

**ACADEMIC DISHONESTY: A MULTI CAMPUS
INVESTIGATION IN PUBLIC UNIVERRSITIES OF
ISLAMABAD**



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Muhammad Humza

Abstract

Academic dishonesty is a contextual and multidimensional term which lacks a single standard definition. Authors and researchers have conceptualized it according to their necessity. Theorists have provided us with multiple prepositions. Several of them used in this study are: students commit academic dishonesty because the obtained benefits outweighs the costs, academic dishonesty is a learnt behaviour, and students commit academic dishonesty because society provides them with opportunities to do so. The present study defines academic dishonesty as a whole of four forms: cheating in test or exam, cheating in homework or assignment, plagiarism, and fabrication and falsification. It aims to find out the frequency of various academically dishonest behaviours representing each of the four forms. To achieve its aim, a quantitative research method was used in which 243 Students from Quaid-e-Azam University and National University of Modern Languages were handed out similar questionnaires having close ended questions. These two universities are public and situated in Islamabad, Pakistan. The sampling techniques used was stratified. The answers responded in the questionnaires abstractly described the frequency of the academically dishonest behaviours. To find out the described the answers concretely, Statistical Package for Social Sciences (SPSS) was used. In SPSS, the researcher created cross tabs and frequency tables to describe the major goal of the research.

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CHAPTER No. 1: INTRODUCTION

Academic dishonesty is a wider concept which is based on the different forms of illegal behaviours practiced within an educational institute. It is a multi-dimensional term which occurs in different forms like cheating in examination, plagiarism, cheating in homework, repetition of information, making false excuses to the instructor, etc. In this study academic dishonesty is defined as “any unauthorized assistance in student learning process that violates the principle of justice and fairness by creating unfair advantage for oneself or unfair advantage/disadvantage for others such as: Cheating (test/exams and assignments), plagiarism, and falsification and fabrication.”

The present study is based on the perceptions of students in Pakistan regarding the four forms of academic dishonesty. The first two are based on “cheating” which is defined as “fraud, deceit or dishonesty in test/exam and assignment in which students possess, communicate or use information, crib notes, study aides or any other way which are not authorized by the instructor or are used without his/her acknowledgement.” The first two forms of academic dishonesty are: cheating in test/exam and cheating in homework/assignment. The third form of academic dishonesty used in this study is “plagiarism” which is defined as “the use or reproduction of intellectual and distinctive work of another person in a paper without his/her acknowledgement.” The fourth and last form of academic dishonesty, used in this study, is “fabrication and falsification” which is defined as “any unauthorized creation of information and results that does not exist in reality in an academic document, experiment, or any other academic exercise to suite one’s needs. It may also be defined as counterfeiting the real information. It includes the following behaviors.”

Academic dishonesty is a universal phenomenon which occurs in almost every nation. It is rampant in majority of nations such as United States, Taiwan, Japan, United Kingdom, Croatia, etc. According to MPN news (2012), “A survey of 29,760 students at 100 randomly selected high schools nationwide in 2008, the height of America’s economic recession, found that 64 percent of

students admitted to cheating during that particular academic year while 38 percent said they had cheated more than twice.” The cultural values of competition are dominant among students. Students cheat because they have to compete with other students at any cost. According to MPN news (2012), another survey conducted in America found that “the highest level of academic dishonesty was found among business majors, with 26 percent committing “severe” acts of cheating, according to the International Journal for Educational Integrity.”

The European education systems have much of academic dishonesty. According to Independent (2016), “Britain’s universities are said to be in the midst of a “plagiarism epidemic” after an investigation by *The Times* newspaper revealed how almost 50,000 students were caught cheating in the last three years.” Cheating is not only confined to European nations. According to the same source, The Times newspaper also found that “international students from outside the European Union (EU) to be the worst offenders, coming out as being more than four times as likely to cheat in exams and coursework.” Coming out of America and Britain, one will surely find academic dishonesty in many other nations. In Taiwan, a study on a sample of 2068 student from different colleges by Lin and Wen (2007) found that 61.7% students admitted to participating in academic dishonesty one or more time in their college life. In Croatia, a cross sectional study of a sample of 665 students collected from 3rd year and 5th year students from 4 schools of medicine by Kukulja, Taradi and Đogaš (2012) found that academic dishonesty is seen as an acceptable behavior in Croatian medical schools. They also found out that 97% of students self-admitted to participating in at least one of the cheating behavior surveyed and that 78% admitted to regularly committing at least one form of assessed academic misconduct.

Academic dishonesty, especially cheating, is rampant in Pakistan. Students cheat openly during examination on every level without any deterrence and

punishment. According to Pakistan Today (2016), “Cheating was openly present in the recent exams of matriculation and intermediate. Students openly use mobiles, books, notes, etc. to do their papers. No steps are taken against those who cheat in fact students cheat without fear these days with the aid and support of their teachers.” It shows that students in Pakistan use every technique of cheating in exams quite openly without any deterrence from the administration and government.

Cheating in test/exams in Pakistan is quite an open phenomenon since a decade without any opposition to it. The incidents of cheating are rampant in Punjab and Sindh. According to Support PTI (n.d.), “in the last many years during this so called another democratic era cheating is becoming a routine during examinations in Punjab and Sindh specially. No one is taking any notice of it, no one is bothered and there are severe consequences of cheating in the exams which does not only effect the ones who are cheating but also others who don’t and have to pay the price.”

The government of Pakistan has taken some stance against academic dishonest but not an enough one to cope with it. According to The News (2018), “Sindh Chief Minister Syed Murad Ali Shah taking serious note of using un-fair means by students in the on-going matriculation examination in Sukkur region has placed the service of Controller of examination of Sukkur educational board under suspension.” Such steps, if enhanced and taken in future repeatedly, might prove positive to curb cheating in Pakistan.

Another form of academic dishonesty that has also spread strong roots in Pakistan. Many professor and officials of both lower ranks and higher ranks are caught in Plagiarism by the Higher education commission of Pakistan. It was proved that these individuals have copied the work of others and have presented it as their own work. According to Daily times (2018), “in a recent report, more than 30 faculty members of a well-reputed and highly-funded university at

International Islamic University, have been allegedly involved in plagiarism. More than 102 research papers the faculty members published were either plagiarized or below the standard of publication criteria imposed by the Higher Education Commission.”

According to the Express tribune (n. d.),The Higher education commission of Pakistan (HEC) has reported around 148 cases of Plagiarism out of which 16 are under process and 132 are now closed. There are many more teachers who have been black listed by the HEC and they are still giving lectures in well-known Universities of Pakistan. Dawn (2018) states that the chairman of HEC, Dr. Mukhtar Ahmed had declared that there are 38 professors who had been blacklisted by HEC but all of them are teaching at Universities.

Academic dishonesty in Pakistan not only includes the name of professors but some huge officials too. According to express tribune (n. d.), “big names from vice-chancellors of universities to a chairperson of the Federal Board of Intermediate and Secondary Education have allegedly committed plagiarism, but these incidents brought no change in policy nor have led to any action against the culprits.”

HEC is the highest authority related to regulation in the field of education but some cases have emerged in which the members of HEC are even themselves alleged of Plagiarism in their work. According to Dawn (2018), “despite its purpose as a regulatory body and its anti-plagiarism stance, the Higher Education Commission (HEC) has four blacklisted academics on its approved panel of scholars tasked with supervising the research papers of PhD students.”

There are different causes of such huge rates of academic dishonesty in Pakistan. Dawn (2013) describing the causes of academic dishonesty in Pakistan mentions that “Some of the causes identified for the increasing trend of academic dishonesty include a weak education system, the classroom environment, pressure from teachers and parents, decline of ethical social

values, self-centered culture, and last but not the least, technological developments.” Most institutions do not follow merit and give admission to everyone without considering whether the learner would be able to meet the academic standards or not.”

Students are the assets to be used in future within every nation. They are trained morally, socially, and economically within an education institution. They are also trained for specialized jobs according to their respective majors. A student involved in illegal activities during the time of his/her education is hazardous for the social and economic fabric of a society. Many researchers have stated that students who are involved in unethical and illegal cases during their college life are those who indulge themselves in unethical and illegal situations during their job tenure. Unethical and illegal cases on the level of education are easily understandable and solvable but are very complex to be understood and solved on the level of economy. Solving academic dishonesty is beneficial and positive, in every way, for the social, moral, and economic fabric of every society.

1.1 Statement of the problem

The present study will answer the following things related to academic dishonest: The frequency of academically dishonest behaviours representing academic dishonesty forms, the seriousness of academically dishonest behaviours representing academic dishonesty forms, the most practiced and least practiced academically dishonest behaviours, the most serious and least serious academically dishonest behaviours, the relationship between age of students and academically dishonest behaviours representing cheating in test/exam, and the relationship gender and academically dishonest behaviours representing cheating in test/exam.

1.2 Objective

1. Most practices and least practiced academically dishonest behaviours representing the four forms of academic dishonesty.
2. The most serious and least serious academically dishonest behaviours representing the four forms of academic dishonesty.
3. The most/least practiced academically dishonest behaviours representing academic dishonesty as a whole.
4. The relationship between students' involvement in cheating during test or exam and their gender.
5. The relationship between student's involvement in cheating during test or exam and their age.

The study is aimed to study academic dishonesty in terms of its frequency and seriousness. The seriousness and frequency of different academically dishonest behaviours representing academic dishonesty and its forms will be studied. Relationship of academic dishonesty with variables like age and gender will be used to find out their impact on academic dishonesty.

1.3 Significance

The study is a numerical explanation of two the frequency and seriousness of academic dishonesty in students. It has the potential to identify the most frequent practices and most serious practices that a student performs during his educational career. Further it defines whether there is an impact of gender and age on academic dishonesty or not. The study might help faculty members, administration, and government officials to design their policies while they deal with academic dishonesty in Pakistan.

Chapter No. 02: REVIEW OF THE RELEVANT LITERATURE

2.1 Prevalence of Academic dishonesty

Academic dishonesty is rampant. Majority of studies reviewed in this study have percentage of academically dishonest students that exceed than half of their samples. The higher percentages show that students are moving toward academic dishonesty more than in any other time. In a study of 229 students, Burrus, JR., Jones, Sackley and Walker (2013) mentions that 59% of students have admitted to committing academic dishonesty on at least one occasion. In a study of third year doctor of pharmacy students from 4 public and private Universities Rabi, Patton and Zgarrick (2006) describes that 54.4% of students have strongly agreed that cheating. Cheating has become a part of life and 53% students strongly agree that not a single examination goes without cheating in pharmacy schools. Cheating is not only confined in pharmacy schools. Business schools are considered as one of the most academically dishonest schools. Levi and Rakovski (2006) claimed that students of business are among the most dishonest. Another study conducted by Kidwell, Wozniak and Laurel (2003) mentions that 74.5% of students surveyed were cheaters. In Taiwan, a study on a sample of 2068 student from different colleges by Lin and Wen (2007) found that 61.7% students admitted to participating in academic dishonesty one or more time in their college life. In contrast to these students, 38.2% students self-reported that they had never engaged in any form of academic dishonesty. In Croatia, a cross sectional study of a sample of 665 students collected from 3rd year and 5th year students from 4 schools of medicine by Kukolja, Taradi and Đogaš (2012) found that academic dishonesty is seen as an acceptable behavior in Croatian medical schools. They also found out that 97% of students self-admitted to participating in at least one of the cheating behavior surveyed and that 78% admitted to regularly committing at least one form of assessed academic misconduct. The participation of so many students describes that academic dishonesty is seen as an acceptable phenomenon across different regions.

The above mentioned percentage of students committing academic dishonesty varies across education institutions on the basis of different features such as: private/public schools, honor code/non-code institutions, institutions having students of higher age and lower age, etc. McCabe, Trevino, and Butterfield (1999) found that cheating is less common in private schools than those of public schools. Education institutions having honor codes in their policies have significantly lower rates as compared to non-code institutions. Bowers (1964) surveyed over 5,000 students at 99 schools, one quarter of whom employed the traditional honor codes, and found that schools employing such codes had by far lowest rates of academic dishonesty. One reason for such lower percentage is that institutions having honor codes motivate students, faculty and administrations towards making a culture of academic integrity rather than dishonesty. Another study conducted by Trevino et al. (1998) found that adopting honor codes within an institution is effective in reducing cheating behaviors within some academic settings. Academic dishonesty rates rise in institutions that have students of higher age. In a survey on 3rd year pre-clinical and 5th year clinical students from 4 Croatian schools of medicine, Kukulja, Taradi and Đogaš (2012) found that 5th year students reported significantly greater engagement. A reason behind the greater involvement of higher age students is that these students get used to the strength and weakness of an education institution and design more creative ways to cheat than others who comes recently to that institution.

The pervasiveness of cheating mentioned in the studies discussed above is claimed to be over reported by several studies. One reason for such over reporting is that those studies have collected data through a survey in which questionnaires are used rather than directly observing academic dishonesty in an experimental design. Nelson and Scafer (1986) used a randomized response technique (RRT) and found that only 12% of respondents (students enrolled in psychology course) admitted to cheating on college tests. They also conducted

another study using normal questionnaire format (using direct questions) on a second group in the same class and found that 50% of students say that they had cheated on college tests. It was found in their study that students over report their involvement in academic dishonesty in a questionnaire format as compared to experimental designs. In another study using an experimental design by Karlin, Michaels and Podlogar (1988) on students of two semesters found that the percentage of students cheating in the second semester was slightly more than 3% which shows a very low rate of cheating as compared to the data obtained from surveys.

Academic dishonesty is prevalent in majority of studies. Majority of research studies estimated the percentage of students committing academic dishonesty above 50%. The percentage of academic dishonesty differs based on private and public institutions, honor coded institutions and non-code institution, institution having student of higher age (Colleges and universities) and institutions having students of lower age (secondary schools). Some studies claim that the pervasiveness of academic dishonesty is over-reported when it comes to data collection through questionnaires in a survey rather than experimental design. Each of the research design have their pros and cons. Therefore, the argument that academic dishonesty is not prevalent could not be accepted at all due to the presence of a wide range of studies.

2.2 Academically dishonest behaviours

The common forms of academically dishonest behaviours representing academic dishonesty obtained from the studies of (Lin and Wen, 2007; Kidwell, Wozniak and Laurel, 2003; McCabe and Trevino, 1993; McCabe and Trevino, 1995; McCabe, Trevino and Butterfield, 1999; Nuss, 1984) are: Copying from another student during a test without his/her knowledge; copying from another student during a test with his/her knowledge; Using unpermitted crib note (cheat sheets) during a test; getting questions or answers from someone who has

already taken a test; helping someone else cheat on a test; cheating on a test in any other way; copying material, almost word to word from any source and turning it in your own work; fabricating or falsifying a bibliography; turning in work done by someone else; receiving substantial unpermitted help or an assignment; working on an assignment with others when the instructor asked for individual work; copying a few sentences of material without footnoting them in a paper; working or providing a paper for another student; turning in a paper based on information obtained from a term paper; plagiarizing a paper in any way using the internet as a source; in a course requiring computer work, copying another student program, rather than doing your own; falsifying lab or research data; taking an exam for another student; having another student take exam for you; altering or forging an official university document; paying someone to write a paper to submit as your own work; arranging with other students to give or receive answers by use of signals; arranging to sit next to someone who will let you copy from his/her own exam; allowing another student to copy from you during an exam; and copying answers from a source without doing work independently

2.3 Seriousness of academic dishonesty

Seriousness of academic dishonesty varies from study to study. Different research studies have described different forms of academically dishonest behaviors considered as more serious than others. A survey collected by Nuss (1984) from 500 students and 500 faculty members found that students as well as faculty considered 4 academically dishonest behaviours to be more serious than others. These 4 behaviours were: “paying someone to write a paper to submit as your own work, arranging with other students to give or receive answers by use of signals, having another student take an exam for you, and taking an exam for another student.” The same study also described the 5 least serious academically dishonest behaviours as: “copying the work from a source without doing the work independently, getting questions or answers from

someone who has already taken the same exam, copying a few sentences without footnoting in a paper, copying answers from a sources without doing the work independently, and padding a few items on a bibliography.” It was also observed in the same study that students considered forms of cheating associated with examination as more serious than homework assignments or term papers.

