

# Explore the Impact of Technology on Chinese Student Academic Misconduct

Jian Zhang<sup>1</sup>

<sup>1</sup> Campus Centre, Monash University, Clayton, Victoria, Australia

Correspondence: Jian Zhang, Campus Centre, Monash University, Clayton, Victoria 3800, Australia. E-mail: zjnu\_zj@163.com

Received: December 5, 2021

Accepted: December 25, 2021

Online Published: December 31, 2021

doi:10.20849/aes.v6i2.973

URL: <https://doi.org/10.20849/aes.v6i2.973>

## Abstract

This article discusses the relationship between students' honest behavior and science and technology from the perspective of science and technology. In the era of advanced science and technology, what strategies should schools take to prevent students' academic integrity. According to what reasons students choose to achieve higher academic achievement through academic misconduct, different methods are proposed to prevent students from academic misconduct. From the psychological point of view of three ways, education policy and high-tech means will effectively prevent cheating, so as to create a fair and just education environment.

**Keywords:** technology, academic misconduct, moral education, academic integrity, academic pressure, self-consciousness, behavioral management, ethical concepts

## 1. Introduction

With the development of science and technology, almost everyone has their own technological equipment, especially communication equipment. About 95 percent of students bring their phones to class, 92 percent use them during class and about 10 percent admit to using their phones to send text messages during exams (Tindell & Bohlander, 2012). In China, the types of cheating on exams are changing and becoming harder to detect. Alleged high-tech cheats, it is to point to examinee to use information, communication tool or unconventional stationery to wait in exam process, in order to be able to pass an exam or obtain better result to violate discipline, corrupt behavior for the purpose. Many people even take it as their profession to provide professional cheating equipment for examinees, which has caused a bad phenomenon of social injustice and seriously affected the fairness of examinations. In recent years, there have been more and more reports on the use of high-tech methods to cheat in various examinations. One report showed that seven out of 15 students in a class in a Chinese school used cheating. High-tech means are not only used in campus exams, however, also in the college entrance examination, which is a fate-changing exam for Chinese people. Many students are willing to take risks to get a better score, which brings great negative impact to the society and leaves huge hidden dangers for the development of the country and the progress of the society.

Recent research data shows that cheating among students is very common. Whitley (1998) showed that 70.4% of students cheat in college. Ma (2013) claimed that Due to the stereotype of Chinese parents, Chinese students often suffer from high expectations from their parents, which translates into pressure to do well in school. This is what leads students to cheat in order to get good grades. Students are too utilitarian, the lack of a correct understanding of the exam is one of the reasons for cheating. Due to the lack of a correct understanding of examinations, one-sided pursuit of examination results and good results brought about by the benefits, examinations naturally become the center of student life. They have to give up other hobbies and do all the "first things" associated with it. Facing exams, students will think of a series of consequences brought about by exams, such as teachers' criticism, parents' blame, students' contempt and crisis of self-confidence. As a result, anxiety and intense examinations will follow. In order to relieve anxiety, students will consider cheating to get ideal grades.

The research question of this paper is, In China, in the context of advanced science and technology, what strategies should schools adopt to prevent students from academic misconduct? The purpose of this article is to draw the attention of the Chinese government to the psychological problems of students and provide educators with ways to prevent students from cheating. This paper is of great significance to make Chinese examination

halls fairer and just. Schools need to pay more attention to the causes of students' cheating, carry out more ideological and moral education, and formulate reasonable school rules to limit students' cheating behavior. In addition, media should establish more positive education in various media apps to let students know what reasonable behavior is. Avoid exposing children to the negative aspects of society.

## **2. Core Concepts**

### *2.1 Academic Misconduct*

(Tee & Curtis, 2018) Academic misconduct is defined as unfair behavior adopted by students in order to obtain benefits. Some people also think that academic misconduct mainly refers to the scholars involved in plagiarism, plagiarism bad behavior, also refers to the scholars malicious multi - submission behavior. Plagiarism mainly means that a plagiarizer transfers the copycat's words into his work without modification and publishes them as his own achievements. Plagiarism mainly means that plagiarists transfer the plagiarists' words or academic ideas into their own works after modification and publish them as their own achievements. Newman (2020) indicated the use of the offending material with the help of another student in the completion process. Another student who also participated in the task was also guilty of academic misconduct.

