

SUMMARY OF THE THESIS

**STUDENTS' AND TEACHERS' PERCEPTION OF ACADEMIC
DISHONESTY IN A ROMANIAN HIGH SCHOOL GROUP**

by

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Chair: Dr. Raquel Bouvet de Korniejczuk

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Montemorelos University

Education Department

Title: STUDENTS' AND TEACHERS' PERCEPTION OF ACADEMIC DISHONESTY IN A ROMANIAN HIGH SCHOOL GROUP

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Problem

The aim of the study is to determine and compare how students and their teachers at the Grup Școlar Avocat Doctor Ioan Șenchea, Făgăraș, Romania perceive academic dishonesty and the frequency of its practice in the school year 2011-2012.

Method

The research is descriptive. The used questionnaire was applied to 42 teachers and 100 students. To verify the hypotheses the two tailed t-test for two independent samples was carried out at the $\alpha = 0.05$ significance level.

Results

At the highschool Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania, there is a significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty and that there is no significant difference between frequency of students' cheating activities as declared by the students and by the teachers.

When analyzing the two dimensions of academic dishonesty, the findings show that, (a) there is a significant difference between students' and teachers' belief about honesty during a written test paper or exam ($t(124) = 12, p < 0.05$), and (b) there is a significant difference between students' and teachers' belief about honesty while writing homework/essays/projects to be handed in ($t(115) = 13, p < 0.05$). The teachers showed that they have a clearer view of what academic dishonesty means.

On the other hand, when analyzing the two dimensions of frequency of students' cheating activities, it was found that this difference in students' and teachers' declarations is significant, both for (a) practice during a written exam or test paper ($t(140) = 2.35, p < 0.05$), and (b) practice while writing homework/essays/projects to be handed in ($t(140) = 4.78, p < 0.05$). In the first case, the teachers perceived a lower frequency of students academic dishonest actions in

exams/tests than the students admitted while in the second case teachers considered their students were more dishonest while writing their homework/essays/projects than they admitted.

Recommendations

It was recommended that schools, or at least teachers, should develop rules regarding academic dishonesty and make them known to their students even from the beginning. It was also suggested that others studies could be done in order to find out about the reasons for academic dishonesty; this would help reduce and even prevent it.

Montemorelos University

Education Department

STUDENTS' AND TEACHERS' PERCEPTION OF ACADEMIC
DISHONESTY IN A ROMANIAN HIGH SCHOOL GROUP

Thesis
presented in partial fulfillment
of the requirements for the degree
Master in Education

by

Mihaela-Laura Silaghi

May 2013

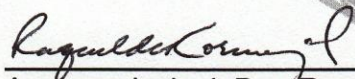
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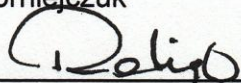
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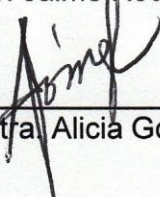
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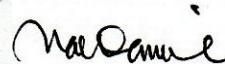
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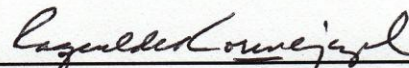
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DEDICATION

First of all to God my Creator and Sustainer, the Source of all wisdom. To my dedicated mother and father. To my special friends, that sustained me with their prayers.

TABLE OF CONTENTS

| | |
|--|------|
| LIST OF TABLES | vii |
| ACKNOWLEDGEMENTS | viii |
| Chapter | |
| I. INTRODUCTION | 9 |
| Context of the Research..... | 9 |
| Statement of the Problem | 10 |
| Significance of the Research | 11 |
| Hypotheses | 13 |
| Purposes of the Research | 13 |
| Limitations | 13 |
| Delimitations | 14 |
| Assumptions | 14 |
| Concepts Definitions | 14 |
| II. REVIEW OF LITERATURE | 16 |
| Academic Dishonesty | 16 |
| Ethics and Cheating | 20 |
| Who Cheats More? | 22 |
| Reasons of Plagiarism | 24 |
| How to Reduce and/or Prevent Academic Dishonesty | 28 |
| III. RESEARCH DESIGN AND METHODOLOGY | 31 |
| Research Design | 31 |
| Population | 31 |

| | | |
|----------|--|----|
| | Sample | 32 |
| | Variables | 32 |
| | Operationalization of Variables and Hypotheses | 33 |
| | Instrument | 36 |
| | Data Collection Procedure | 37 |
| IV. | RESULTS | 38 |
| | Demographic Description | 38 |
| | Students | 38 |
| | Teachers | 40 |
| | Academic Dishonesty | 41 |
| | Testing the Hypotheses | 48 |
| | Null Hypothesis 1 | 48 |
| | Null Hypothesis 2 | 49 |
| | Other Results | 50 |
| V. | SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS | 52 |
| | Summary | 52 |
| | Results | 54 |
| | Discussion | 55 |
| | Conclusions | 58 |
| | Recommendations | 58 |
| Appendix | | |
| A. | ENGLISH TRANSLATION OF THE QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY | 60 |
| B. | ENGLISH TRANSLATION THE QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY | 64 |
| C. | ROMANIAN VERSION OF THE QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY | 68 |
| D. | ROMANIAN VERSION OF THE QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY | 71 |

| | | |
|----|---|-----|
| E. | SPSS OUTPUT | 74 |
| F. | FREQUENCY TABLES | 90 |
| G. | ENGLISH TRANSLATION OF THE APPROVAL REQUEST | 117 |
| H. | ENGLISH TRANSLATION OF THE TABLE WITH THE SAMPLE STUDENT | 118 |
| | REFERENCES | 119 |