Students, however, see academically dishonesty behaviors as least serious when it comes to the reporting of these incidents. According to Nuss (1984), among 3% of students would report the incidence of academic dishonesty, 43% indicated that they would ignore the incident, 28% would report the incident to appropriate authorities only if they considered it to be somewhat serious, 24% would express the disapproval but not report the students, and 1% would ask the student to report himself or herself. Another cross-sectional study of multi-campus by Kukolja, Taradi and Đogaš (2012) on a sample of 1074 students have found that students who cheated more frequently viewed the seriousness of cheating more leniently and were less willing to report cheating of other students. In this study only 2% students stated that they had informed faculty of dishonest behavior on the part of their peers.

The study conducted by Nuss (1984) found that faculty is stricter when it comes to reporting the incidents of cheating than students. A sample of 500 faculty members in this study were asked what they would do if they determined that a student had cheated. 39% would report the case to the appropriate authorities, 34% would lower the student’s grade after discussing the incident with the student, 26% would give the student a warning, and less than 1% would ignore the matter or lower the student’s grade without discussing without discussing the incident with the student.

A study conducted by Kidwell, Wozniak and Laurel (2003) found that cheating behaviors that were considered more serious were committed very less. It found

that the most serious form of cheating mentioned by students was using unpermitted notes during a test and only 11.8% students said they had done so. In the same study, it was also found that academically dishonest behaviours that were considered least serious were most frequent such as plagiarizing small passages and unpermitted collaboration.

2.4 Frequency of academically dishonest behaviors

The frequency of academically dishonest behaviors representing academic dishonesty varies in the results of different studies. These studies describe most practiced and least practiced academically dishonest behavior that students practice during their education.

In a study on 2068 college students in Taiwan, Lin and Wen (2007) describes the most practiced academically dishonest behaviors as “providing paper or assignment for other student, giving prohibited help to other students on their assignments, copied other’s assignments, passing answers to other students, and copying from other students.” The same study also describes the mean rates of the four academically dishonest behaviors and claim that the mean rate of cheating on test in Taiwan students is 57.5%, the mean rate for copying assignments or homework is 70.3%, and the mean rate for plagiarism is 66.1%. It shows that copying assignments or homework is mostly practiced.

According to Nuss (1984), the five most practiced academically dishonest behavior, according to students, are the five least serious behaviors according to students. They are “copying answers from a source without doing the work independently; getting questions or answers from someone who has already taken the same exam; copying a few sentences without footnoting them in a paper; working on homework with other student when the instructor does not allow it; and padding a few items on a bibliography.”

A study conducted by Kidwell, Wozniak and Laurel (2003) found that the most frequent forms of cheating were copying a few sentences of material without footnoting them in a paper (47.1%), working on assignment with others when the professor has asked for individual work (46.7%), and getting questions and answers from someone who had already taken a test (45.8%). The same study also claimed that most frequent forms of cheating were those which were considered less serious by faculty as well as students.

Another study conducted by Rabi, Patton, Fjortoft and Zgarrick (2006) on third year doctor of pharmacy students from 4 universities including public and private, religious and non-religious, and rural and urban describes the percentages of students committing different academically dishonest behaviours. It states that more than 50% admitted they have worked on an individual assignment with a friend, 43% stated that either they or classmates have used a cheat-sheet during an exam in pharmacy school when it was not allowed, 49.3% admitted that either they or their classmates have copied directly from a source without referencing it, 48.1% stated that either they or classmates have copied directly from material on the Internet without citing the source, and 5% of respondents stated either they or their classmates have altered grades in a record book in pharmacy school.

Kidwell, Wozniak and Laurel (2003) described the perceptions of faculty which claimed other cheating forms to be more common such as “the use of technology to facilitate cheating, including using internet term paper site, and copying computer programs.” Another study by Nuss (1984) also described the faculty responses in terms of more frequent cheating behaviors. According to this study the faculty responded academically dishonest behaviors such as copying few sentences without footnoting them in a paper, copying answers from a source without doing the work independently, “padding” a few items in bibliography, copying from someone’s exam paper without his/her knowledge,

and allowing another student to copy from you during exam as having occurred more frequently.

2.5 Academic dishonesty and individual factors

Various studies reviewed have tried to find out relationship between individual factors and academic dishonesty. These individual factors include: gender, age, private student/public student, student's major, academic achievement, class ranks, parent's education, extracurricular activities, etc. Several studies have found the impact of these individual factors on academic dishonesty while other studies have found no impact or relationship between them.

In majority of studies, male is claimed to be more used to academic dishonesty than female. Lin and Wen (2007) found in their study that male students reported to have more academically dishonest behavior than female and are more agreeable to these practices. Another study by Ruegger and King (1992) found that female students are more ethical than male students in their perception of business ethical situations. Mirshekary and Lawrence (2009) revealed that female Australian students reported higher mean score for altruism/universalism values and attitudes to all types of academic ethical misconduct and business ethical conduct than their Australian male counterparts. McCabe and Trevino (1997) have used the sex role socialization theory (Ward and Beck 1990) to define why male commit more academic dishonesty than female. According to this theory women are more likely than men to be socialized to obey rules. Several studies go against the claim that male are more likely to commit academic dishonesty than female. Geiger and O'Connell (2000) (11) exploring accounting student responses to academic and accounting/business ethical vignettes indicated no significant difference in plagiarism between gender.

Majority of studies claim that lower age students tend to cheat more than higher age students. McCabe and Trevino (1997) confirmed in his study that students

of lower age are involved more in academic dishonesty than students of higher age. When comparing the differences in class ranks, the study by Lin and Wen (2007) found that freshmen students showed more dishonest acts in some areas. They reportedly used more electronic equipment, copied other's assignments, worked with others when prohibited, provided paper or assignments to other students, falsified grade score, and changed test or assignment answers after grade scores are given.

When it comes to private and public schools, a study by Lin and Wen (2007) found that private schools indicated more agreeable to dishonest practices, and reported to participate more in this practices. In terms of class ranks, the same study found that freshman showed to have more academically dishonest behaviors. Regarding the majors of a student, a study by Newstead et al. (1996) found that students with science majors reported higher levels of cheating than those with arts majors. Another study by Bates et al. (2005) found that students majoring in education reported fewer occurrences of academic dishonesty compared to pharmacy students. A study by Saleh, Alias, Hamid and Yusoff (2013) found that students from information systems management program were reported to cheat and plagiarize more.

Students cheat because they rationalize the behavior of academic dishonesty. More benefits and least costs lead them to cheat. However, some studies like that of McCabe and Trevino (1997) showed that student's Grade point average is inversely associated with academic dishonesty.

2.6 Appropriate conditions leading towards academic dishonesty

Research studies have been reviewed in an attempt to find out the appropriate conditions which lead towards academic dishonesty. Studies have surveyed students to find out their views regarding why student think it to be appropriate in taking a step towards academic dishonesty. According to a study by Nuss (1984), 45% of students and 37% of faculty reported that cheating was

necessary to avoid failing the class. In this study 23% of faculty and 21% of students indicated that the reason was because no one get ever punished. The lack of punishment while one commits academically dishonest behavior is linked with the lower rates of reporting an academically dishonest behavior. In a study by Kukolja, Taradi and Đogaš (2012) on a sample of 1074 students, only 13 students (2%) stated that they had informed faculty of dishonest behaviors on the part of their peers.

Students also cheat because there occurs a lack in the fulfillment of responsibilities by administration and faculty. In many studies, students have claimed that the lack of monitoring and responsibility by faculty and administration is one of the major causes of academic dishonesty. In a study by Nuss (1984), approximately one third of students responded that faculty never or rarely (less than 10% of the time) discussed their requirements and approximately 53% of the faculty indicated that they never or rarely discuss university policies on their own requirements pertaining to academic dishonesty. Research by Broeckelman-Post (2008) has suggested that students are more likely to engage in dishonesty behaviors if faculty and administration seem to ignore or condone academic dishonesty.

2.7 Recommendations to prevent academic dishonesty

Research data has been examined to find out the recommendations of different researchers in solving the problem of academic dishonesty. Different researchers have mentioned different recommendation.

A study by Hutton (2006) has describes the following recommendations for the faculty and administration to control cheating:

- i. Freshman orientation and first year experience involve discussion of academic policies, enforcement, and penalties; sharing ethical goals;

and team building and role playing activities that reinforce these goals.

- ii. Administration regularly communicate to faculty about academic misconduct policies and practice and how the administration support faculty.
- iii. Administration should communicate to faculty the importance of punishment and student's expectations and acceptance of punishment.
- iv. Administration should communicate to faculty information on the incidence of cheating.
- v. Administration should communicate to faculty information on how they can prevent cheating by establishing non permissive classroom and testing environment.
- vi. Faculty provide behavioral leadership by clearly articulating under what circumstances an activity is considered wrong, punishment with that wrong doing, observing wrong doing is a student's responsibility, and what students should do in response to observing wrong doing.
- vii. Faculty should develop a more participative leadership style with students
- viii. Faculty should be aware that cheating and assessment pedagogy may influence the incidents of cheating.
- ix. Administration communicate to faculty about the creative ways in which students cheat.
- x. Recommend students to create strong relationship with students that are not limited to the classroom and teaching pedagogy.

Studies have also tried to find out the opinions of students regarding the prevention of academic dishonesty. In many studies, students have claimed that the lack of monitoring and responsibility by faculty and administration is one

of the major causes of academic dishonesty. In a study by NUSS (1984), approximately one third of students responded that faculty never or rarely (less than 10% of the time) discussed their requirements and approximately 53% of the faculty indicated that they never or rarely discuss university policies on their own requirements pertaining to academic dishonesty. Research by Broeckelman-Post (2008) has suggested that students are more likely to engage in dishonesty behaviors if faculty and administration seem to ignore or condone academic dishonesty.

The presence of honor codes in an institution is another important check on academic dishonesty. Majority of research studies are in favor of honor codes lowering the rates of academically dishonest behaviors. Institution with honor codes have strong policies regarding academic dishonesty. McCabe (1993) asked students to rate their campus' policies on academic integrity. Both students and faculty at code institutions provide significantly higher ratings than their counterparts at non code institutions on factors such as students understanding of the campus policy, faculty support of these arrangements, and the overall effectiveness of these policies. The study has also confirmed that the faculty in institutions with honor codes will display a greater tendency to report cheating to the designated authority than will faculty in non-code institutions. Other research by several scholars (Davis et al., 1992; McCabe et al., 2002) also suggest that schools that formally adopt an honor code positively impact the behavior of both students and faculties on college campuses.

Chapter No. 03: THEORETICAL FRAMEWORK

Academic dishonesty has been theoretically explained with the help of four major theories: Rational choice theory of Martin Fishbein, Theory of planned behaviour of Icek Ajzen, Edwin Sutherland's Differential association theory, and finally Robert K. Merton's strain theory. This section describes why students become academically dishonest behaviors, what are the reasons of doing academic dishonesty, how academically dishonest behaviour is learnt, what role does a society play in academic dishonesty, and so on.

3.1 Rational choice theory

Rational choice theory, also known as Theory of Reasoned Action, was first introduced in 1967 by Martin Fishbein in an effort to understand the relationship between beliefs, attitudes, intentions and behaviours. It states that rational calculus dictates human behaviour and assumes that every individual performs an action based on rationality (analyzing the pros and cons of an action). It is similar to doing cost-benefit analysis before performing an action. According to this theory an individual is a rational actor who first finds out the benefits and costs of an action before performing it. When benefits of that action outweighs costs than action is performed.

Rational choice theory is based on intention (positive or negative) of an action which develops from two things: the individual's perception of a particular action and individual's ideas of how society perceives that action. Therefore, it is assumed that personal behaviour and social pressure shapes human behaviour. Simply, it describes that every individual first develop the intention (positive or negative) regarding a particular behaviour. He/she does so with the help of his/her own subjective perception and the perceptions of other people around him/her. If the positive intentions (benefits) outweighs the negative intentions (costs) then action is performed.

Rational choice theory states that every individual has two or more choices before performing any action. The choice that has more benefits than others is preferred by the individual over the choice(s) that has least benefits. The preference is complete (which of the choice is preferred) and transitive (If Choice A is preferred than B and Choice B is preferred than C then the actor would finally prefer choice A).

According to rational choice theory, students are rational actors who perform their actions based on rationality. If the benefits of a particular academically dishonest behaviour exceeds than the costs of that behaviour then students performs that academically dishonest behaviour. Simply, we can say that if the costs such as punishment or risk of an academically dishonest behaviour is lower than the benefits such as grades, status in friends or appreciation then that academically dishonest behaviour has more chances to be performed by any students than other behaviours. It can also be defined that the more serious academically dishonest behaviours are the least frequent behaviours amid students.

3.2 Theory of planned behaviour

Theory of planned behaviour is an extension of the Theory of Reasoned actions. It was introduced by Icek Ajzen in 1985 through his article “From intentions to actions: a theory of planned behaviour.” This theory describes process of decision making which leads an actor to act on a behaviour. According to the theory of reasoned action, a behaviour is deliberate and well planned. It can be understood through a process decision making defined in theory of planned behaviour. The process of decision making includes three major constructs: the attitude towards an act or behaviours (behavioural beliefs), subjective norms, and perceived behavioural control. The presence of all three constructs is essential in decision making for an actor to act on any behaviour.

The first construct “Behavioural beliefs” is the attitude (positive/negative) of an individual towards a behaviour. According to behavioural beliefs, an actor personally decides whether acting on a particular behaviour is right or wrong. The second construct “Subjective beliefs” are the external beliefs of everything around the individual towards a behaviour. These may include cultural norms and values, social networks, group beliefs, etc. The third construct “Perceived behavioural control” is the beliefs of an actor on how easy or hard is it for him/her to perform a behaviour. The combination of all these three constructs forms the intention of a person towards a behaviour (behavioural intention) which ultimately leads to the actual behaviour. Absence of any one construct decreases the chances to act on a behaviour. All constructs must be present to make a behaviour occur.

The third construct, perceived behavioral control, first used by Ajzen, is a mixture of two dimensions: self-efficacy and controllability. Self-efficacy refers to the level of difficulty that is required to perform the behavior, or one's belief in their own ability to succeed in performing the behavior. Controllability refers to the outside factors, and one's belief that they personally have control over the performance of the behavior, or if it is controlled by externally, uncontrollable factors. If a person has high perceived behavioral control, then they have an increased confidence that they are capable of performing the specific behavior successfully.

3.3 Differential association theory:

Differential association theory was introduced by a sociologist Edwin Sutherland. He used this theory to define the deviant behaviours. The basic assumption of this theory is that deviance is learnt through association with others who are deviants. It is more linked to the interactionist perspective of deviance. The main idea behind the theory is to define the major reason of why

people commit crime. Edwin Sutherland describes that every individual in our society has some sort of interactions with offenders and non-offenders. If the association of an individual with offenders outweighs than the non-offenders then there are high chances for that individual to become offender himself/herself. There are nine key principles provided by Sutherland in differential association. They are;

- i. Offensive behaviour is learnt: Just like any other behaviour, deviance behaviour is also learnt by the actor.
- ii. It is learnt through association with others: The actor first interacts with other people who are involved in deviance before him/her. He/she learns what the deviant behaviour is and how to become one of them.
- iii. It is more in intimate and personal groups: Personal and intimate groups are small. The values and norms are much more obeyed in personal groups as compared to larger secondary groups. So, deviance is easier to be learnt in personal and primary groups as compared to secondary and impersonal groups.
- iv. In association with offenders, the acceptability, attitudes, and techniques for crime are learnt: During the interactions of an actor with the offenders, the process to commit a particular offense is learnt and it becomes acceptable to the actor in a way that the attitudes of the actor are no more anti offensive.
- v. Every learning is either pro or anti-crime so learning is directional: Most of us receives two types of learning whether it is deviant or within the norms.
- vi. Whether someone becomes a criminal depends on the weighing of pro or anti criminal influences: The association of an actor with the other offenders outweighs than the association with non-offenders.