### *2.2 Moral Education*

Moral education does not teach a mandatory set of values, a code of conduct, a behavioral management plan, or a religious doctrine, however, rather serves as a fundamental aspect of learning throughout the school curriculum. This paper introduces ethical concepts in the history of philosophy, which in turn are related to the way people think about behavior and character. At present, the education system is faced with the problem of students' moral education. (Cam, 2012)

### *2.3 Academic Pressure*

Academic stress is when students feel anxious about the knowledge they need to master and don't have enough time to master it. (O'Neil, 2019)

## **3. Academic Integrity Policy**

First of all, the school should inform the students which behaviors are punished for cheating. With the change of technology and social environment, academic misconduct is found. And these changes may not be recognizable to students. For example, the Internet we use is an important source of information we search, and teachers do not give us guidance when we use the Internet. In the absence of any instruction, the student defaults that this is not academic misconduct, however, the default is the opposite of what the teacher thinks (McCabe and Drinan 1999).

Gibson & Hare (2016) claimed that people have a natural need to be dominated by moral beliefs. At present, some people in the market economy environment, values appear dislocation. (Tee & Curtis, 2018) Most people with academic misconduct are motivated by various interests to achieve their personal goals, and these people lack basic academic ethics. Even has the serious thought moral character question. To solve such problems, the first thing to do in moral education is to start with the law of the development of contemporary college students' self-consciousness, help college students to conduct self-education, establish scientific value of life, reduce the impact of social bad atmosphere on college students, and cultivate their self-esteem and independent academic personality. Strengthen the study and publicity of academic ethics, improve the ability to consciously prevent academic misconduct

In recent years, the Ministry of Education has issued relevant standards, which put forward detailed and clear requirements for the construction of academic ethics and style of study. Teachers and students in colleges and universities should strengthen the moral construction (Miniaev, & Shmelev, 1984), to enhance the quality academic research as the prerequisite of the management of academic misconduct, the academic research and unified social responsibility to strengthen the study and propaganda, improve college teachers and students sense of social responsibility, consciously abide by the academic ethics, consciously guard against academic misconduct, supervision and set out to active prevention passively. Moral education workers in colleges and universities should make full use of the Internet and journals of science and technology platform, using a variety of forms such as special education and discussion, to help college students to master relevant research at home and abroad study policy and academic ethics, improve the ability of college students' recognition of academic misconduct, widely publicize the dangers of academic misconduct, the current moral education workers in colleges and universities has become an important responsibilities and tasks. Kilic & Sahin (2017) claim that moral education needs to be established in schools.

Colleges and universities should set up a complete specialized academic morality and academic integrity in the promotion of the watchdog, develop a detailed code of moral education, effectively carry out publicity and education activities for a long time, is the notion of research integrity, and play the role of supervision and evaluation at the same time, establish a scientific, fair and standard strict evaluation watchdog, and formulate detailed punishment mechanism, to regulate academic atmosphere to provide a guarantee agencies. The evaluation mechanism of colleges and universities should pay equal attention to quality and quantity, appropriately reduce the index weight of the quantity of scientific research results, improve the index weight of the value of scientific research results, balance the measurement standards of the two, and correct the research thought of eager for quick success and quick benefit, so as to reduce utilitarian academic misconduct. For example, a variety of online professional academic literature database to conduct self-examination of academic misconduct; At the year-end review stage, experts are organized to review and identify the obtained results and published papers. Once found academic misconduct, it should be resolutely investigated and included into the individual school roll. The perpetrators must pay the due price for their own misconduct, so that others can receive education and warning from it.

To sum up, to curb academic misconduct in colleges and universities from the source to deteriorate, must still be the most basic means is to do a good job of ideological and political education in colleges and universities, good style of study, Calhoun & Wood (2010) claimed that teachers have a duty to cultivate the moral character of their students. establish a good atmosphere of academic research and avoid the utilitarian mentality of the study of university students, put an end to impetuous study habits, consciously abide by the academic norms, consciously guard against academic misconduct, frequent change passive to active to improve the current academic misconduct.

