

**How to Cite:**

Mathew, R., & Dange, J. K. (2022). An analytical study on academic fraud affecting quality education. *International Journal of Health Sciences*, 6(S3), 2674–2680.  
<https://doi.org/10.53730/ijhs.v6nS3.6173>

## **An analytical study on academic fraud affecting quality education**

**Robit Mathew**

Research Scholar, Department of P.G. Studies and Research in Education,  
Kuvempu University Shankaraghatta-577451, Karnataka State, India  
E-mail: [mathewrobit@gmail.com](mailto:mathewrobit@gmail.com)

**Dr. Jagannath K. Dange**

Chairman & Professor, Department of P.G. Studies and Research in Education,  
Kuvempu University Shankaraghatta-577451  
E-mail: [drjkdange@gmail.com](mailto:drjkdange@gmail.com)

**Abstract**---Fraudulent activities and persons are far from trustworthiness and it extinguishes even the spark of advancement. Even though human behaviour by nature is prone to selfishness and fraud, education is a powerful instrument for a committed and enlightened and selfless generation. But if an education system is affected with the presence of fraud persons and activities, the future of learners may get damaged and malformed. Therefore, academic fraud is to be considered as the most dangerous situation affecting the credibility of the entire education system in building a healthy generation for the advancement of entire humanity. This paper examined different types of academic fraud affecting quality education at secondary schools. The comparisons are being made among government, private aided and private unaided schools with regard to academic fraud. Statistical technique percentage analysis, percentile and Anova were being employed in this study. 400 hundred secondary school students from government schools, private aided schools, and private Unaided schools were selected through stratified random sampling method for the study. The presence of 67.8% academic fraud related deviated practices were confirmed through the analysis of the data that were being collected from three types of schools. Five types of academic fraud were also identified through this study as existing in secondary schools.

**Keywords**---academic fraud, teaching related, deviated practices, education, fraud.

## **Introduction**

Professional misconduct is a common disease visible in every walk of human life. The gravity of misconduct depends upon the importance of role or the extent of impact that particular profession has in the society. Teaching is the most esteemed one in the society, because it affects the future of every learner upon whom the destiny of the entire nation depends. Education is the most powerful instrument for transforming human society through developing the individual learner's uniqueness. Any kind of fraud activity never and ever may contribute to the advancement of a person or society. Fraud in education is an act of deceiving the learners and the entire nation. Academic fraud is a kind of stealing the lives of the future generation which may handicap the society's smooth functioning. Even though whatever new plans we may formulate and the amount we spend, the efficacy and efficiency of education can be curtailed at any level of education such as policy making, administrative level, school level, classroom level, etc by the act of fraud. From the view point of advancement of the nation and the humanitarian concern, academic fraud cannot be tolerated in the education system at any cost.

## **Need of the study**

Every individual learner is unique asset (G. Baker, 2019 & J. K., Dange, 2016) and capable enough to contribute to family, the society, nation and even to humanity. No child is born as anti-social being, but if one turns to be anti-social in his/her life, the society is accountable for this and the role of education system is extremely questionable in this regard, (Ararat. L Osipian, 2007). No one can expect a healthy generation from any unhealthy/ deviated system. Since academic system is vital component in transforming a healthy generation for a healthy society by perfecting and developing the teaching-learning process, curriculum, pedagogy, adoption of innovation, individual advancement, etc., maintaining a perfect academic system that is free from fraud related deviated practices is said to be the master brain behind the entire education system. If the master brain itself gets deviated, there can expect frightening endanger of the malformation future citizens without content knowledge, unskilled, unmotivated, ill-treated, discouraged, revengeful, with negative thinking, antisocial, disinterested, disrespectful, unequal, psychologically unhealthy, unconfident, depending, etc. Hence for the formation of a healthy generation, a sound education system backed up with a perfection academic system is vital. Since fraud related deviated practices in schools is a chronic and intolerable disadvantage in the formation of healthy citizens and nation development, the study on Academic fraud related deviated practices is need of the time.

## **Literature review**

A number of research studies such as on question paper leakage at university level examination (Onkar.S, 2022), learning website-based cheating (Lancaster, T., & Cotarlan, C. 2021), Fraud and corruption in education, (Trines S, 2021), corruption in accreditation process, (S. Menon, 2020), absenteeism and quality education (V.K.Maheshwari, 2019), Declining Ethical Values in Indian Education System (Shelly and Kusum Jain, 2018), Corruption in Education – Stealing the Future (Pierre du Plessis, 2018), educational structural corruption, (P. Heyneman,

S., 2018) were being conducted to identify the deviated practices in education system as a whole. Amjid Ali, Dost Muhammad Khan and Mujeeb Hussain (2018) conducted a case study on "Causes of Teacher's Favouritism and Its Effects on the University Students. Even though a number of researches were being conducted on corruption, there do not find any concentrated study on academic fraud type in secondary school, India. Hence the literature review in the study had shown a perfect research gap for the present study at the level of secondary school education.