- vii. Learning experiences are different for each individual: Each individual perceives reality differently. Their learning experiences vary because of the difference in their context.
- viii. Learning process of crime is not different from the learning process of any other behaviour: Just like other behaviours, crime is also learnt through a similar process that is association with other people.
- ix. Need is not the only reason for committing crime but association too: Need for income, respect, status, etc. is considered as one of the main reason behind an offence. Sutherland describes that it is not only the need but the association of an actor with offenders that is also one of the main reason behind an offense.

3.4 Merton's Strain theory:

Robert K. Merton introduced strain theory to define why some people become good and some bad on the basis of two indicators that is goals of a society and the conventional means to achieve these goals. He introduced five types of characteristics which belong to almost any one in any society based in the goals of society and conventional means to achieve these goals. They are: Conformists, innovative, ritualists, retreatist, and rebels.

According to Merton, society plays a functional role by providing some with more opportunities and some with less opportunities. Those who lack opportunities or attain social goals become deviants and those who receive the opportunities live within the social norms.

Conformist is person who follows the goals of a society as well as the conventional means to achieve those goals. Example: a student who achieves position in a class by working hard. Innovative are the individuals who accept the goals of a society but reject the conventional means to achieve these goals. Example: a student who wants to take position in a class but decides to cheat in

the class to get it. Ritualists are those who follow conventional means but reject the social goals such as a student who only study without thinking to get any position in the class. Retreatists are those who reject the social goals and conventional ways to achieve these goals such as drug addicts, alcoholics, substance abusers, etc. The final character is The Rebel who make new goals and ways to achieve those goals by rejecting the social goals and social ways to achieve these goals such as criminals. The theory is further illustrated in the diagram below;

3.5 Relationship of theories with the Academic dishonesty

Viewing academic dishonesty from the perspective of above mentioned theories, it can be said that academic dishonesty results from a number of factors. There are different explanations of academic dishonesty from different theories.

According to rational choice theory, we can conclude that students are rational actors who decide to commit academic dishonesty when the academically dishonest behaviour has least cost or risk to be involved in it and has more benefits fetched from it. Therefore, when the benefits of any academically dishonest behaviour outweighs the costs then students move towards academic dishonesty.

According to theory of planned behaviour, students gather information before committing any academically dishonest behaviour. They first try to get information about an academically dishonest behaviour through their behavioural control by finding out what they think of that particular behaviour. After that, a student gather information about it through the subjective norms in which they find out the perspectives of people around them on that particular academically dishonest behaviour. Finally, they decide whether the particular

behaviour is easy and beneficial or hard and costly for them through perceived control behaviour. If these three constructs (behavioural belief, subjective norm, and perceived control behaviour) supports that particular academically dishonest behaviour then a student makes an intention to commit it which is known as behavioural intention. Through behavioural intention, a student moves towards committing the actual academically dishonest behaviour.

The relationship between academic dishonesty and differential association theory can be made in such a way that a student learns an academically dishonest behaviour through his/her association with those students who are already involved in that particular academically dishonest behaviour. He/she not only learns the technique of doing such a behaviour but also accepts it completely though the norms that have been developed among other academically dishonest students. Therefore, a student learns an academically dishonest behaviour through close association with other students who are already academically dishonest.

Academically dishonest students can be attached to Merton's strain theory through those personalities who reject the conventional means to achieve the social goals (innovative, retratists, and rebels). The highest relationship exists with the Innovative who accepts the social goals such as attending exams and getting more grades to pass that exams but rejects the conventional ways to achieve social goals such as preparing for exams and studying hard to pass those exams. Academically dishonest students follow a new way to achieve social goals within an education institution that is practicing academically dishonest behaviours

3.6 Propositions

1. Students are rational individuals who commit an academically dishonest behaviour after rationally evaluating it through their own rational calculus.

2. Students commit academically dishonest behaviours because their cost benefit analysis favours them to commit such behaviours.
3. Academically dishonest behaviour occurs because the benefits of doing such a behaviour outweighs as compared to its costs.
4. Students proceed to commit an academically dishonest behaviour after getting information about it through behavioural belief, subjective norms, and perceived behavioural control.
5. Just like any other deviant behaviour, an individual learns an academically dishonest behaviour with in an education institution.
6. An academically dishonest behaviour is learnt when a student interacts with other students who are already involved in that behaviour.
7. Academic dishonesty is more frequent in personal groups where the interaction of a student with other academically dishonest students is most frequent.
8. Students cheat when they do not cope with the conventional way of getting marks and passing exam. They find an alternative in the form of getting involved in academically dishonest behaviours.

3.7 Hypothesis

Following two hypothesis were constructed for this study

1) Hypothesis two:

Ho=Student's involvement in academically dishonest behaviours related to cheating in test/exam is independent of student's age.

Ha=Student's involvement in academically dishonest behaviours related to cheating in test or exams is dependent on student's age.

2) Hypothesis one:

Ho= Student's involvement in academically dishonest behaviours related to cheating in test or exam is independent of student's gender.

Ha=Student's involvement in academically dishonest behaviours related to cheating in test or exam is dependent on student's gender.

**Chapter No. 04: CONCEPTUALIZATION AND
OPERATIONALIZATION**

4.1 Conceptualization

Conceptualization is a process of making conceptual definition of a construct. In making a conceptual definition of our topic, we search for various definitions of different authors related to our construct. The definitions are then analyzed and a specific definition of the research topic is constructed known as conceptual definition. In simple terms, we can say that the topic we want to measure is highly abstract, therefore, we conceptualize it to turn it in concrete form so that we could measure it empirically. The process of conceptualization involves finding several definitions of authors related to your construct, making a core idea of the construct amid all the definitions, and creating a definition of the construct (conceptual definition) that contains all the specific details of the definitions given by different authors.

4.1.1 Conceptualization of Academic dishonesty

Academic dishonesty lacks a standard definition. It is defined by different authors and institutions differently. Different authors and institutions have viewed it from different angles using different perspectives. Each of the definition of academic dishonesty is analyzed below and an attempt has been made to find common elements among all of the definitions.

Lin and Wen (2007:) have defined academic dishonesty in their research study as “any behavior in the students learning process that violates the principles of justice and fairness in order to achieve the goal of getting higher grades or some specific credentials, for example, cheating of tests, cheating on assignments, plagiarism, and others.”

In the above definition, academic dishonesty is firstly defined as anything that violates the justice and fairness in an institution. It can also mean the violation of the rules and regulation policies of an education institution. Secondly, academic dishonesty is described as anything that provides benefits to the actor

in the form of higher grades or any other credentials. The definition above can be simply concluded that academic dishonesty is any behavior that destroys justice and regulations of an institution and provides benefits to a student in terms of marks or any other credentials.

University of Colorado (n. d.) has defined academic dishonesty as “as a student's use of unauthorized assistance with intent to deceive an instructor or other such person who may be assigned to evaluate the student’s work in meeting course and degree requirements.”

The above definition is a general statement with two propositions. Firstly, the student who commits academic dishonesty performs an unauthorized act. Secondly, the student who commits academic dishonesty in intentional of deceiving the supervisor, instructor, or any other authority who evaluates the work of a students. We may state that a student who performs academic dishonesty is the one who is taking a step against the rules and regulations of the authority and also the one who tries to deceive the authority.

According to Whitman College (n. d.), “academic dishonesty is Falsification, misrepresentation of another’s work as one’s own (such as cheating on examinations, reports, or quizzes), plagiarism from the work of others, or the presentation of substantially similar work for different courses (unless authorized to do so), is academic dishonesty and is a serious offense. Knowingly helping other students cheat or plagiarize is also considered academic dishonesty”

The definition of academic dishonesty given by Whitman College is more concrete than other definitions. It has mentioned different behaviors that are encircled within the boundaries of academic dishonesty. It has mentioned misrepresentation, copying others work, plagiarism, and the recycling of work under within the circle of academic dishonesty.

Berkeley University of California (n. d.) has defined academic dishonesty as, “any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. This includes a wide variety of behaviors such as cheating, plagiarism, altering academic documents or transcripts, gaining access to materials before they are intended to be available, and helping a friend to gain an unfair academic advantage.”

This definition is similar to the definition given by Lin and Wen (2007). It has also mentioned that academic dishonesty is anything that provides advantages to the actor. It has also mentioned the disadvantages to others. Others might be those who study, work hard, and refrain from academic dishonesty. This definition is more concrete than the later because it has mentioned different academically dishonest behaviors such as cheating, plagiarism, altering academic documents, etc.

Berkeley City College (n. d.) defines academic dishonesty as “any type of cheating that occurs in relation to a formal academic exercise”

Berkeley City College’s definition lacks the clear understanding of academic dishonesty. It has only linked academic dishonesty to formal academic exercise.

“Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities and it applies not just to students, but to everyone in the academic environment” (Northern Illinois University 2017).

Northern Illinois has defined the unit of analysis of academic dishonesty. According to their definition, academic dishonesty is not only committed by students but by teachers, researchers, or other actors within an academic environment. It means that there are multiple actors contributing towards academic dishonesty.

4.1.2 Conceptualization of Forms of Academic Dishonesty

i. Cheating

“Cheating is any attempt to give or obtain assistance in a formal academic exercise (like an examination) without due acknowledgment” (Berkeley city college n. d.).

From the above definition of Cheating by Berkeley City College, we come to know that cheating is assistance given between actors without the acknowledgement of instructors. The process of cheating occurs in academic exercises such as examination. This definition has linked cheating to only exams leaving other areas where cheating might occur.

According to Berkeley University of California (n. d.), “Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment.”

The definition cheating by Berkeley University of California has linked cheating with academic assignments rather than only examination. It has defined it as the use of any form of deceit and materials that are considered inappropriate. However, this definition has only mentioned cheating as a practice occurring only in academic assignments. It also lacks cheating in examination

University of Colorado (n. d.) defines cheating as a “process that involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise, or communication with another person during such an exercise.”

The above definition has described different resources that actors use during cheating. These resources are information, materials, notes, study aids, and other devices. The resources are prohibited by the authority. The resources are

possessed by the actors and are delivered to other actors of cheating during an academic exercise.

Northern Illinois University (2017) states that “cheating involves unauthorized use of information, materials, devices, sources or practices in completing academic activities. For example, copying during an exam that should be completed individually is an unauthorized practice, and, therefore, is considered cheating. A student who allows another student to copy from his or her work is considered to be facilitating or contributing to cheating.”

The above definition is coordinated with the definition of University of Colorado (n. d.) mentioned above. Both of these definition have described the resources an actor of cheating uses that it. It has also mentioned the cheating in examination.

Lin and Wen (2007) have defined cheating in their study in two types: Cheating on tests and cheating on assignments. They have described the cheating behaviors of each form of cheating. The behaviors of each form are: information, materials, sources or practices.

Cheating on tests

1. Copying from other students
2. Passing answers to other students
3. Using prohibited crib notes
4. Obtaining the test questions illegally
5. Using unauthorized electronic equipment

Cheating on assignments

1. Working on assignment with others when asked for individual work.
2. Providing paper of assignment for other student
3. Giving forbidden help to others on their assignments

4. Doing less of your share of work in group projects

ii. **Plagiarism**

“Plagiarism is the adoption or reproduction of ideas or words or statements of another person without due acknowledgment” (Berkeley city college n. d.).

Copying the ideas of other people or even reproducing them without the knowledge of real producer of the idea has been termed as plagiarism in the above definition. It is a general definition that describes what plagiarism is but lacks in what is included in plagiarism or which behaviors are considered within plagiarism.

According to Berkeley University of California (n. d.), “Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source.”

This definition is similar to the above the definition given by Berkeley City College. It has also termed plagiarism as the production of ideas of other people without mentioning the real source.

University of Colorado (n. d.) describes plagiarism as “the use of another person’s distinctive ideas or words without acknowledgment. The incorporation of another person’s work into one’s own requires appropriate identification and acknowledgment, regardless of the means of appropriation.”

The above definition of Plagiarism describes same ideas discussed in the two previous definition. However, it suggests that mentioning the ideas of another author in one’s own work requires proper identification of the real author of an idea.

According to Northern Illinois University (2017), “plagiarism is a type of cheating in which someone adopts another person's ideas, words, design, art, music, etc., as his or her own without acknowledging the source, or, when necessary, obtaining permission from the author.”

Northern Illinois University has linked plagiarism with not only copying ideas and words without the acknowledgement of the real author but also copying the design, art, music, etc. of the real source without acknowledgement. However, in this study we are concerning academic dishonesty so we are more interested in ideas and words instead of other things mentioned in the definition.

iii. Fabrication and falsification

“Falsification and fabrication is inventing or counterfeiting information, i.e., creating results not obtained in a study or laboratory experiment. Falsification, on the other hand, involves deliberately altering or changing results to suit one’s needs in an experiment or other academic exercise” (University of Colorado n. d.).

The above definition has described fabrication and falsification in two ways. Firstly, it states that it is the creation of results artificially that are not obtained from real data collection. Secondly, it mentions changing the results to favor the study finding pre-expected in an experiment or an academic exercise.

Northern Illinois University (2017) defines fabrication and falsification as “Fabrication or falsification involves the unauthorized creation or alteration of information in an academic document or activity. For example, artificially creating data when it should be collected from an actual experiment or making up a source of information that does not exist is considered fabrication or falsification.”

The above definition is similar the one discussed before it. It has also described, as in the previous definition, the creation of results within an experiment to support the pre-expected findings before data collection.

4.1.3 Academically dishonest behaviors:

Academically dishonest behaviors are the actions performed by an individual during any form of academic exercise. There are no standardize academically dishonest behaviors on which authors have agreed. Different behaviors are mentioned by different authors. Some of them are given below.

Lin and Wen (2007) have used four forms of academic dishonesty in their study. The behaviors related to four different forms of academic dishonesty are explained below:

- **Cheating on tests**

Copying from other students

Passing answers to other students

Using prohibited crib notes

Obtaining the test questions illegally

Using unauthorized electronic equipment

Cheating on assignments

Working on assignment with others when asked for individual work.

Providing paper of assignment for other student

Giving forbidden help to others on their assignments

Doing less of your share of work in group projects

- **Plagiarism**

Fabricating a bibliography

Copying materials without footnoting them

Referencing materials without truly reading them

- **Others**

Falsifying grade scores

Changing test or assignment answers after given grade score

Falsified school documents (i.e. parking permit, certificate).

Fraudulent excuse making to postpone exams or assignment

Kidwell, Wozniak and Laurel (2003) have used 17 types of cheating behaviors in his study. They were based on surveys used by McCabe (McCabe and Trevino, 1993; McCabe and Trevino, 1995; McCabe, Trevino and Butterfield, 1999). Each of them is given below:

- Copying from another student during a test (or exam) without his or her knowledge.
- Copying from another student during a test with his or her knowledge.
- Using unpermitted crib notes (or cheat sheet) during a test.
- Getting questions or answers from someone who has already taken a test.
- Helping someone else cheat on a test.
- Cheating on a test in any other way.
- Copying material, almost word to word, from any sources and turning it in your own work.
- Fabricating or falsifying a bibliography.
- Turning in work done by someone else.
- Receiving substantial, unpermitted help on an assignment.
- Working on an assignment with others when the instructor asked for individual work.
- Copying a few sentences of material without footnoting them in a paper.
- Writing or providing a paper for another student.