#### **4. Use of Electronic Technology**

In the era of advanced science and technology, Harper (2006) suggests that new high-tech cheating techniques are discovered every day. High-tech cheating tools are numerous and difficult to prevent the latest cheating equipment claims to have anti-shielding, anti-invigilator master, anti-surveillance, common transmission means are mainly divided into two categories of sound transmission and visual transmission of sound transmission cheating tools are mainly invisible wireless headphones. The earphones, which are small and the size of a pea, are currently the most commonly used in exam cheating. The cheating tools of visual transmission are mainly invisible wireless receiving devices. For example, by no receiving equipment, induction coil and battery composed of cheating watch surface looks almost no difference with the ordinary electronic table, however, the electronic display screen slightly wider, and the displayed time number is slightly smaller than the normal electronic table number.

However, anti-cheating tools come in all shapes and forms, and with the advent of anti-cheating tools, education departments have also been developing anti-cheating efforts. Rosile (2007) put forward the suggestion to prevent cheating: to carry out security scanning for examinees and remove the electronic devices they carry. Examples include electronic eyes, signal blockers, and fingerprint authentication. For the sake of social fairness, preventing high-tech cheating is not just a school's fault. Governments at all levels have also invested in research and development to combat cheating. China's Ministry of Science and Technology will work with the Chinese Academy of Sciences to develop high-tech programs to prevent academic misconduct. (Cyranoski, 2018) At the same time, the Ministry of Education has issued a warning that all scores in college entrance exams will be canceled if students use communication tools to cheat. University students can be expelled from school if they take the examination for others; Those who cheat in the national civil service examination will not be employed. In addition to strengthening the system of punishment to strengthen moral education to improve the quality of the whole nation.

#### **5. Reduce Academic Stress**

Academic stress is also a cause of academic misconduct, Chinese parents expect that due to traditional cultural values and rapid economic development, young people on the Chinese often suffer from high pressure from their parents to do well in school, which may have a negative impact on their psychological functioning. (Quach et al., 2015). During the examination period, the academic pressure on students will be even higher. (Misra & McKean, 2000) Chinese education adopts the form of highly competitive examination, which leads to the excessive competitive pressure of students and the excessive expectation of parents, which causes Chinese students to bear great academic pressure (Yuan et al., 2017). The main reason for these is that Chinese education emphasizes academic performance. Chinese families all agree that students succeed in school. As a result, parents become a major source of academic pressure for students. Parents may be concerned about their children's future job

competition. (Chao, 2001) Parents' concerns are caused by The Chinese society. Because the resources of secondary education and higher education in China are different. For example, the knowledge of the universities at the top of the rankings is different from that at the bottom. Academic achievement is also the most critical factor in the competition for jobs after graduation. There is a huge wage gap depending on the job. Thus, in China, education decides the fate of a student. (Zhao et al., 2015)

In this situation, schools should ensure that the course burden is not too heavy and should reasonably reduce the score competition between students. For students with poor grades, they are more likely to cheat, therefore, teachers should rearrange the tasks so that they can simply get a satisfactory score, thus reducing their pressure and reducing their attempts to cheat. This will do a lot of good to reduce cheating. Because the students also understand the teacher's justice and concern for them. O'Neil (2019) found that teachers need to encourage students to relax themselves to reduce academic pressure. O'Neill (2019) claimed that when students feel that they have no time to master more content, they will have the pressure of learning. However, recreational activities can relieve their academic pressure. According to research, students who have recreational activities on a daily basis score significantly higher on tests than those who do not. (O'Neill et al., 2019). Thus, schools and parents need to arrange students' entertainment rationally, which is also an effective way to relieve students' academic pressure.

## **6. Implication**

The implication of this study for students, sense of integrity is the basic moral quality that every college student should have. The education of honesty and credit is helpful to cultivate college students' lofty ideals and beliefs, good ideological and moral quality, strong sense of responsibility and selfless spirit of dedication. It is helpful for college students to have a correct understanding of honor and disgrace, values and social responsibilities. It is helpful for college students to learn to treat themselves well, to gain respect from others, to improve interpersonal relations, and to conduct self-education, so as to promote college students' ideological and political education. Since ancient times, the degree of integrity of a society has always been an important indicator to measure the people's cultural quality and social standard of living. The level of humanistic quality is an important factor to determine the comprehensive quality of college students. By conducting traditional culture and integrity education to college students, colleges and universities can guide and improve their sense of integrity, which is conducive to perfecting their personality, improving their ideological and moral quality, cultivating their pragmatic spirit, and thus promoting the overall improvement of their humanistic quality. Good faith morality is conducive to the cultivation of a good atmosphere of seeking knowledge, overcoming false habits in practice, opposing fraud, and acquiring true knowledge through sincere actions. Good faith morality is conducive to correct people's attitude towards knowledge and to cultivate college students' spirit of daring to explore truth and pursue truth. Having good faith morality can motivate college students to achieve their goals and pursuits by their own efforts. People with good faith will win people's trust and respect in dealing with people and become popular in the society. Therefore, they can get jobs easily and grow up quickly, which will greatly enhance the ability of college students to find jobs and adapt to the society.

