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1. Introduction

Education is the major agent for the sustainable development of the country. Our country, Ethiopia is now taking different measures to use education for development. One of the important reasons for attaching greater importance to education in recent years is that high school years represent an important developmental period that can affect the development in later stages and experiences lived in this period lie the basis for the future successes or failures of the person education contributes to the realization of the required outcomes in economic, social, educational and cultural spheres. In societies such as Ethiopian society where socio-cultural and economic characteristics are subject to rapid change, attaching importance to children's care and education in early periods will result in outcomes necessary for the well-being of the society in the long-run. According to UNESCO (2002) information and communication technology (ICT) may be regarded as the combination of 'Informatics technology' with other related technology, specifically communication technology. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes (Sharma, 2003; Sanyal, 2001; Bhattacharya and Sharma, 2007). So ICT plays as a leader for the achievement of quality education. Education is one of the most important instruments that can be promoting social, economic political and cultural development of the country. In this paper I will try to express and define what exam cheating, what the students is and teacher rules being a teacher does not mean only practicing and evaluating the students if the students' attention is not raised. If there is on motivation there cannot be proper teaching and learning process.

2. Statement of the problem

The researcher from my practicum experience understood that most of Damot Secondary school teachers Struggle to manage student discipline. Some failed to appropriately handle teaching learning process while others inappropriately control student's corporal punishment but these techniques are inappropriate way of controlling student misbehavior. Student discipline is linked with the issues of motivation, discipline and respect. Good disciplined classroom is central to successful experience for teachers and students.

Exam cheating is the serious problem for every level institution. Some of the problems that faced at Damot high school are:

- To find out causes for beginning and creation of students exam cheating student discipline.
- Lack of student discipline in teaching in teaching learning process.
- Lack of student disciplinary actions inside the classroom
- Lack of positive learning environment
- Lack of teaching techniques and proper student discipline
- Exam cheating decreased quality of education through the school
- It affects the development of the country

3. Research questions

1. Why students practice exam cheating rather than studying hard?
2. How to minimize exam cheating?
3. What is the level of exam cheating between grade 9 students of Damot high school?
4. Which strategy of exam taking is appropriate?

4. Objective of the study

4.1. General objective

The main objective of this study is to minimizing exam cheating behavior for grade 9 students in Damot high school.

4.2. Specific objective

In line with the main objective, the following are some of specific objectives. These are:

- To achieve quality education by minimizing students exam cheating.
- To identify the level of cheating at Damot high school grade 9 students.
- To identify the main cause of cheating and to perform the best action.
- To practice other exam strategies like use different code number, mix students from grade 10 students.

- To develop best teaching methodology in order to minimize exam cheating.
- To identify way cheating.

5. Research methodology

5.1. Research approach

This study was both qualitative and quantitative type of research, because at the time of doing this research both numerical and non numerical data were collected by observation and interview. The collected data were found from students in the classroom.

5.2. Research participant

This research was conducted for Damot high school of grade 9 room20 students in order to minimize student's exam cheating in ICT exam. For this research different concerned bodies were helping me. Some of the contributors who helped me were grade 9 room 20 students, Damot high school teachers and the school director. For example, the school director was helping me by giving advice and initiation .The students were also helping me by filling the given questionnaires and by giving feedback about the level of cheating and way of cheating.

5.3. Sampling techniques and sampling size

Selecting sample unit: in our action research proposal some learners were selected for fixing the problem. But in addition to this we also included 3 teachers and 12 students as a sample.

To minimize student's exam cheating, we were developing different strategies. In Damot high school in grade 9 room 20 there were 50 students. Among those students our target groups were 20 learners who were selected by using observation.

At the time of doing this action research proposal, we used different methodologies to collect data. Some of them are: questionnaire, interview, ICT teacher's exam result, observation and keeping personal diary. We formulated some questions for the class teacher, because we wanted to get more information about learners in the classroom. And also we interviewed some of the learners in order to get their views and suggestions about the course exam. We observed the way of taking exam.

We encountered some problems at the time of using these methods because at the first time, we wanted to interview the learners but in the occasion, they were feeling to be shy and they may

not answer the way we expected them to do. But this does not affect us too much because directly we changed the plan of collecting data. We were deciding first to observe them inside exam room because they are new for their face and behavior. As time passed we interviewed them in order to get the information easily that we want.

5.4. Data gathering instruments

To achieve this action research proposal, primary and secondary data was used (Hemson *et al.* 2009). Interview, questioners, focus group discussion and key informant interviews were applied to get primary data from randomly selected high school grade 9 room 20 students and teachers. Interview: purpose questions were prepared and key informant interview was conducted with selected individuals, for this interview students and teachers were participated. Questionnaires: this survey method which allows capturing targets and experts as to generate the required data. The secondary type of data also collected from the school documented files.

6. Proposed action strategies

There are also so many students who are cheating the exam. Thus there is a need to take an action. To minimize student's exam cheating in the ICT exam, so many action strategies were taken. The following are some of the action strategies taken:

1. Create awareness about the side effect of cheating to the students.
2. At the time of exam, mix students from other students. For example the teacher wants to give exam for grade 9 students, at this time the seating arrangement of the students must be one chair jump on that jumped chair we insert another student from other grade (grade 10) but this is the task of exam Invigilator.
3. The course teacher prepares the exam by using different booklet code like that of grade 10 or 12 national exam. Then before starting the exam, the Invigilator informs the students such like this. The exam has different booklet code so do your own only.
4. Before starting the exam give warning to each student, like cheating is forbidden, if anyone tries to cheat from relative or mobile I will punish both of them.

5. Classify students to different categories based on academic status. For example select students whose rank in between 1 and 10 from each section, then give one class to those students for exam.

7. Ways of implementing action strategies

- Practice the way of giving exam by mixing students with other level of student
- Prepare the exam by using different booklet code
- By putting signature
- By replacing the exam result to zero, if the exam is test or to incomplete if the exam is final exam.

8. Ways of evaluating action strategies

By applying the above actions in the class room and by the results obtained from the observation on average 48 students were do the exam by itself out of 50 students in ICT exam. Among this on average 60% of them are females and 34.5% were males. From this we can understand by applying the above action strategies our student's exam cheating were more or less minimized.

8.1. Problems of students and teachers

From the total students; 75% were due to the carelessness of the exam invigilator, as some students said that, the teacher control students carelessly inside the exam room. So, we can cheat easily. 10% were due to its personal and social problem. Out of the total students, 80% were due to the exam seating arrangement of students, as some students and teachers said that, more than 50 students take exam inside one class, so this is difficult to control the activities of each students even at the time of teaching. And also arrangement of student by mixing with other level students is not practiced yet.

9. Time schedule

No	Activity	Time period(in moth 2009 E.C)			Remark
		March	April	May	
	Topic selection				
	Proposal submission				
	Data collection				
	Research methodology				
	Research participants				
	Data analysis techniques				
	Proposed action strategies				
	Implementing action strategies				
	Evaluating action strategies				

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