- Turning in a paper based on information obtained from a term paper.
- Plagiarizing a paper in any way using the Internet as a source.
- In a course requiring computer work, copying another student's program rather than doing your own.
- Falsifying lab or research data.

Nuss (1984) collecting data from a sample of 500 students in a public university has used the following 14 forms of academic dishonesty to check their frequency and seriousness:

- Taking an exam for another student
- Having another student take exam for you
- Altering or forging an official university document
- Paying someone to write a paper to submit as your own work
- Arranging with other students to give or receive answers by use of signals
- Arranging to sit next to someone who will let you copy from his or her exam
- Copying from someone's exam paper without his or her knowledge
- Writing paper for another student
- Allowing another student to copy from you during an exam
- Copying answers from a source without doing work independently
- Getting questions or answers from someone who has already taken the same exam
- Copying a few sentences without footnoting in a paper
- Working on homework with other students when the instructor does not allow it
- "Padding" a few items on a bibliography

4.2 Operationalization

Operationalization is the process of creating operational definition of the construct. It is a link between abstract construct and empirical reality. We try to create a definition of the construct that would help us to measure our construct in real life. The operational definitions of Academic dishonesty and the different forms of academic dishonest, used in this study, are described below.

4.2.1 Operational definition of Academic dishonesty

In this study Academic dishonesty is defined as any unauthorized assistance in student learning process that violates the principle of justice and fairness by creating unfair advantage for oneself or unfair advantage/disadvantage for others such as: Cheating (tests/exams and assignments), plagiarism, and falsification and fabrication.

4.2.2 Operational definition of Forms of academic dishonesty

I. Cheating:

Cheating is defined as fraud, deceit or dishonesty in tests/exams and assignments in which students possess, communicate or use information, crib notes, study aides or other ways which are not authorized by the instructor or are used without his/her acknowledgement. In this study cheating is divided in two types: Cheating on tests/exams and cheating on assignments. Each of them is further defined below;

a. Cheating on test/exams:

- Copying from another students during a test/exam without his her knowledge
- Copying from another student during a test/exam with his/her knowledge

- Using crib notes (cheat sheets) during a test, getting questions or answers from someone who has already taken a test/exam
- Helping someone else cheat on a test/exam
- Taking a test/exam for another student
- Having another student take test/exam for you
- arranging with other students to give or receive answers by use of signals/gestures during a test/exam
- arranging to sit next to someone who will let you copy from his/her own test/exam
- Getting answers or questions from someone who has already taken a test/exam
- allowing another student to copy from you during a test/exam

b. Cheating in assignments/homework:

- Working on assignment and homework with other student when the instructor asked for individual work
- paying someone to write an assignment or dissertation for you

II. Plagiarism:

Plagiarism is defined as the use or reproduction of intellectual and distinctive work of another person in a paper without his/her acknowledgement. It includes the following behaviours:

- Copying material almost word to word from any source and submitting as your own work
- mentioning fabricated authors in bibliography,
- copying a few sentences of material without footnoting them in a paper,
- plagiarizing a paper in any way using internet as a source

III. Fabrication and falsification:

In this study, fabrication and falsification is defined as any unauthorized creation of information and results that does not exist in reality in an academic document, experiment, or any other academic exercise to suite one's needs. It may also be defined as counterfeiting the real information. It includes the following behaviors:

- Changing an official university document
- changing lab or research data results in your favor
- submitting work done by someone else
- making up a source of information that does not exist

4.2.3 Academically Dishonest behaviors

From the research studies of (NUSS 10; Kidwell 3; and Lin and Wen 2007) following 20 most common academically dishonest behaviors have been selected as measures of different forms of academic dishonesty. These behaviors define the different aspects of academic dishonesty. They are given below;

1. Copying from another student during a test/exam without his/her knowledge
2. Copying from another student during a test/exam with his/ her knowledge
3. Using crib note (cheat sheets) during a test/exam
4. Getting questions or answers from someone who has already taken a test/exam
5. Helping someone else cheat on a test/exam
6. Copying material, almost word to word, from any source and submitting it as your own work

7. Mentioning fabricated authors in bibliography (a list of book, articles, or magazines that are mentioned in a text)
8. Submitting work done by someone else
9. Working on an assignment/homework with others when the instructor asked for individual work
10. Copying a few sentences of material without footnoting (providing referencing) them in a paper
11. Plagiarizing (copying an idea of a person without mentioning or referencing him/her in your work) a paper in any way using the internet as a source
12. Changing lab or research data results in your favor
13. Taking a test/exam for another student
14. Having another student take exam for you
15. Changing an official university document
16. Paying someone to write an assignment/ dissertation as your own work
17. Arranging with other students to give or receive answers by use of signals/gestures during a test/exam
18. Arranging to sit next to someone who will let you copy from his/her own test/exam
19. Allowing another student to copy from you during a test/exam
20. making up a source of information that does not exist

Chapter No. 05: RESEARCH METHODOLOGY

A quantitative study was conducted on two major public universities (National University of Modern Languages (NUML) and Quaid-e-Azam University) in Islamabad to numerically analyze the phenomenon of academic dishonesty. The Study was a quantitative survey based on close ended and open ended questionnaire. Data was collected from a sample of 250 respondent from both Universities. Out of 250 respondents, 231 respondents completed the questionnaire and returned it back.

5.1 Universe

This study is based on comparative analysis of two major Universities in Islamabad: NUML and Quaid-e-Azam University. Therefore, the Universe for the study is these two Universities.

5.2 Unit of analysis (target population)

The Unit of analysis for the study is the students studying in different departments of NUML and Quaid-e-Azam University, Islamabad.

5.3 Sampling design/ sampling technique

One of the type of probability sampling, known as stratified sampling, was used for this study. Students were stratified on the basis of the parameters applicable for this study from the two Public Universities in Islamabad.

5.4 Sampling size

Calculating sampling size, first the total population of the two Public Universities (Quaid-i-Azam University and National University of Modern Languages “NUML”) was calculated from Times higher education website. The total population of Quaid-i-Azam University was 9,700 students and that of NUML was 11,000 students. A formula of collecting sample size known as Taro Yamane formula was applied to collect sample size. The formula is;

$$n = \frac{N}{1 + N * (e)^2}$$

Where;

n= Sample size

N= the population size

e= the acceptable sample error

Formula is applied for the population of both universities. The sampling error is fixed at 0.09. The formula is applied for both Public Universities separately and then the answers for both was added. The summed total of both Universities is 243 which is our sampling size.

5.5 Tools for data collection

The data for this study was collected through a questionnaire which asked questions from students related different aspects of academic dishonesty.

5.6 Techniques for data collection

The technique for data collection was a self-administered survey in which asked open ended as well as close ended questions asked from students related to academic dishonesty.

5.7 Pre-testing

A pre-test of questionnaire was conducted on 15 respondents to check errors in the questionnaire. Students identified different things which they did not understand such as the use of complex vocabulary. The questionnaire was edited after the response in pre-test. After pre-test, it was then proceeded towards real data collection.

5.8 Data Analysis

The process of data analysis was made possible via Statistical Package for social science use mostly for quantitative research method.

5.9 Tools for data analysis

Data obtained from questionnaires was entered in Statistical Package for Social Sciences (SPSS). It was a quantitative research for which SPSS was well suited as an analysis tool.

5.10 Techniques for data analysis

Descriptive statistics was applied in which frequencies of different variables were analyzed. Cross-tabulation or correlation was also applied to study the relationship between different nominal variables.

5.11 Opportunities and limitation of the study

This study is limited to the students of studying in Public Universities in Islamabad because the students selected for this study was from two major Public Universities: National University of Modern Languages (NUML) and Quaid-e-Azam University, Islamabad. Furthermore, it was a little hard during the data collection in which respondents showed a little resistance in filling the questionnaires.

5.12 Ethical concerns

It was repeatedly told to the respondents that their data would be confidential and would only be used for academic research purpose. Many respondents felt ashamed of responding towards their involvement in academic dishonesty. They were continuously informed that the information they provided will be secured and would be only used for the purpose of research.

Chapter No. 06: RESULTS

6.1 Findings

Out of 243 students, taken as a sample for this study, 229 students filled the questionnaires completely. The findings section is based on three sections: The first part consists of the demographic information of the students, the second part consists of answering the research questions used for this study, and the third part is a description of the hypothesis that had to be tested for this study.

6.1.1 Demographic information:

The demographic information was the first part of the questionnaire in which students were asked about their demographic profiles. It consisted of Age, Grade Point Average (GPA), gender, and program. These demographic characteristics are explained below;

6.1.1.1 Age

From the 229 students who completed the questionnaire, 12.7% students were between the ages 17-19 years, 52.0% students were within the ages 20-22 years, 30.1% students between the ages 23-25 years, and 5.2% students were between the ages 26-32 years.

6.1.1.2 Gender

Out of 229 students 52.8% of the students used for this study were male students and 47.2% students used for this study were female students.

6.1.1.3 Program/Discipline

Discipline was divided into four categories: Bachelors of science (BS), Masters of Arts/Science (MA/MSc), MS/MPhil, and PhD. The study contains majority of male students, between the ages 20-22 years, who are doing Bachelors of Science (BS) program. Out of 229 students who completed the questionnaire, 142 students were from Bachelors program, 71 students from Masters of science/Masters of arts program, 15 students from MS/MPhil program and 1 student doing PhD. The table below represents the demographic characteristics of the sample along with the frequencies and percentages.

Table No 1 1 Demographic data of respondents

Demographic information				
	Statement	Responses	Frequency	Percentage
1	Age	1. 17-19 2. 20-22 3. 23-25 4. 26-32	29 119 69 12	12.7% 52.0% 30.1% 5.2%
2	Gender	1. Male 2. Female	121 108	52.8% 47.2%
3	GPA (Grade Point Average)	1. 1.0-2.0 2. 2.1-3.1 3. 3.2-4.2	5 53 71	3.9% 41.1% 55.0%
4	Program	1. BS 2. MSc/MA 3. MS/MPhil 4. PhD	142 71 15 1	62.0% 31.0% 6.6% 0.4%

6.1.2 Frequency of academic dishonesty forms

Four forms of academic dishonesty were selected for this study: Cheating in test/exam, cheating in assignment/homework, plagiarism, and fabrication and falsification. Academically dishonest behaviours were attached to each of the form. Cheating in test/exam consists of ten academically dishonest behaviours, cheating in assignment/homework consists of two academically dishonest behaviours, Plagiarism consists of four academically dishonest behaviours, and fabrication and falsification consists of four academically dishonest behaviours.

There are four tables, given below, that describes the frequency of the four forms of academic dishonesty respectively. Each of These tables mentions the academically dishonest behaviours related to one of the academic dishonesty form. Through these tables, a reader can know which of the academically dishonest behaviour related to each of the four forms is rampant and which one is least practiced.

The process to measure frequency of academically dishonest behaviours, with in the four tables below, is made possible with the help of the percentage of a response category of “Many Times” mentioned along with each behaviour in the four tables below. An academically dishonest behaviour that is more practiced has high percentage of the response category “Many times” than other behaviours while the one which is least practiced has lower percentage of the response category “Many times” as compared to other behaviours within each table.

6.1.2.1 Frequency of cheating in test/exam

Ten academically dishonest behaviours were used as indicators of cheating during test/exam. Each of the ten behaviours represents the different techniques that an academically dishonest student performs during his/her exam or test.

The top five most practiced behaviours by students during their test/exam are: allowing another student to copy from you during a test/exam (Many times: 38.0%), helping someone else cheat on a test/exam (many times: 35.8%), copying from another student during a test/exam with his/her knowledge (Many times: 25.8%), arranging to sit next to someone who will let you copy from his/her own test/exam (Many times: 24.0%), and arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Many times: 18.8%).

The top five least practiced academically dishonest behaviours during test/exam of students are: Having another student take test/exam for you (many times: 1.7%), using crib notes (cheat sheets) during a test/exam (Many times: 3.9%), taking a test/exam for another student (Many times: 3.9%), copying from another student during a test/exam without his/her knowledge (Many times: 10.9%), and getting answers or questions from someone who has already taken a test/exam (Many times: 12.2%). The table of the frequency of academically

dishonest behaviours committed by student during their test or exam is given below:

Table No 2 1 Frequency of cheating in test/exam

Cheating in test/exam				
	Statements	Responses	Frequency	Percentage
1	Copying from another student during a test/exam without his/her knowledge	Never Once Few times Many times	108 29 67 25	47.2% 12.7% 29.3% 10.9%
2	Copying from another student during a test/exam with his/her knowledge	Never Once Few times Many times	59 31 80 59	25.8% 13.5% 34.9% 25.8%
3	Using crib notes (cheat sheets) during a test/exam	Never Once Few times Many times	162 21 37 9	70.7% 9.2% 16.2% 3.9%
4	Helping someone else cheat on a test/exam	Never Once Few times Many times	46 15 86 82	20.1% 6.6% 37.6% 35.8%
5	Taking a test/exam for another student	Never Once Few times Many times	165 40 15 9	72.1% 17.5% 6.6% 3.9%
6	Having another student take test/exam for you	Never Once Few times Many times	192 17 16 4	83.8% 7.4% 7.0% 1.7%
7	arranging with other students to give or receive answers by use of signals/gestures during a test/exam	Never Once Few times Many times	76 44 66 43	33.2% 19.2% 28.8% 18.8%
8	arranging to sit next to someone who will let you copy from his/her own test/exam	Never Once Few times Many times	70 45 59 55	30.6% 19.7% 25.8% 24.0%
9	Getting answers or questions from someone who has	Never Once Few times	97 37 67	42.4% 16.2% 29.3%

	already taken a test/exam	Many times	28	12.2%
10	allowing another student to copy from you during a test/exam	Never	26	11.4%
		Once	21	9.2%
		Few times	95	41.5%
		Many times	87	38.0%

6.1.2.2 Frequency of cheating in assignment/homework

Two academically dishonest behaviours, mentioned in the Table No 03 below, were used to check the frequency cheating in assignment/homework.

The most practiced academically dishonest behavior representing cheating in assignments/ home work is: working on assignment and homework with other student when the instructor asked for individual work (Many times: 17.0%). The least practiced academically dishonest behaviour related to cheating in assignments/ home work is: Paying someone to write an assignment or dissertation for you (Many times: 5.2%). Further description of the frequency and percentage of these two academically dishonest behaviour is given in Table No 03 below.

Table No 3 1 Frequency of cheating in assignment/homework

Cheating in assignment/homewok				
	Statement	Responses	Frequency	Percentage
1	Working on assignment and homework with other student when the instructor asked for individual work	Never	85	37.1%
		Once	33	14.4%
		Few times	72	31.4%
		Many times	39	17.0%
2	paying someone to write an assignment or dissertation for you	Never	168	73.4%
		Once	24	10.5%
		Few times	25	10.9%
		Many times	12	5.2%

6.1.2.3 Frequency of Plagiarism

To measure the frequency of plagiarism, 4 academically dishonest behaviours, mentioned in Table No 04, were used. These behaviours represent plagiarism and describe the different aspects of plagiarism. Students were asked about their involvement in these four behaviour.

The descending order of students' involvement in academically dishonest behaviors related plagiarism is: Copying a few sentences of material without footnoting them in a paper (Many times: 13.1%), copying material almost word to word from any source and submitting as your own work (Many times: 11.4%), plagiarizing paper in any way using internet as a source (Many times: 10.9%), and mentioning fabricated authors in bibliography (6.6%). Further description of these behaviours is given below in Table No 04.