### **Objectives of the study**

The objectives of the research study were:

- To study the types of academic fraud in secondary school education system
- To study the types of academic fraud in the secondary schools
- To compare academic fraud related deviated practices in government, private aided and private unaided schools.

### **Methodology**

Survey method of research was adopted for the study.

### **Population and sample**

The population for the present study consists of all secondary school students in Karnataka. 400 students were being selected from four education divisions of Karnataka through stratified random sampling method.

### **Tools used for the study**

Self-prepared Questionnaire consisting 25 items was used for the collection of the data. Among them 13 are positive items and 12 are negative items.

### **Statistical technique/ Data Analysis**

To interpret the raw data, analyses were done using percentage Analysis, Percentile, Mean, Standard Deviation and 't' test.

### **Results**

**Objective (1):** To study the types of academic fraud in secondary school education system.

Percentage analysis was performed to measure the Academic fraud related deviated practices in secondary schools. The results are shown in the table (1) & (2) and diagram (1):

Academic Fraud in Different Types of Schools	67.8 %
--	--------

Table (1): Academic fraud related deviated practices among types of schools  
As per percentage analysis made on the data collected from secondary school students table (1) reveals the fact that there existed 67.8 % of Academic fraud related deviated practices in secondary schools.

Table 2  
Academic fraud related deviated practices among types of schools

ACADEMIC FRAUD IN DIFFERENT TYPES OF SCHOOLS	
Government Schools	68.82%
Private Aided Schools	67.96%
Private Unaided Schools	66.56%

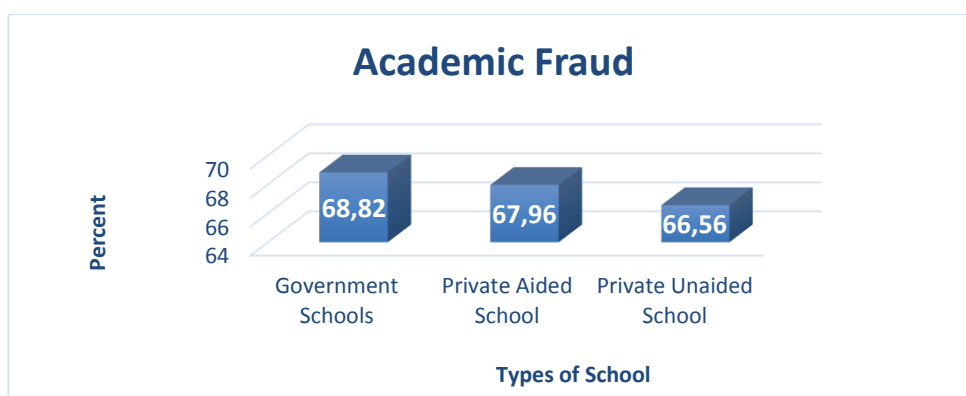


Diagram 1. Academic fraud related deviated practices among types of schools

Table (2) & Diagram (1) present existence of academic fraud related deviated practices 68.82% in Government Schools, 67.96% in Private Aided Schools and 66.56% in Private Unaided Schools as the result of percentage analysis extracted from the data provided by secondary school students of different types of school:

**Objective (2):** To study the types of academic fraud in the secondary schools

A Statistical technique called 'Percentage analysis' was performed to identify and measure different types of Academic fraud related deviated practices in secondary schools. The results are shown in the table (3):

Table 3  
Type of academic fraud related deviated practices with corresponding percent

TYPES OF ACADEMIC FRAUD	PERCENT
Teaching Related Fraud	71.63 %
Assessment Related Fraud	65.19 %
Admission Related Fraud	80.5 %
Faculty Related Fraud	43.75 %

Facility Related Fraud	69.59 %
------------------------	---------

Table (3) presents the result derived through percentage analysis that there existed teaching related fraud (71.63%), Assessment related fraud (65.19%), Admission related fraud (80.5%) Faculty related fraud (43.75%) and Facility related fraud (69.59%).

**Objective (3):** To compare academic fraud related deviated practices in government, private aided and private unaided schools.

