of Félix Houphouët-Boigny.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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