Table No 4 1 Frequency of Plagiarism

Plagiarism				
	Statement	Responses	Frequency	Percentage
1	Copying material almost word to word from any source and submitting as your own work	Never Once Few times Many times	123 30 50 26	53.7% 13.1% 21.8% 11.4%
2	mentioning fabricated authors in bibliography	Never Once Few times Many times	118 43 43 15	51.5% 18.8% 23.1% 6.6%
3	copying a few sentences of material without footnoting them in a paper	Never Once Few times Many times	73 41 85 30	31.9% 17.9% 37.1% 13.1%
4	plagiarizing a paper in any way using internet as a source	Never Once Few times Many times	106 34 64 25	46.3% 14.8% 27.9% 10.9%

6.1.2.4 Frequency of Fabrication and Falsification

Four academically dishonest behaviours, mentioned in Table No 05, were used as indicators of Fabrication and Falsification. These four behaviours represents the different acts that a student performs while committing fabrication and falsification. Students were asked about their involvement in these four behaviours to check their frequency.

The descending order of the academically dishonest behaviors related to fabrication and falsification and in terms of their practice by students is: Making up a source of information that does not exist (Many times: 10.5%), Submitting work done by someone else (Many times: 7.9%), changing lab or research data results in your favor (Many times: 6.6%), and Changing an official university document (0.4%).

Table No 5 1 Frequency of fabrication and falsification

Fabrication and falsification				
	Statement	Responses	Frequency	Percentage
1	Changing an official university document	Never Once Few times Many times	199 17 12 1	86.9% 7.4% 5.2% 0.4%
2	changing lab or research data results in your favor	Never Once Few times Many times	139 33 42 15	60.7% 14.4% 18.3% 6.6%
3	submitting work done by someone else	Never Once Few times Many times	118 41 52 18	51.5% 17.9% 22.7% 7.9%
4	making up a source of information that does not exist	Never Once Few times Many times	128 27 50 24	55.9% 11.8% 21.8% 10.5%

6.1.3 Seriousness of academic dishonesty forms

This section of data analysis contains four tables that describe the seriousness of the four forms of academic dishonesty that is cheating in test/exam, cheating in homework/assignment, plagiarism, and fabrication and falsification. Each table represents one of the four forms of academic dishonesty and consists of numerous academically dishonest behaviour representing that particular form.

This study describes the seriousness of academic dishonesty forms in terms of students' perception towards academically dishonest behaviours representing each of the four forms used in this study. The more a student thinks of any behaviour, related to the four forms, negatively the more it is considered as serious.

The seriousness of academic dishonesty forms is measured through the percentage of one of a response category "Very bad" mentioned with each academically dishonest behaviours in the four tables discussed below. The more a student thinks of any academically dishonest behaviour negatively, the more it is considered as serious and vice a versa.

6.1.3.1 Seriousness of cheating in test/exam:

Ten academically dishonest behaviours, mentioned in Table No 06, were used as indicators of students' cheating during test or exam. These ten behaviours represents the different techniques that an academically dishonest student performs during cheating in test or exam.

The top 5 most serious academically dishonest behaviours representing cheating in tests/exams are: Using crib notes (cheat sheets) during a test (Very bad: 65.9%), having another student take test/exam for you (Very bad: 64.2%), taking a test/exam for another student (Very bad: 58.1%), Copying from another

student during a test or exam without his/her knowledge (Very bad: 48.9%), and helping someone else cheat on a test/exam (Very bad: 33.2%).

The top 5 least serious academically dishonest behaviours related to cheating in test/exams are: Allowing another student to copy from you during a test/exam (Very bad: 21.8%), arranging to sit next to someone who will let you copy from his/her own exam (Very bad: 25.8%), copying from another student during a test/exam with his/her knowledge, arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Very bad: 29.3%), and getting questions or answers from someone who has already taken a test/exam (Very bad: 32.8%). The Table No 06 described the frequency and percentage of these academically dishonest behaviours.

Table No 6 1 Seriousness of cheating in test/exam

Cheating in test/exam				
	Statements	Responses	Frequency	Percentage
1	Copying from another student during a test/exam without his/her knowledge	Very bad	112	48.9%
		Moderately bad	48	21.0%
		Slightly bad	45	19.7%
		Not bad at all	24	10.5%
2	Copying from another student during a test/exam with his/her knowledge	Very bad	60	26.2%
		Moderately bad	80	34.9%
		Slightly bad	41	17.9%
		Not bad at all	48	21.0%
3	Using crib notes (cheat sheets) during a test	Very bad	151	65.9%
		Moderately bad	35	15.3%
		Slightly bad	30	13.1%
		Not bad at all	13	5.7%
4	Helping someone else cheat on a test/exam	Very bad	76	33.2%
		Moderately bad	62	27.1%
		Slightly bad	53	23.1%
		Not bad at all	38	16.6%
5	Taking a test/exam for another student	Very bad	133	58.1%
		Moderately bad	49	21.4%
		Slightly bad	29	12.7%
		Not bad at all	18	7.9%
6	Having another student take test/exam for you	Very bad	147	64.2%
		Moderately bad	31	13.5%

		Slightly bad	36	15.7%
		Not bad at all	15	6.6%
7	arranging with other students to give or receive answers by use of signals/gestures during a test/exam	Very bad	67	29.3%
		Moderately bad	74	32.3%
		Slightly bad	63	27.5%
		Not bad at all	25	10.9%
8	arranging to sit next to someone who will let you copy from his/her own test/exam	Very bad	59	25.8%
		Moderately bad	75	32.8%
		Slightly bad	52	22.7%
		Not bad at all	43	18.8%
9	Getting questions or answers from someone who has already taken a test/exam	Very bad	75	32.8%
		Moderately bad	47	20.5%
		Slightly bad	47	20.5%
		Not bad at all	60	26.2%
10	allowing another student to copy from you during a test/exam	Very bad	50	21.8%
		Moderately bad	83	36.2%
		Slightly bad	52	22.7%
		Not bad at all	44	19.2%

6.1.3.2 Seriousness of cheating in assignment/homework

Two academically dishonest behaviours, mentioned in Table No 07, were used as indicators of cheating in assignment/homework. The perceptions of students of these two behaviours were then checked and analyzed.

According to students, the descending order of the most serious academically dishonest behaviours related to cheating in assignment or homework are: Paying someone to write an assignment or dissertation for you: (Very bad: 51.1%), and working on assignment and homework with other student when the instructor asked for individual work (Very bad: 31.4%). Further description is given in Table No 07.

Table No 7 1 Seriousness of cheating in assignment/homework

Cheating in assignment/home work				
	Statement	Responses	Frequency	Percentage
1	Working on assignment and	Very bad	72	31.4%
		Moderately bad	61	26.6%

	homework with other student when the instructor asked for individual work	Slightly bad Not bad at all	69 27	30.1% 11.8%
2	paying someone to write an assignment or dissertation for you	Very bad Moderately bad Slightly bad Not bad at all	117 48 43 21	51.1% 21.0% 18.8% 9.2%

6.1.3.3 Seriousness of Plagiarism

Plagiarism is based on four academically dishonest behaviours that describe its different aspects. The Table No 08 describes the students' perception towards these academically dishonest behaviours. The more a student see any behaviour negative, the more it is considered serious.

The descending order of most serious academically dishonest behaviours related to Plagiarism are: Copying material almost word to word from any source and submitting it as your own work (Very bad: 59.4%), plagiarizing a paper in any way using internet as a source (Very bad: 49.3%), mentioning fabricated authors in a bibliography (Very bad: 43.2%), and copying a few sentences of material without footnoting them in a paper (Very bad: 32.8%). Table No 08 further describes the seriousness of academically dishonest behaviours related to plagiarism.

Table No 8 1 Seriousness of Plagiarism

Plagiarism				
	Statement	Responses	Frequency	Percentage
1	Copying material almost word to word from any source and submitting as your own work	Very bad Moderately bad Slightly bad Not bad at all	136 44 34 15	59.4% 19.2% 14.8% 6.6%
2	mentioning fabricated authors in bibliography	Very bad Moderately bad Slightly bad Not bad at all	99 53 45 32	43.2% 23.1% 19.7% 14.0%

3	copying a few sentences of material without footnoting them in a paper	Very bad	75	32.8%
		Moderately bad	64	27.9%
		Slightly bad	66	28.8%
		Not bad at all	24	10.5%
4	plagiarizing a paper in any way using internet as a source	Very bad	113	49.3%
		Moderately bad	63	27.5%
		Slightly bad	30	13.1%
		Not bad at all	23	10.0%

6.1.3.4 Seriousness of Fabrication and Falsification

Fabrication and Falsification is the last form of academic dishonesty used in this study. It is based on four academically dishonest behaviour mentioned below in Table No 09. These behaviours describe the different techniques that a student perform while committing fabrication and falsification. Students were asked about these behaviours and there perception towards these behaviours were checked and analyzed.

The descending order of the most serious academically dishonest behaviours related to fabrication and falsification is: Changing an official University document (very bad: 71.6%), submitting work done by someone else (Very bad: 52.4%), Changing lab or research data results in your favor (Very bad: 50.7%), and making up a source of information that does not exist (49.8%). Further elaboration of the seriousness of fabrication and falsification is given below in Table No 09.

Table No 9 1 Seriousness of fabrication and falsification

Fabrication and falsification				
	Statement	Responses	Frequency	Percentage
1	Changing an official university document	Very bad	164	71.6%
		Moderately bad	36	15.7%
		Slightly bad	19	8.3%
		Not bad at all	10	4.4%
2	changing lab or research data results in your favor	Very bad	116	50.7%
		Moderately bad	45	19.7%
		Slightly bad	49	21.4%

		Not bad at all	19	8.3%
3	submitting work done by someone else	Very bad	120	52.4%
		Moderately bad	59	25.8%
		Slightly bad	35	15.3%
		Not bad at all	15	6.6%
4	making up a source of information that does not exist	Very bad	114	49.8%
		Moderately bad	47	20.5%
		Slightly bad	40	17.5%
		Not bad at all	28	12.2%

6.1.4 Most practiced and least practiced academically dishonest behaviours

Twenty academically dishonest behaviours were used in this study as indicators of academic dishonesty. They collectively represent academic dishonesty. This section describes the most practiced and least practiced academically dishonest behaviours.

The process to identify the most and least practiced academically dishonest behaviours is made possible with the help of the percentage of a response category of “Many times” mentioned with each academically dishonest behaviour. The higher the percentage of “Many times”, the higher are the chances for a student’s involvement in that particular academically dishonest behaviour.

The top ten most practiced academically dishonest behaviours are: allowing another student to copy from you during a test/exam (Many times: 38.0%), Helping someone else cheat on a test/exam (Many times: 35.8%), copying from another student during a test/exam with his/her knowledge (Many times: 25.8%), arranging to sit next to someone who will let you copy from his/her own test/exam (Many times:24.0%), arranging with other students to give or receive answers by use of gestures/ signals during a test/exam (Many times: 18.8%), working on homework or assignment with other person when the instructor asked for individual work (Many times: 17.0%), copying a few sentences of material without footnoting them in a paper (Many times: 13.1%),

getting questions or answers from someone who has already taken a test/exam (Many times: 12.2%), copying material almost word to word from any source and submitting as your own work (Many times: 11.4%), Copying from a student during a test or exam without his/her knowledge (Many times: 10.9%).

The Top ten least practiced academically dishonest behaviours as measures of academic dishonesty are: Changing an official university document (Many times: 0.4%), having another student take test/exam for you (Many times: 1.7%), using crib notes (cheat sheets) during a test/exam (Many times: 3.9%), taking a test/exam for another student (Many times: 3.9%), paying someone to write an assignment or dissertation for you (Many times: 5.2%), Mentioning fabricated authors in bibliography (Many times: 6.6%), changing lab or research data in your favor (Many times: 6.6%), submitting work done by someone else (Many times: 7.9%), and plagiarizing a paper in any way using internet as a source (Many times: 7.9%), and making up a source of information that does not exist (Many times: 10.5%). The Table No 10 further elaborates the most practiced and least practiced academically dishonest behaviours.

Table No 10 1 Frequency of academically dishonest behaviours

Frequency of academically dishonest behaviours				
	Statement	Responses	Frequency	Percentage
1	Copying from another student during a test/exam without his/her knowledge	Never	108	47.2%
		Once	29	12.7%
		Few times	67	29.3%
		Many times	25	10.9%
2	Copying from another student during a test/exam with his/her knowledge	Never	59	25.8%
		Once	31	13.5%
		Few times	80	34.9%
		Many times	59	25.8%
3	Using crib notes (cheat sheets) during a test/exam	Never	162	70.7%
		Once	21	9.2%
		Few times	37	16.2%
		Many times	9	3.9%
4	Helping someone else cheat on a test/exam	Never	46	20.1%
		Once	15	6.6%

		Few times	86	37.6%
		Many times	82	35.8%
5	Taking a test/exam for another student	Never	165	72.1%
		Once	40	17.5%
		Few times	15	6.6%
		Many times	9	3.9%
6	Having another student take test/exam for you	Never	192	83.8%
		Once	17	7.4%
		Few times	16	7.0%
		Many times	4	1.7%
7	arranging with other students to give or receive answers by use of signals/gestures during a test/exam	Never	76	33.2%
		Once	44	19.2%
		Few times	66	28.8%
		Many times	43	18.8%
8	arranging to sit next to someone who will let you copy from his/her own test/exam	Never	70	30.6%
		Once	45	19.7%
		Few times	59	25.8%
		Many times	55	24.0%
9	Getting answers or questions from someone who has already taken a test/exam	Never	97	42.4%
		Once	37	16.2%
		Few times	67	29.3%
		Many times	28	12.2%
10	allowing another student to copy from you during a test/exam	Never	26	11.4%
		Once	21	9.2%
		Few times	95	41.5%
		Many times	87	38.0%
11	Working on assignment and homework with other student when the instructor asked for individual work	Never	85	37.1%
		Once	33	14.4%
		Few times	72	31.4%
		Many times	39	17.0%
12	paying someone to write an assignment or dissertation for you	Never	168	73.4%
		Once	24	10.5%
		Few times	25	10.9%
		Many times	12	5.2%
13	Copying material almost word to word from any source and submitting as your own work	Never	123	53.7%
		Once	30	13.1%
		Few times	50	21.8%
		Many times	26	11.4%
14	mentioning fabricated authors in bibliography	Never	118	51.5%
		Once	43	18.8%
		Few times	43	23.1%
		Many times	15	6.6%

15	copying a few sentences of material without footnoting them in a paper	Never Once Few times Many times	73 41 85 30	31.9% 17.9% 37.1% 13.1%
16	plagiarizing a paper in any way using internet as a source	Never Once Few times Many times	106 34 64 25	46.3% 14.8% 27.9% 10.9%
17	Changing an official university document	Never Once Few times Many times	199 17 12 1	86.9% 7.4% 5.2% 0.4%
18	changing lab or research data results in your favor	Never Once Few times Many times	139 33 42 15	60.7% 14.4% 18.3% 6.6%
19	submitting work done by someone else	Never Once Few times Many times	118 41 52 18	51.5% 17.9% 22.7% 7.9%
20	making up a source of information that does not exist	Never Once Few times Many times	128 27 50 24	55.9% 11.8% 21.8% 10.5%

6.1.5 Most serious and least serious academically dishonest behaviour

This section describes the seriousness of all twenty academically dishonest behaviours collectively as indicators of academic dishonesty. It describes which behaviours are most serious according to the perceptions of students and which are least serious. Their seriousness depends on how negatively a student perceives each of the behaviours.

The seriousness of the most practiced and least practiced academically dishonest behaviour representing academic dishonesty are measured through the percentage of a response category of “Very bad” mentioned with each behaviour in the table.

The top ten most serious academically dishonest behaviours are: Changing an official university document (Very bad: 71.6%), using crib notes (cheat sheets) during a test/exam (Very bad: 65.9%), having another student take test/exam for you (Very bad: 64.2%), copying material almost word to word from any source and submitting as your own work (Very bad: 59.4%), taking a test/exam for another student (Very bad: 58.1%), submitting work done by someone else (Very bad: 52.4%), paying someone to write an assignment/ dissertation for you (Very bad: 51.1%), changing lab or research data in your own favor, making up a source of information that does not exist (Very bad: 49.8%), plagiarizing a paper in any way using internet as a source (Very bad: 49.3%).