A Statistical technique called 'ANOVA' was performed to compare the academic fraud related deviated practices among Government, Private Aided & Private Unaided Schools. The results are shown in the table (4):

Table 4  
Comparison of academic fraud related deviated practices among types of schools

ANOVA (Descriptive)				
Academic Fraud Related Deviated Practices				
Types of School	Mean	Std. Deviation	F-Value	P-Value
Government School	17.20	3.87	.597	3.09
Private Aided School	16.99	5.04		
Private Unaided School	16.64	4.66		
Total	16.95	4.47		

The table (4) reveals the result of One-way analysis of variance for the data collected through the deviated practices questionnaire: there was no significant difference in the mean score degree of importance in varying the existence of academic related deviated practices among secondary school students from Government secondary schools (M=17.20, SD= 3.89), Private Aided secondary schools (M=16.99, SD=5.04) & Private unaided secondary schools (M=16.64, SD=4.66) where F=0.597, P>0.05. Hence it can be concluded that academic fraud is found in all types of the schools without any significant difference.

### Discussions and Findings

- It is proved that 67.8% of assessment related deviated practices are said to be present in the secondary schools.
- Academic fraud related deviated practices were 68.82% in government schools, 67.96% in Private schools and 66.56 are reported in Private Unaided Schools
- Even though the existence of five types of academic fraud is proved in secondary schools, the highest percentage of academic fraud related deviated practices were found in the process of teaching (71.63%) and admission (80.5%).
- The presence of academic fraud related deviated practices among government schools, private aided schools and private unaided schools were found with no significant difference from one another. Comparatively

highest percent of this kind of deviated practices were identified in the government schools.

### Suggestions

- There shall be a grievance body to deal any kind of academic fraud related deviated practices at school level as well as taluk level.
- A sound monitoring system shall be maintained at every level of education structure irrespective types of schools.

### Conclusion

The research proved the existence of academic related deviated practices in secondary schools in the process of teaching, assessment, admission, faculty & facility utilisation. Presence of those deviated practices are a chronic and intolerable disadvantage for the advancement of the education system as well as for the formation of a healthy and intellectually fit generation. Since it affects the entire education system and future of every nation through the learners' malformation, it calls for an immediate rectification.

### References

- Ali, A., Khan, D. M., & Hussain, M. (2018). Causes of Teacher's Favouritism and Its Effects on the University Students: A Case Study. *Global Social Sciences Review*, III(II), 369–384. [https://doi.org/10.31703/gssr.2018\(iii-ii\).21](https://doi.org/10.31703/gssr.2018(iii-ii).21).
- Baker, G. (2019). Assessment Committees: Lessons from Excellence in Assessment Designees. *Assessment Update*, 31(1), 12–13. <https://doi.org/10.1002/au.30162>
- Berhane T, Ephrem R., and Gaikar V., (2021) 'Leadership Styles and School Performance: A Study Within an Eritrean Context of Eastern Africa, *International Journal of Management (IJM)*'. Volume:12, Issue:4, Pp.:56-73. [https://www.iaeme.com/MasterAdmin/uploadfolder/IJM\\_12\\_04\\_007/IJM\\_12\\_04\\_007.pdf](https://www.iaeme.com/MasterAdmin/uploadfolder/IJM_12_04_007/IJM_12_04_007.pdf)
- Cherian, Jacob; Jacob, Jolly; Qureshi, Rubina; Gaikar, Vilas. (2020). "Relationship between Entry Grades and Attrition Trends in the Context of Higher Education: Implication for Open Innovation of Education Policy" MDPI, Switzerland, *Journal of Open Innovation Technology, Market and Complexity*, Vol- 6, Issue- 4: 199. <https://www.mdpi.com/2199-8531/6/4/199>.
- Dange, Jagannath K. (2017). Theory of Contribution, retrieved from <http://jkdange.blogspot.com/2017/10/theory-of-contribution-by.html>
- Dange, Jagannath K., (2016). Perception, passion and obsession: The three elements of theory of success, *International Journal of Advanced Education and Research*, 1/7, retrieved 24<sup>th</sup> January, 2020 from [https://www.academia.edu/33641364/Perception\\_passion\\_and\\_obsession\\_The\\_three\\_elements\\_of\\_theory\\_of\\_success](https://www.academia.edu/33641364/Perception_passion_and_obsession_The_three_elements_of_theory_of_success)
- Du Plessis, P. (2018). Corruption in Education – Stealing the Future. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2014.v5n23p1308>