According to this study students know the harm of cheating, to prevent cheating and not to learn the knowledge should be mastered. If I didn't cheat. Teachers can accurately understand the students' mastery of knowledge. Measure your progress in teaching. Therefore, as to improve the teaching effect. The test result is the most important index to measure the teaching quality. In addition, it can also avoid unfair influence on others caused by cheating. Because of cheating in exams, I didn't make the same hard efforts as my classmates however, got good results. In the class, an unfair competition atmosphere is formed. In important exams, cheaters not only gain the ranking and certificates or benefits they should not get, however, also directly push some other examinees to the cliff. Therefore, avoiding cheating can guarantee the fairness of the exam. Avoid bringing hidden dangers to the society. For example, someone only got the doctor's professional certificate by cheating in the doctor's qualification examination due to his professional knowledge, however, the patient's condition could not be cured due to his lack of professional knowledge during the operation.

## **7. There Are Three Benefits to Reduce Students' Academic Pressure**

### *7.1 Improve the Physical Quality of Students*

In China, students spend most of their time on study, therefore, study becomes the most important content in students' life. In terms of study, students' daily energy expenditure far exceeds their physiological limit. Relevant data show that the standard-reaching rate of some sports items among Chinese students is lower than a decade ago, and even the high incidence of neurasthenia and other adults have begun to show the first signs of the body

in primary and middle school students. Reducing students' study burden can give them enough time to exercise and improve their physical quality.

### *7.2 Help to Reduce the Heavy Psychological Burden of Students*

The social reality of pursuing high scores and graduation rate is a source of pressure, which almost suffocates students and makes the school atmosphere in a state of repression all day long. Once students enter school, they enter the pressure cooker. Therefore, in a sense, the important reason why students have great psychological pressure comes from the mandatory management and rote indoctrination they receive. Reducing the schoolwork burden of primary and middle school students can allow students to have time to develop extracurricular interests.

### *7.3 It Is Conducive to the Development of Students' Personality and Overall Development*

Free and independent activities are the source of students' individuality. However, due to the overemphasis on intellectual education to the neglect of other education, students' autonomous activities have been greatly reduced and their academic burden has been reduced. Students have their own time and space to do what they like to do, develop their own personality characteristics, and promote all-round development.

### *7.4 Improve Their Academic Performance*

O'Neil (2019) suggests that students with low learning pressure perform better than those with high learning pressure and reducing academic pressure can also improve students' success rate in finding jobs in the society.

## **8. Conclusion**

Finally, the Suggestions put forward in this paper can effectively prevent students from academic misconduct. How to prevent and prevent academic misconduct has always been a challenge for educators. Education authorities at all levels have attached great importance to this issue, but have not succeeded in reducing the rate of cheating among students. In my opinion, managing academic misconduct in the education system is a long-term task. Prevention should be taken from all aspects of the above analysis. First of all, from the school point of view, education and moral restraint should be strengthened because this is strictly prohibited in any country's education system. However, compared with other countries, the punishment for academic misconduct in most schools in China is relatively light, so students do not pay much attention to the punishment. Secondly, the national education department should change the teaching mode. In China's education system, all the value of students' efforts in a semester lies in a final exam, which leads to excessive pressure on students. In order to get a better score in the final exam, students will choose to take risks and cheat. Therefore, this study suggests that schools should find ways to reduce students' examination pressure. Finally, due to the development of scientific and technological equipment, students no longer use the original means of cheating and adopt high-tech products. Then schools also need to keep pace with The Times to prevent students from using high-tech products through high-tech means. These methods can solve the problem of students cheating. Therefore, for the sake of the fairness of the educational environment and the cultivation of truly competent technical personnel, it is the most important measure for educational administrators to reduce students' academic misconduct through these three methods.