The top ten least serious academically dishonest behaviours are: allowing another student to copy from you during a test/exam (Very bad: 21.8%), arranging to sit next to someone who will let you copy from his/her own exam/test (Very bad: 25.8%), copying from another student during a test/exam with his/her knowledge (Very bad: 26.2%), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Very bad: 29.3%), working on assignment or homework with other student when the instructor asked for individual work (Very bad: 31.4%), getting questions or answers from someone who has already taken a test/exam (Very bad: 32.8%), copying a few sentences of material without footnoting them in a paper (Very bad: 32.8%), helping someone cheat on a test/exam (Very bad: 33.2%), mentioning fabricated authors in bibliography (Very bad: 43.2%), and copying from another student during a test/exam without his/her knowledge (Very bad: 48.9%).

Table No 11 1 Seriousness of Academically dishonest behaviours

Seriousness of academically dishonest behaviours				
	Statement	Responses	Frequency	Percentage
1	Copying from another student during a test/exam without his/her knowledge	Very bad Moderately bad Slightly bad Not bad at all	112 48 45 24	48.9% 21.0% 19.7% 10.5%
2	Copying from another student during a test/exam with his/her knowledge	Very bad Moderately bad Slightly bad Not bad at all	60 80 41 48	26.2% 34.9% 17.9% 21.0%
3	Using crib notes (cheat sheets) during a test/exam	Very bad Moderately bad Slightly bad Not bad at all	151 35 30 13	65.9% 15.3% 31.1% 5.7%
4	Helping someone else cheat on a test/exam	Very bad Moderately bad Slightly bad Not bad at all	76 62 53 38	33.2% 27.1% 23.1% 16.6%
5	Taking a test/exam for another student	Very bad Moderately bad Slightly bad Not bad at all	133 49 29 18	58.1% 21.4% 12.7% 7.9%
6	Having another student take test/exam for you	Very bad Moderately bad Slightly bad Not bad at all	147 31 36 15	64.2% 13.5% 15.7% 6.6%
7	arranging with other students to give or receive answers by use of signals/gestures during a test/exam	Very bad Moderately bad Slightly bad Not bad at all	67 74 63 25	29.3% 32.3% 27.5% 10.9%
8	arranging to sit next to someone who will let you copy from his/her own test/exam	Very bad Moderately bad Slightly bad Not bad at all	59 75 52 43	25.8% 32.8% 22.7% 18.8%
9	Getting answers or questions from someone who has already taken a test/exam	Very bad Moderately bad Slightly bad Not bad at all	75 47 47 60	32.8% 20.5% 20.5% 26.2%
10	allowing another student to copy from	Very bad Moderately bad	50 83	21.8% 36.2%

	you during a test/exam	Slightly bad Not bad at all	52 44	22.7% 19.2%
11	Working on assignment and homework with other student when the instructor asked for individual work	Very bad Moderately bad Slightly bad Not bad at all	72 61 69 27	31.4% 26.6% 30.1% 11.8%
12	paying someone to write an assignment or dissertation for you	Very bad Moderately bad Slightly bad Not bad at all	117 48 43 21	51.1% 21.0% 18.8% 9.2%
13	Copying material almost word to word from any source and submitting as your own work	Very bad Moderately bad Slightly bad Not bad at all	136 44 34 15	59.4% 19.2% 14.8% 6.6%
14	mentioning fabricated authors in bibliography	Very bad Moderately bad Slightly bad Not bad at all	99 53 45 32	43.2% 23.1% 19.7% 14.0%
15	copying a few sentences of material without footnoting them in a paper	Very bad Moderately bad Slightly bad Not bad at all	75 64 66 24	32.8% 27.9% 28.8% 10.5%
16	plagiarizing a paper in any way using internet as a source	Very bad Moderately bad Slightly bad Not bad at all	113 63 30 23	49.3% 27.5% 13.1% 10.0%
17	Changing an official university document	Very bad Moderately bad Slightly bad Not bad at all	164 36 19 10	71.6% 15.7% 8.3% 4.4%
18	changing lab or research data results in your favor	Very bad Moderately bad Slightly bad Not bad at all	116 45 49 19	50.7% 19.7% 21.4% 8.3%
19	submitting work done by someone else	Very bad Moderately bad Slightly bad Not bad at all	120 59 35 15	52.4% 25.8% 15.3% 6.6%

20	Making up a source of information that does not exist	Very bad	114	49.8%
		Moderately bad	47	20.5%
		Slightly bad	40	17.5%
		Not bad at all	28	12.5%

6.2 Hypothesis Testing

1) Hypothesis one:

Ho=Student's involvement in academically dishonest behaviours related to cheating in test/exam is independent of student's age.

Ha=Student's involvement in academically dishonest behaviours related to cheating in test or exams is dependent on student's age.

There are ten academically dishonest behaviours that are used in this study as indicators of cheating in test or exams. They represent the different techniques a student uses while cheating in a test or exam. It has been seen in several studies that students of higher age tend to cheat more as compared to students of lower age. One reason behind it is that older students get used to the environment and develop more new techniques to cheat.

Below are ten tables of Cross Tabs. Each table describes the relationship of students' age with any one of the ten academically dishonest behaviours representing academic dishonesty.

No linear pattern was found in any of the ten cross tabs between the ten academically dishonest behaviours and students' age. Therefore, this study mentions the absence of any linear relationship between the academically dishonest behaviours representing cheating in test or exams and the age of students.

There is no relationship between the age of respondents and “copying from another student during a test without his/her knowledge presented in Table No 12 below. 1 student (3.4%) of ages between 17-19 years responded many times to the concerned cheating behaviour. 15 students (12.6%) having ages between 20-22 responded many times. 7 students (10.1%) of ages between 23-25 responded many times. 2 students (16.7%) of age in between 26-32 marked many times. We can observe that there is no linear relationship between age and copying from another student during a test/exam without his/her knowledge.

Table No 12 1 Cross tabs of Age and Copying from another student during a test/exam without his/her knowledge

Age groups	Copying from another student during a test/exam without his/her knowledge				Total
	Never	Once	Few times	Many times	
17-19	16	4	8	1	29
	55.2%	13.8%	27.6%	3.4%	100.0%
20-22	47	20	37	15	119
	39.5%	16.8%	31.1%	12.6%	100.0%
23-25	39	5	18	7	69
	56.5%	7.2%	26.1%	10.1%	100.0%
26-32	6	0	4	2	12
	50.0%	0.0%	33.3%	16.7%	100.0%
Total	108	29	67	25	229
	47.2%	12.7%	29.3%	10.9%	100.0%

There is no relationship between students’ age and the cheating behaviours “copying from another student during a test/exam with his/her knowledge. 6 students (20.7%) having ages in between 17 to 19 years marked many time in terms of the practice of the concerned cheating behaviour. 33 students (27.7%) having ages in between 20 to 22 years marked that they have practiced the concerned behaviour many times. 18 students (26.1%) of age in between 23 to

25 years marked many times. 2 students (16.7%) of age in between 26 to 32 years marked many times. We can see that there is no linear relationship between age of students and copying from a student during a test/exam with his/her knowledge.

Table No 13 1 Cross Tabs of Age and copying from another student during a test/exam with his/her knowledge

Age groups	Copying from another student during a test/exam with his/her knowledge				Total
	Never	Once	Few times	Many times	
17-19	6	7	10	6	29
	20.7%	24.1%	34.5%	20.7%	100.0%
20-22	28	16	42	33	119
	23.5%	13.4%	35.3%	27.7%	100.0%
23-25	21	7	23	18	69
	30.4%	10.1%	33.3%	26.1%	100.0%
26-32	4	1	5	2	12
	33.3%	8.3%	41.7%	16.7%	100.0%
Total	59	31	80	59	229
	25.8%	13.5%	34.9%	25.8%	100.0%

There is no relationship between a students' age of students and using crib notes (cheat sheets) during a test/exam. No student (0%) having age in between 17 to 19 has marked many times in terms of involvement between the concerned cheating behaviour. 7 students (5.9%) having ages in between 20 to 22 years marked many times. 2 students (2.9%) having ages in between 23 to 25 years have marked many times. No student (0%) between the ages of 26 to 32 has marked many times regarding the involvement in the respected cheating

behaviour. It is clear that there is not any linear pattern regarding the age of students and using crib notes (cheat sheets) during exam.

Table No 14 1 Cross tabs of Age and Using crib notes during a test/exam

Age groups	Using Crib notes (cheat sheets) during a test/exam				Total
	Never	Once	Few times	Many times	
17-19	23	1	5	0	29
	79.3%	3.4%	17.2%	0.0%	100.0%
20-22	78	15	19	7	119
	65.5%	12.6%	16.0%	5.9%	100.0%
23-25	49	5	13	2	69
	71.0%	7.2%	18.8%	2.9%	100.0%
26-32	12	0	0	0	12
	100.0%	0.0%	0.0%	0.0%	100.0%
Total	162	21	37	9	229
	70.7%	9.2%	16.2%	3.9%	100.0%

There is no relationship between age and students' involvement in helping someone else to cheat on a test/exam. 10 student (34.5%) between ages 17 to 19 years have responded many time in terms of their involvement in the concerned behaviour. 46 students (38.7%) between the ages 20 to 22 years have responded many times. 25 students (36.2%) between ages 23 to 25 years have responded many times. 1 student (8.3%) between ages 26 to 32 years have responded many times. There is no linear pattern between them. There is no relationship between the age of students and the involvement in helping someone else cheat on a test/exam.

Table No 15 1 Cross tabs of Age and Helping someone else cheat on a test/exam

Age groups	Helping someone else cheat on a test/exam				Total
	Never	Once	Few times	Many times	
17-19	6	4	9	10	29
	20.7%	13.8%	31.0%	34.5%	100.0%
20-22	26	4	43	46	119
	21.8%	3.4%	36.1%	38.7%	100.0%
23-25	13	6	25	25	69
	18.8%	8.7%	36.2%	36.2%	100.0%
26-32	1	1	9	1	12
	8.3%	8.3%	75.0%	8.3%	100.0%
	46	15	86	82	229
	20.1%	6.6%	37.6%	35.8%	100.0%

There is not any linear relationship between the age of students and taking a test exam for another student. No student (0%) having age in between 17 to 19 years has marked many times in terms of involvement in the concerned behaviour. 7 students (5.9%) having ages in between 20 to 22 years have marked many times in terms of involvement in the concerned behaviour. 2 students (2.9%) having ages in between 23 to 25 years have marked many times. No student (0%) has marked many times in terms of involvement in the concerned behaviour. There is no linear relationship between age of students and taking a test exam for another student.

Table No 16 1 Cross tabs of age and taking a test/exam for another student

Age groups	Taking a test/exam for another student	Total
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	Never	Once	Few times	Many times	
17-19	23	4	2	0	29
	79.3%	13.8%	6.9%	0.0%	100.0%
20-22	79	22	11	7	119
	66.4%	18.5%	9.2%	5.9%	100.0%
23-25	54	12	1	2	69
	78.3%	17.4%	1.4%	2.9%	100.0%
26-32	9	2	1	0	12
	75.0%	16.7%	8.3%	0.0%	100.0%
Total	165	40	15	9	229
	72.1%	17.5%	6.6%	3.9%	100.0%

There is no linear relationship between students' age and having another student take test/exam for them. No student (0%) between ages of 17 to 19 years have marked many times in terms of involvement in the concerned behaviour. 2 students (1.7%) between ages of 20 to 22 have marked many times. 1 student (1.4%) between the ages of 23 to 25 years has marked many times. 1(8.3%) student between the ages of 26 to 32 years has marked many times. It is clear that there is no linear relationship between age of students and having another student take test/exam for you.

Table No 17 1 Cross tabs of age and having another student take test/exam for you

Age groups	Having another student take test/exam for you				Total
	Never	Once	Few times	Many times	
17-19	21	3	5	0	29
	72.4%	10.3%	17.2%	0.0%	100.0%
20-22	98	9	10	2	119
	82.4%	7.6%	8.4%	1.7%	100.0%
23-25	63	5	0	1	69
	91.3%	7.2%	0.0%	1.4%	100.0%
26-32	10	0	1	1	12
	83.3%	0.0%	8.3%	8.3%	100.0%

Total	192	17	16	4	229
	83.8%	7.4%	7.0%	1.7%	100.0%

There is no relationship between age of students and their involvement in arranging with other students to give or receive answers by use of signals/gestures during a test/exam. 6 students (20.7%) between ages of 17 to 19 years have marked many times in terms of their involvement in the respected behaviour. 28 students (23.5%) between the ages of 20 to 22 years have marked many times. 9 students (13.0%) between ages of 23 to 25 years have marked many times. No student (0%) between the ages of 26 to 32 years has marked many times in terms of their involvement in the concerned behaviour. There is no relationship between the age of student and their involvement in arranging with other students to give or receive answers by use of signals/gestures during a test/exam due to the absence of any linear pattern between them.

Table No 18 1 Cross tabs of Age and arranging with other student to give or receive answers by use of signals/gestures during a test/exam

Age groups	Arranging with other students to give or receive answers by use of signals/gestures during a test/exam				Total
	Never	Once	Few times	Many times	
17-19	10	4	9	6	29
	34.5%	13.8%	31.0%	20.7%	100.0%
20-22	40	25	26	28	119
	33.6%	21.0%	21.8%	23.5%	100.0%
23-25	18	13	29	9	69
	26.1%	18.8%	42.0%	13.0%	100.0%
26-32	8	2	2	0	12
	66.7%	16.7%	16.7%	0.0%	100.0%
Total	76	44	66	43	229
	33.2%	19.2%	28.8%	18.8%	100.0%

There is no relationship between students' ages and arranging to sit next to someone who will let you copy from his/her own exam. 5 students (17.2%) between ages 17 to 19 years have marked many times in terms of their involvement in the respected behaviour. 32 students (26.9%) between ages of 20 to 22 have marked many times. 17 students (24.6%) between ages of 23 to 25 years have marked many times. 1 student (8.3) between the ages 26 to 25 has marked many times. There is not any linear patter between age of students and arranging to sit next to someone who will let you copy from his/her own exam.

Table No 19 1 Cross tabs of Age and arranging to sit next to someone who will let you copy from his/her own exam

Age groups	Arranging to sit next to someone who will let you copy from his/her own exam				Total
	Never	Once	Few times	Many times	
17-19	6	11	7	5	29
	20.7%	37.9%	24.1%	17.2%	100.0%
20-22	36	23	28	32	119
	30.3%	19.3%	23.5%	26.9%	100.0%
23-25	21	9	22	17	69
	30.4%	13.0%	31.9%	24.6%	100.0%
26-32	7	2	2	1	12
	58.3%	16.7%	16.7%	8.3%	100.0%
Total	70	45	59	55	229
	30.6%	19.7%	25.8%	24.0%	100.0%

There is not any relationship between students' ages and their involvement in getting questions or answers from someone who has already taken a test/exam. 1 student (3.4%) between the ages of 17 to 19 years has marked many times in terms of the involvement in the respected behaviour. 15 students (12.6%)

between ages of 20 to 22 have marked many times. 10 students (14.5%) between ages of 23 to 25 years have marked many times. 2 students (16.7%) between the ages of 26 to 32 have marked many times. There is not any linear pattern or relationship between the age of students and their involvement in getting questions or answers from someone who has already taken a test/exam.

Table No 20 1 Cross tabs of Age and getting questions or answers from someone who has already taken a test/exam

Age groups	Getting questions or answers from someone who has already taken a test/exam				Total
	Never	Once	Few times	Many times	
17-19	16	5	7	1	29
	55.2%	17.2%	24.1%	3.4%	100.0%
20-22	39	24	41	15	119
	32.8%	20.2%	34.5%	12.6%	100.0%
23-25	34	7	18	10	69
	49.3%	10.1%	26.1%	14.5%	100.0%
26-32	8	1	1	2	12
	66.7%	8.3%	8.3%	16.7%	100.0%
Total	97	37	67	28	229
	42.4%	16.2%	29.3%	12.2%	100.0%

There is no relationship between age of students and their involvement in allowing another student to copy from them during a test/exam. 5 students (17.2%) between the ages of 17 to 19 years have marked many times in terms of their involvement in the respected behaviour. 48 students (40.3%) between the ages of 20 to 22 years have marked many times. 31 students (44.9%) between the ages of 23 to 25 have marked many times. 3 students (25.0%) between the ages of 26 to 32 have marked many times. There is no any linear pattern between the age of students and their involvement in allowing another student to copy from them during a test/exam and hence there is no relationship between them.

Table No 21 1 Cross tabs of Age and allowing another student to copy from you during a test/exam

Age groups	Allowing another student to copy from you during a test/exam				Total
	Never	Once	Few times	Many times	
17-19	4	6	14	5	29
	13.8%	20.7%	48.3%	17.2%	100.0%
20-22	10	10	51	48	119
	8.4%	8.4%	42.9%	40.3%	100.0%
23-25	9	5	24	31	69
	13.0%	7.2%	34.8%	44.9%	100.0%
26-32	3	0	6	3	12
	25.0%	0.0%	50.0%	25.0%	100.0%
Total	26	21	95	87	229
	11.4%	9.2%	41.5%	38.0%	100.0%

2) Hypothesis two:

Ho= Student's involvement in academically dishonest behaviours related to cheating in test or exam is independent of student's gender.

Ha=Student's involvement in academically dishonest behaviours related to cheating in test or exam is dependent on student's gender.

In the present study, the relationship between students' involvement in academically dishonest behaviours related to cheating in test or exams was analyzed with the help of correlation or cross tabs. The study consisted ten academically dishonest behaviours representing students' cheating in test and exams. Therefore, ten tables of cross tabs were constructed to see their relationship with male and female gender. Furthermore, it describes which

gender commits each of the indicators relating to cheating in test or exam more than the other.

The Table No 22, mentioned below, is a cross tabs “copying from another student during a test/exam without his/her knowledge. 16 male students marked many times to their involvement in copying from another student during a test/exam without his/her knowledge. 9 female students marked many times to their involvement in copying from another student during a test/exam without his/her knowledge. Male tend to copy from another student during a test/exam without his/her knowledge more than female do.

Table No 22 1 Cross tabs of gender and Copying from another student during a test/exam without his/her knowledge

Gender groups	Copying from another student during a test/exam without his/her knowledge				Total
	Never	Once	Few times	Many times	
Male	53	17	35	16	121
	43.8%	14.0%	28.9%	13.2%	100.0%
Female	55	12	32	9	108
	50.9%	11.1%	29.6%	8.3%	100.0%
Total	108	29	67	25	229
	47.2%	12.7%	29.3%	10.9%	100.0%

The Table No 23, mentioned below, is a cross tabs “copying from another student during a test/exam with his/her knowledge. 36 male students marked many times in terms of their involvement in copying from another student during a test/exam with his/her knowledge. 23 female students marked many times in terms of their involvement in it. Male tend to cheat more than female when it comes to copying from another student during a test/exam with his/her knowledge.

Table No 23 1 Cross tabs of Gender and copying from another student during a test/exam with his/her knowledge

Gender VS Copying from another student during a test/exam with his/her knowledge						
Gender groups		Copying from another student during a test/exam with his/her knowledge				Total
		Never	Once	Few times	Many times	
male	Count	29	16	40	36	121
	% within Gender	24.0%	13.2%	33.1%	29.8%	100.0%
female	Count	30	15	40	23	108
	% within Gender	27.8%	13.9%	37.0%	21.3%	100.0%
Total	Count	59	31	80	59	229
	% within Gender	25.8%	13.5%	34.9%	25.8%	100.0%

The Table No 24 is a cross tabs of Gender and “Using crib notes during a test/exam. It described which gender commits this particular behaviour more and which practices it least. 3 male students have marked many times in terms of their involvement in using crib notes (cheat sheets) during a test/exam. 6 female students have marked many times in terms of their involvement in the respected behaviour. Female students tend to cheat more than male students when it comes to using crib notes (cheat sheets) during a test/exam.

Table No 24 1 Cross tabs of Gender and Using crib notes during a test/exam

Gender groups	Using Crib notes (cheat sheets) during a test/exam				Total
	Never	Once	Few times	Many times	
Male	77	12	29	3	121
	63.6%	9.9%	24.0%	2.5%	100.0%
Female	85	9	8	6	108
	78.7%	8.3%	7.4%	5.6%	100.0%

Total	162	21	37	9	229
	70.7%	9.2%	16.2%	3.9%	100.0%

The Table No 25, below, represents the relationship of students' gender and "Helping someone else cheat on a test/exam". Their frequency is similar in the respected cheating behaviour. 41 male and 41 female students have marked many times in terms of their involvement in helping someone else cheat on a test/exam. The Table below further describes their relationship.

Table No 25 1 Cross tabs of Gender and Helping someone else cheat on a test/exam

Gender groups	Helping someone else cheat on a test/exam				Total
	Never	Once	Few times	Many times	
Male	29	8	43	41	121
	24.0%	6.6%	35.5%	33.9%	100.0%
Female	17	7	43	41	108
	15.7%	6.5%	39.8%	38.0%	100.0%
Total	46	15	86	82	229
	20.1%	6.6%	37.6%	35.8%	100.0%

The Table No 26, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is "Taking a test or exam for another student" and the students' gender. 6 male and 3 female students have responded many times in terms of their involvement in taking a test/exam for another student. In case of such a behaviour, male tend to cheat more than female students.

Table No 26 1 Cross tabs of Gender and Taking a test/exam for another student

Gender groups	Taking a test/exam for another student				Total
	Never	Once	Few times	Many times	
Male	84	21	10	6	121
	69.4%	17.4%	8.3%	5.0%	100.0%
Female	81	19	5	3	108
	75.0%	17.6%	4.6%	2.8%	100.0%
Total	165	40	15	9	229
	72.1%	17.5%	6.6%	3.9%	100.0%

The Table No 27, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is “Having another student take test or exam for you” and the students’ gender. 3 male and 1 female student have responded many times in terms of their involvement in having another student take a test/exam for you. Male tend to cheat more than female in such a cheating behaviour.

Table No 27 1 Cross tabs of Gender and having another student take test/exam for you

Gender groups	Having another student take test/exam for you				Total
	Never	Once	Few times	Many times	
Male	97	11	10	3	121
	80.2%	9.1%	8.3%	2.5%	100.0%
Female	95	6	6	1	108
	88.0%	5.6%	5.6%	.9%	100.0%
Total	192	17	16	4	229
	83.8%	7.4%	7.0%	1.7%	100.0%

The Table No 28, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is

“arranging with other students to give or receive answers by use of signals/gestures during a test/exam” and the students’ gender. 29 male student and 14 female students have marked many times in terms of their involvement arranging with other students to give or receive answers by use of signals/gestures during a test/exam. In such a case, male tend to cheat more than female.

Table No 28 1 Cross tabs of gender and arranging with other students to give or receive answers by use of signals/gestures during a test/exam

Gender groups	Arranging with other students to give or receive answers by use of signals/gestures during a test/exam				Total
	Never	Once	Few times	Many times	
Male	33	22	37	29	121
	27.3%	18.2%	30.6%	24.0%	100.0%
Female	43	22	29	14	108
	39.8%	20.4%	26.9%	13.0%	100.0%
Total	76	44	66	43	229
	33.2%	19.2%	28.8%	18.8%	100.0%

The Table No 29, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is “arranging to sit next to someone who will let you copy from his/her own test/exam” and the students’ gender. 25 male students and 30 female students have responded many times in terms of their involvement in arranging to sit next to someone who will let you copy from his/her own exam. In such a case, female tend to cheat more than male.

Table No 29 1 cross tabs of gender and arranging to sit next to someone who will let you copy from his/her own test/exam

Gender groups	Arranging to sit next to someone who will let you copy from his/her own exam				Total
	Never	Once	Few times	Many times	
Male	35	25	36	25	121
	28.9%	20.7%	29.8%	20.7%	100.0%
Female	35	20	23	30	108
	32.4%	18.5%	21.3%	27.8%	100.0%
Total	70	45	59	55	229
	30.6%	19.7%	25.8%	24.0%	100.0%

The Table No 30, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is “getting questions or answers from someone who has already taken a test/exam” and the students’ gender. 11 male students and 17 female students responded many times in terms of their involvement in getting questions or answers from someone who has already taken a test/exam. Female students tend to cheat more than male students in terms of their involvement in the concerned behaviour.

Table No 30 1 Cross tabs of Gender and getting questions or answers from someone who has already taken a test/exam

Gender groups	Getting questions or answers from someone who has already taken a test/exam				Total
	Never	Once	Few times	Many times	
Male	53	19	38	11	121
	43.8%	15.7%	31.4%	9.1%	100.0%
Female	44	18	29	17	108
	40.7%	16.7%	26.9%	15.7%	100.0%
Total	97	37	67	28	229
	42.4%	16.2%	29.3%	12.2%	100.0%

The Table No 32, mentioned below, describes the relationship between academically dishonest behaviour representing cheating in test or exam that is “allowing another student to copy from you during a test or exam” and the students’ gender. 40 male students and 47 female students responded many times in terms of their involvement in allowing another student to copy from you during a test/exam. Female students cheat more than male with respect to the concerned behaviour.

Table No 31 1 Cross tabs of Gender and allowing another student copy from you during a test/exam

Gender groups	Allowing another student to copy from you during a test/exam				Total
	Never	Once	Few times	Many times	
Male	16	12	53	40	121
	13.2%	9.9%	43.8%	33.1%	100.0%
Female	10	9	42	47	108
	9.3%	8.3%	38.9%	43.5%	100.0%
Total	26	21	95	87	229
	11.4%	9.2%	41.5%	38.0%	100.0%

Chapter No. 07: DISCUSSION AND CONCLUSION

The study was aimed to find out different aspects of academic dishonesty such as: the most frequent and least frequent academically dishonest behaviours representing academic dishonesty, the most serious and least serious academically dishonest behaviours representing academic dishonesty, the frequency and seriousness of academically dishonest behaviours representing four forms of academic dishonesty (Cheating in test/exam, cheating in homework/assignment, plagiarism, and fabrication and falsification), the relationship between age and academically dishonest behaviours representing cheating in test/exam, and the relationship between gender and academically dishonest behaviours representing cheating in test/exam. Each of the aspect is discussed below according to the results of this study. The results of these aspects are explained and compared with the studies of other researchers.

The top ten most frequent academically dishonest behaviours representing academic dishonesty in which students have responded their involvement according to the response category of “many times” are: Allowing another student to copy from you during a test/exam (Many times: 38.0%), helping someone else cheat on a test/exam (Many times: 35.8%), copying from another student during a test/exam with his/her knowledge (Many times: 25.8%), arranging to sit next to someone who will let you copy from his/her own test/exam (Many times: 24.0%), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Many times: 18.8%), working on homework/assignment with other person when the instructor asked for individual work (Many times: 17.0), copying a few sentences of material without footnoting them in a paper (Many times: 13.1%), Getting questions or answers from someone who has already taken a test/exam (Many times: 12.2%), Copying material almost word to word from a source and submitting it as your own work (Many times: 11.4%), and copying from a student during a test/exam with his/her knowledge (Many times: 10.9%)

From the above data of most frequent behaviors representing academic dishonesty, it is well understood that the top five behaviors representing academic dishonesty are: allowing another student to copy from you during a test or exam, helping someone else cheat on a test or exam, copying from another student during a test or exam with his or her knowledge, arranging to sit next to someone who will let you copy from his or her own exam, and arranging with other students to give or receive answers by use of signals/gestures during a test or exam. These findings are in contrast as compared to the studies of (Lin and Wen 2007; Nuss 1984; Kidwell, Wozniak and Laurel 2003; Rabi, Patton, Fjortoft and Zgarrick 2006; Kidwell, Wozniak and Laurel 2003). Majority of the studies have mentioned behaviors related to other forms of academic dishonesty as more frequent than cheating in test and exams.

The top ten least frequent academically dishonest behaviours representing academic dishonesty are: Changing an official University document (Many times:0.4%), having another student take test/exam for you (Many times:1.7%), using crib notes (cheat sheets) during a test/exam (Many times:3.4%), taking a test/exam for another student (Many times:3.9%), paying someone to write an assignment/dissertation for you (Many times:5.2%), mentioning fabricated authors in bibliography (Many times:6.6%), changing lab or research data in your own favor (Many times:6.6%), submitting work done by someone else (Many times:7.9%), plagiarizing a paper in any way using internet as a source (Many times:7.9%), and making up a source of information that does not exist (Many times:10.5%).

From the above results, this study has found the top five least practiced academically dishonest behaviours, representing academic dishonesty, to be: Changing an official university document, having another student take test or exam for you, using crib notes or cheat sheets during a test or exam, taking a test or exam for another student, and paying someone to write an assignment or dissertation for you. All of the least frequent behaviors of academic dishonesty

are very hard to practice for a student. If a student is caught in any of these forms then there are chances of more strict actions against the student.

The top ten most serious academically dishonest behaviours representing academic dishonesty in which students have responded their opinions according to a response category of “Very bad” are: Changing an official university document (Very bad:71.6%), using crib notes (cheat sheets) during a test/exam (Very bad:65.9%), Having another student take test/exam for you (Very bad:64.2%), copying material almost word to word from any source and submitting it as your own work (Very bad:59.4%), taking test/exam for another student (Very bad:58.1%), submitting work done by someone else (Very bad:52.4%), paying someone to write an assignment dissertation for you (Very bad:51.1%), changing lab or research data in your own favor (Very bad:50.7%) making up a source of information that does not exist (Very bad:49.8%), and plagiarizing a paper in any way using internet as a source (Very bad:49.3%).

Most serious behaviors are those in which student feels a danger of more strict punishment than any other forms. The above data shows that the top five most serious behaviours representing academic dishonesty are: Changing an official university document, using cribe notes or cheat sheets during a test or exam, having another student take test or exam for you, copying material almost word to word from any source and submitting it as your own work, and taking test or exam for another student. Majority of the most serious academically dishonest behaviours are those which are considered as least frequent. They are: changing an official University document, having another student take test or exam for you, using crib notes or cheat sheets during a test or exam, and taking a test or exam for another student. From this, we could also say that student practice those academically dishonest behaviours very less which they consider to be very serious. One explanation for this is that students are rational thinkers who practice that behaviour very less which has more cost and is more serious than other behaviours.

The findings of the most serious behaviors are in favor with the findings of a study conducted by Nuss (1984) which states the following behaviours as most serious: “paying someone to write a paper to submit as your own work, arranging with other students to give or receive answers by use of signals, having another student take an exam for you, and taking an exam for another student.” The above finding also supports the finding of a study conducted by Kidwell, Wozniak and Laurel (2003) who found that cheating behaviors that were considered more serious were committed very less. The same study also found that the most serious form of cheating mentioned by students was using unpermitted notes (crib notes or cheat sheets) during a test and only 11.8% students said they had done so.