## **References**

- Burruss, G. W., Wells, W., & Zeman, N. M. (2010). The Ability of Legitimate Authorities to Reduce Academic Misconduct. *Journal of Crime & Justice*, 33(2), 1-29. <https://doi.org/10.1080/0735648X.2010.9721286>
- Calhoun, T., & Wood, B. D. (2010). Reporting academic misconduct (Teaching Techniques) (Report). *Radiologic Technology*, 81(6), 602-605.
- Cam, P. (2012). *Teaching ethics in schools: A new approach to moral education*. ProQuest Ebook Central. Retrieved from <https://ebookcentral.proquest.com>
- Chao, R. K. (2001). Extending Research on the Consequences of Parenting Style for Chinese Americans and European Americans. *Child Development*, 72(6), 1832-1843. <https://doi.org/10.1111/1467-8624.00381>
- Cyranoski, D. (2018). China introduces sweeping reforms to crack down on academic misconduct. *Nature*, 558(7709), 171. <https://doi.org/10.1038/d41586-018-05359-8>
- Gibson, T., & Hare, C. (2016). Moral Epistemology and Ideological Conflict in American Political Behavior\*. *Social Science Quarterly*, 97(5), 1157-1173. <https://doi.org/10.1111/ssqu.12217>
- Harper, M. G. (2006). High tech cheating. *Nurse Education Today*, 26(8), 672-679. <https://doi.org/10.1016/j.nedt.2006.07.012>

- Kiliç A., & Sahin, S. (2017). Designing the Learning and Teaching Process of Religious Culture and Moral Knowledge Course According to Student-Centered Approach. *Eğitim Ve Bilim*, 42(189), n/a. <https://doi.org/10.15390/EB.2017.5640>
- Ma, Y., McCabe, D., & Liu, L. (2013). Students' Academic Cheating in Chinese Universities: Prevalence, Influencing Factors, and Proposed Action. *Journal of Academic Ethics*, 11(3), 169-184. <https://doi.org/10.1007/s10805-013-9186-7>
- Miniaev, V. A., & Shmelev, A. N. (1984). Let us improve the ideological and moral education of students. *Sovetskoe zdravookhranenie*, 7, 48-51.
- Misra, R. (2000). College students' academic stress and its relation to their anxiety, time management, and leisure satisfaction. *American Journal of Health Studies*, 16(1), 41-51.
- O'Neill, M., Yoder Slater, G., & Batt, D. (2019). Social Work Student Self-Care and Academic Stress. *Journal of Social Work Education*, 55(1), 141-152. <https://doi.org/10.1080/10437797.2018.1491359>
- Quach, A. S., Epstein, N. B., Riley, P. J., Falconier, M. K., & Fang, X. (2015). Effects of parental warmth and academic pressure on anxiety and depression symptoms in Chinese adolescents. *Journal of Child and Family Studies*, 24(1), 106-116. <http://dx.doi.org/10.1007/s10826-013-9818-y>
- Rosile, G. A. (2007). Cheating: Making It a Teachable Moment. *Journal of Management Education*, 31(5), 582-613. <https://doi.org/10.1177/1052562906289225>
- Tee, S., & Curtis, K. (2018). Academic misconduct – Helping students retain their moral compass. *Nurse Education Today*, 61. Retrieved from <http://search.proquest.com/docview/2053315973/>
- Tindell, D. R., & Bohlander, R. W. (2012). The Use and Abuse of Cell Phones and Text Messaging in the Classroom: A Survey of College Students. *College Teaching*, 60(1), 1-9. <https://doi.org/10.1080/87567555.2011.604802>
- Walters, A. A., & Hunsicker-Walburn, M. J. (2015). Exploring perceptions of technology's impact on academic misconduct. *Journal of Applied Research in Higher Education*, 7(1), 32-42. <https://doi.org/10.1108/JARHE-02-2014-0024>
- Whitley, B. (1998). Factors Associated With Cheating Among College Students: A Review. *Research in Higher Education*, 39(3), 235-274. <https://doi.org/10.1023/A:1018724900565>
- Yuan, W., Zhang, L.-F., & Fu, M. (2017). Thinking styles and academic stress coping among Chinese secondary school students. *Educational Psychology (Dorchester-on-Thames)*, 37(8), 1015-1025. <https://doi.org/10.1080/01443410.2017.1287343>
- Zhao, X., Selman, R. L., & Haste, H. (2015). Academic stress in Chinese schools and a proposed preventive intervention program. *Cogent Education*, 2(1), 14. <https://doi.org/10.1080/2331186X.2014.1000477>

### Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).