The Top ten least serious academically dishonest behaviours representing academic dishonesty in which students have responded their opinion according to the response category of “Very bad” are: Allowing another student to copy from you during a test exam (Very bad: 21.8%), arranging to sit next to someone who will let you copy from his/her own exam (Very bad: 25.8%), copying from another student during a test exam with his/her knowledge (Very bad: 26.2%), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Very bad: 29.3%), working on homework/assignment with other student when the instructor asked for individual work (Very bad: 31.4%), getting questions/answers from someone who has already taken test/exam (Very bad: 32.8%), copying a few sentences of material without footnoting them in a paper (Very bad: 32.8%), helping someone else cheat on a test/exam (Very bad: 33.2%), mentioning fabricated authors in bibliography (Very bad: 43.2%), and copying from other student during a test/exam without his/her knowledge (Very bad: 48.9%).

Least serious behaviours are those in which a student feels less awkward while committing it and is also least frightened of being caught by the instructor during committing such behaviours. The top five least serious behaviours

according to this study are: Allowing another student to copy from you during a test or exam, arranging to sit next to someone who will let you copy from his or her own exam, copying from another student during a test or exam with his or her knowledge, arranging with other students to give or receive answers by use of signals or gestures during a test or exam, and working on homework or assignment with another student when the instructor asks for individual work. The findings of this study reveal that majority of academically dishonest behaviors that are considered most frequent are those which are least serious. Some of them are: allowing another student to copy from you during a test or exam, copying from another student during a test or exam with his or her knowledge, arranging to sit next to someone who will let you copy from his or her own exam, and arranging with other students to give or receive answers by use of signals/gestures during a test or exam. It supports the findings of a study in which Kidwell, Wozniak and Laurel (2003) found that academically dishonest behaviours that were considered least serious were most frequent. An explanation for the relationship between least serious and most frequent academically dishonest behaviors is that students are rational thinkers. They decide to practice those academically dishonest behaviours in which feel lower levels of punishment or reactions by the instructor.

The descending order of the most frequent academically dishonest behaviours related to cheating in test/exams in which students have marked a response category of “Many times” more than others are: Allowing another student to copy from you during a test/exam (Many times:38.0%), helping someone else cheat on a test/exam (Many times:35.8%), copying from another student during a test exam with his/her knowledge (Many times:25.8%), arranging to sit next to someone who will let you copy from his/her own exam (Many times:24.0%), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Many times:18.8%), getting answers and questions from someone who has already taken a test/exam (Many

times:12.2%), copying from another student during a test/exam without his/her knowledge (Many times:10.9%), using crib notes (cheat sheets) during a test/exam (Many times:3.9%), taking a test/ exam for another student (Many times:3.9%), and having another student take test/exam for you (Many times:1.7%).

Cheating in test or exams is a form of academic dishonest that is measured through ten academically dishonest behaviours in this study. From the above numerical data, the top three most practiced behaviours related to cheating in test or exams are: allowing another student to copy from you during a test or exam, helping someone else cheat on a test or exam, and copying from another student during a test or exam with his or her knowledge. These behaviours are also considered as the most frequent behaviours among all other behaviours representing academic dishonesty as a whole. These most frequent cheating behaviours are easy to practiced and there are less chances for a student being caught in them.

The top three least frequent academically dishonest behaviours representing cheating in test or exam, from the above numerical data, are: having another student take test or exam for you, taking a test or exam for another student, and using crib notes (cheat sheets) during a test or exam. These three behaviours have least number of student involvement.

The descending order of the most serious academically dishonest behaviours, related to cheating in test/exams, in which students have marked a response category of “Very bad” more than other behaviours are: Using crib notes (cheat sheets) during a test/exam (Very bad:65.9%), having another student take test/exam for you(Very bad:64.2%), taking a test exam for another student (Very bad:58.1%), copying from another student during a test exam without his/her knowledge (Very bad:48.9%), helping someone else cheat on a test/exam (Very bad:33.2%), getting questions/answers from someone who has

already taken a test/exam (Very bad:32.8%), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Very bad:29.3%), copying from another student during a test/exam with his/her own knowledge (Very bad:26.2%), arranging to sit next to someone who will let you copy from his/her own test/exam (Very bad:25.8%), and allowing another student to copy from you during a test/exam (Very bad:21.8%).

Most serious academically dishonest behaviours representing cheating in test or exam are those which are viewed most negatively by students and have more risk if a student is caught in them. The top three most serious academically dishonest behaviours representing cheating in test/exam are: Using crib notes (cheat sheets) during a test or exam, having another student take test or exam for you, and taking test or exam for another student. These three behaviours have the greatest risk for a student if he/she is caught in it. Punishment for these three behaviours is also more effective than other behaviours. These three behaviours are also considered, in this study, as top three least frequent academically dishonest behaviours representing cheating in test and exam. We could say that student cheat during test while thinking of the costs and benefits. They practice those behaviours mostly which they consider as least serious because there is very little risk is involved in them.

The descending order of the most frequent academically dishonest behaviours representing cheating in homework/assignment identified by the response category of “Many times” are: working on assignment/homework with other student when the instructor asked for individual work (Many times: 17.0%), and paying someone to write assignment/dissertation for you (Many times: 5.2%). The most serious academically dishonest behaviours representing cheating in homework/assignment, according to the opinion of students and identified by the response category of “Very bad” are: paying someone to write an assignment/dissertation for you (Very bad: 51.1%), and working on

assignments with other students when the instructor asked for individual work (Very bad: 31.4%)

Cheating in homework and assignment is a form of academic dishonesty used in this study. It is represented by two academically dishonest behaviours: working on assignment or homework with other person when the instructor asks for individual work and paying someone to write an assignment or dissertation for you. The numerical data above shows the frequency and seriousness of these behaviours. Firstly, It explains the “cheating in homework and assignment with other student when the instructor asks for individuals work to be more frequent and least serious. Secondly, it explains “paying someone to write an assignment or dissertation for you” to be least frequent and more serious. The relationship between least serious behaviour and most frequent or vice a versa occurs. It again confirms the rational choices made by the students.

The descending order of the most frequent academically dishonest behaviours representing Plagiarism are: copying a few sentences of material without footnoting them in a paper (Many times: 13.1%), copying material almost word to word from any source and submitting as your own work (Many times: 11.4%), plagiarizing a paper in any way using internet as a source (Many times: 10.9%), and mentioning fabricated authors in bibliography (Many times: 6.6%). The most serious academically dishonesty behaviours according to the opinion of students and representing Plagiarism are: Copying material almost word to word from any source and submitting as your own work (Very bad: 59.4%), plagiarizing a paper in any way using internet as a source (Very bad: 49.3%), mentioning fabricated authors in bibliography (Very bad: 43.2%), and copying a few sentences of material without footnoting them in a paper (Very bad: 32.8%).

Plagiarisms is a form of academic dishonesty used in this study. It is measured with the help of four academically dishonest behaviours. The above data is a

numerical summary of the frequency and seriousness of academically dishonest behaviours used to measure Plagiarism. The top three most frequent academically dishonest behaviours representing plagiarism are: copying a few sentences of material without footnoting them in a paper, copying material almost word to word from any source and submitting it as your own work, and plagiarizing a paper in any way using internet as a source. The top three most serious behaviours representing plagiarism are: copying material almost word to word from any source and submitting as your own work, plagiarizing a paper in any way using internet as a source, and mentioning fabricated authors in bibliography.

The descending order of the most frequent academically dishonest behaviours representing fabrication and falsification are: making up a source of information that does not exist (Many times: 10.5%), submitting work done by someone else (Many times: 7.9%), changing lab or research data in your own favor (Many times: 6.6%), and changing an official university document (Many times: 0.4%). The most serious academically dishonesty behaviours representing Fabrication and Falsification are: changing an official university document (Very bad: 71.6%), submitting work done by someone else (Very bad: 52.4%), changing lab or research data results in your favor (Very bad: 50.7%), and making up a source of information that does not exist (Very bad: 49.8%).

The data above is the numerical summary of the most frequent and most serious academically dishonest behaviours representing fabrication and falsification in this study. The top three most frequent behaviours representing fabrication and falsification are: making up a source of information that does not exist, submitting work done by someone else, and changing lab or research data in your own favor. The top three most serious behaviours viewed by students representing fabrication and falsification are: Changing an official university document, submitting work done by someone else, and changing lab or research

data in your favor. These three behaviours are termed most negatively by the students. There is a great risk for a student in committing any of them.

The academically dishonest behaviour, representing cheating in test/exam, committed more by male members according to the response category of “Many times” are: copying from another student without his/her knowledge during a test/exam (Male:16 /Female:9), copying from another student during a test/exam with his/her knowledge (Male:36 /Female: 23), taking a test/exam for another student (Male:6 /Female:3), having another student take test/exam for you (Male:3 /Female: 1), arranging with other students to give or receive answers by use of signals/gestures during a test/exam (Male:29 /Female:14).

The above paragraph is describes the behaviours representing cheating in test or exam practiced more by male students than female students. These involve: copying from another student during a test or exam without his or her knowledge, copying from another student during a test or exam with his or her knowledge, taking a test or exam for another student, having another student take test or exam for you, and arranging with other students to give or receive answers by use of signals. Amid ten behaviors used to measure academic dishonesty, male students are involved in five of them. One behaviour was equal both male and female. It shows that male students are involved in more academically dishonest behaviours representing cheating in test and exam than female.

The academically dishonest behaviour, representing cheating in test/exam, committed more by female members according to the response category of “Many times” are: using crib notes (cheat sheets) during a test/exam (Male:3 /Female:6), arranging to sit next to someone who will let you copy from his/her own test/exam (Male:25 /Female:30), getting questions or answers from someone who has already taken a test/exam (Male:11 /Female:17), and allowing another student to copy from you during a test/exam (Male:40

/Female:47). Amid ten behaviors used to measure academic dishonesty, female students are involved in four of them. One behavior was equal for both male and female. It shows that female are less involved in academically dishonest behaviours representing cheating in test and exam than male students.

The above paragraph is a numerical summary of the most academically dishonest behaviours representing cheating in test and exam that are more committed by female rather than male students. It included: Using crib notes (cheat sheets) during a test or exam, arranging to sit next to someone who will let you copy from his or her own exam, getting questions or answers from someone who has already taken a test or exam, allowing another student to copy from you during a test exam.

The above data relation between gender and academically dishonest behaviours representing cheating in test and exam support the finding of a study conducted by Lin and Wen (2007) who found that male reported to have more academically dishonest behavior than female and are more agreeable to these practices. It also supported the findings of another study Another study conducted by Mirshekary and Lawrence (2009) who revealed that female Australian students reported higher mean score for altruism/universalism values and attitudes to all types of academic ethical misconduct and business ethical conduct than their Australian male counterparts.

There was no relationship between academically dishonest behaviours used to measure cheating in test or exams and the age of students. All behaviours were separately measured to see the relationship between them and age of students. The tables of each variable did not show a single linear pattern. Each of them showed random pattern which declared that there was no linear relationship of them with the age of students.

Conclusion

The current study describes the most frequent and most serious as well as least frequent and least serious academically dishonest behaviours representing the four forms of academic dishonesty: Cheating in test or exam, cheating in homework or assignment, plagiarism, and fabrication and falsification. The answers are students' self-reported beliefs on the frequency and seriousness of academic dishonest forms.

The study found that the most practiced behaviour during cheating in test or exam is "Allowing another student to copy from you during a test or exam". The least practiced behaviour during it is "Having another student take a test or exam for you". Student also responded on the most serious behaviour during cheating in test or exam as "Using crib notes (cheat sheets during a test or exam)" and the least serious behaviour as "allowing another student to copy from you during a test or exam".

The most practiced academically dishonest behaviour that represent cheating in homework or assignment is "working on assignment or homework with other student when the instructor asks for individual work" and the least practiced behaviour is "paying someone to write an assignment or dissertation for you". The most serious academically dishonest behaviour representing cheating in homework or assignment is "paying someone to write an assignment or dissertation for you" and the least serious is "working on assignment or homework with other student when the instructor asks for individual work".

As of plagiarism, the study found "copying a few sentences of material without footnoting them in a paper" as the most serious academically dishonest behaviour representing it. The least practiced behaviour representing plagiarism is "mentioning fabricated authors in a bibliography". The most serious behaviour representing plagiarism is "copying material almost word to word from any source and submitting as your own work" and the least serious one is "copying a few sentences of material without footnoting them in a paper".

The study found that the most practice behaviour representing fabrication and falsification is "making up a source of information that does not exist" and least practiced is "changing an official university document". It also found that the most serious academically dishonest behaviour representing fabrication and falsification is "Changing an official university document" and least serious is "making up a source of information that does not exist".

As far as concerned with the hypothesis testing, the study found that there was no relationship between the age of students and academically dishonest

behaviours representing cheating in test or exams. However, it found that within the behaviour related to cheating in test or exams, there were several behaviours most practiced by male students and several that were more practiced by female students.

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ANNEXURE

Academic Dishonesty: A Multi Campus Investigation in Islamabad

The information that you provide will be kept confidential, and will only be used for academic purposes.

I. Age: _____ **II. Gender:** 1. Male 2. Female

III. Grade Point Average (GPA)/ Percentage during last semester:

IV. Program: 1. BS 2. MSc 3. MS/MPhil 4. PhD

V. Discipline (Department): _____

VI. How much have you been involved in the following behaviors given below?

N.	Behaviors	1. Never	2. Once	3. Few Times	4. Many Times
1.	Copying from another student during a test/exam without his/her knowledge				
2.	Copying from another student during a test/exam with his/ her knowledge				
3.	Using crib note (cheat sheets) during a test/exam				
4.	Getting questions or answers from someone who has already taken a test/exam				

5.	Helping someone else cheat on a test/exam				
6.	Copying material, almost word to word, from any source and submitting it as your own work				
7.	Mentioning fabricated authors in bibliography (a list of book, articles, or magazines that are mentioned in a text)				
8.	Submitting work done by someone else				
9.	Working on an assignment/home work with others when the instructor asked for individual work				
10.	Copying a few sentences of material without footnoting (providing referencing) them in a paper				
11.	Plagiarizing (copying an idea of a person without mentioning or referencing him/her in your work) a paper in				

	any way using the internet as a source				
12	Changing lab or research data results in your favor				
13	Taking a test/exam for another student				
14	Having another student take test/exam for you				
15	Changing an official university document				
16	Paying someone to write an assignment/dissertation as your own work				
17	Arranging with other students to give or receive answers by use of signals/gestures during a test/exam				
18	Arranging to sit next to someone who will let you copy from his/her own test/exam				
		1.Never	2.Once	3.Few times	4.Many times
19	Allowing another student to copy from you during a test/exam				
20	making up a source of				

information that does not exist				
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VII. How bad do you consider if a student is caught in the following behaviors given below?

N.	Behaviors	1.Very bad	2.Moderately bad	3.Slightly bad	4.Not bad at all
1.	Copying from another student during a test/exam without his/her knowledge				
2.	Copying from another student during a test/exam with his /her knowledge				
3.	Using crib note (cheat sheets) during a test/exam				
4.	Getting questions or answers from someone who has already taken a test/exam				
5.	Helping someone else cheat on a test/exam				
6.	Copying material, almost word to word, from any source and submitting it as your own work				
7.	Mentioning fabricated authors in a bibliography (a list of book, articles, or magazines that are mentioned in a text)				
8.	Submitting work done by someone else				

9.	Working on an assignment/homework with others when the instructor asked for individual work				
10.	Copying a few sentences of material without footnoting (providing referencing) them in a paper				
11.	Plagiarizing (copying an idea of a person without mentioning him/her in your work) a paper in any way using the internet as a source				
12.	Changing lab or research data results in your favor				
13.	Taking an test/exam for another student				
14.	Having another student take test/exam for you				
15.	Changing an official university document				
16.	Paying someone to write an assignment/dissertation as your own work				
17.	Arranging with other students to give or receive answers by use of signals/gestures during a test/exam				
18.	Arranging to sit next to someone who will let you copy from his/her own test/exam				

19.	Allowing another student to copy from you during an test/exam				
20	making up a source of information that does not exist				