LIST OF TABLES

| | | |
|-----|---|----|
| 1. | Operationalization of the variables | 33 |
| 2. | Operationalization of the hypotheses | 35 |
| 3. | Students' Genre | 39 |
| 4. | Students' Grades | 39 |
| 5. | Teachers' Genre | 40 |
| 6. | Teaching Experience | 41 |
| 7. | Description of the academic dishonesty perceived by the teachers | 43 |
| 8. | Description of the academic dishonesty perceived by the students | 44 |
| 9. | Description of the frequency of students' academic dishonesty declared by the teachers | 45 |
| 10. | Description of the frequency of students' academic dishonesty declared by the students | 47 |
| 11. | <i>t</i> -Test: Two-Sample Assuming Unequal Variances (1st Hypothesis) | 48 |
| 12. | <i>t</i> -Test: Two-Sample Assuming Equal Variances (2nd Hypothesis) | 49 |

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The principal of the high-school that approved this research to be done in the institution he runs.

CHAPTER I

INTRODUCTION

Context of the Research

When evaluating a student's activity teachers presume they assess his/her own work. Unfortunately, this is not always the case, as students, or at least some of them, are not honest all the time. So cheating by copying homework and from other colleagues at tests, collaborating when this is not permitted, using others' words and ideas without attribution has always been a challenge for teachers.

Academic dishonesty is a widespread problem now. Studies have shown that number of students' cheating in a way or another is growing (Park, 2003). Sue Carter Simmons (cited in Howard & Davies, 2009) claims that students have been plagiarizing since at least the 19th century. Bower's study in 1964 (cited in Trost, 2009) shows that at least 75% of the 5,000 interviewed students admitted cheating at least once. In addition, in Doris Dant's survey conducted in 1986, also before the internet age, 80 % of high school students admitted copying "some to most of their reports." The repeated surveys conducted by the Josephson Institute of Ethics (cited in Ma, Lu, Turner, & Wan, 2007) found that the cheating phenomenon is on the rise each year, with 61% students admitting cheating in 1992 and 74% in 2002.

Since the 1990s the internet has been used more and more in education; since then cheating in a way or another has become an even greater challenge as it is easier, cheaper and

faster to cheat (Ashworth, Freewood, & Macdonald, 2003; Clarke, 2006; Gerdy, 2004; Pickard, 2006; Roig & Caso, 2005). If in the previous years, students had to spend much time in finding a source and copying from it, this can be done in much less time using the internet finding engines and the „select, copy and paste” commands.

Internet and the fact that written sources are widely and quickly accessible “propelled plagiarism to the top of the list of academic integrity infractions” (Sisti, 2007).

This phenomenon is not something that affects only foreign schools and students; it is something that happens in Romania, too. Although I could not find studies made in Romania on this topic of academic dishonesty, the media have spoken about it a great deal in the last years, after numerous high school students failed their final exam (called Baccalaureate) in the summer of 2011 because they had been caught cheating. This generated much debate in the media, both on television and internet, and also in newspapers, showing again that education should not limit itself to transmission and reception of information, but it also comprehends the ethical and moral aspect.

Statement of the Problem

The aim of the study is to determine and compare how students and their teachers at the Grup Școlar Avocat Doctor Ioan Șenchea, Făgăraș, Romania perceive academic dishonesty and the frequency of its practice in the school year 2011-2012.

The main goals of the present study is: a) to see if there is a significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty; and b) to find out if there is a significant difference between the frequency of students’ cheating activities as declared by the students and that declared by the teachers.

Significance of the Research

Teachers expect from their students honesty and do not want them to cheat neither in the classroom, nor at home accomplishing their assignments, nor at exams.

One of the reasons why students get involved in dishonest academic behaviors is because they do not have a clear conception of what cheating and plagiarism means and/or they are not acquainted with the school policy regarding this issue (Dawson & Overfield, 2006).

In a study meant to see if teachers have a clear view on their students' perception of academic dishonesty, was found that this was not the case: 44% of the teachers believed that 10% or less would cheat while 50% of the students admitted cheating (Singg, Thomas, & Null, 2005).

As teachers and students seem to have different opinion on what academic dishonesty constitutes (Singg et al., 2005; Schmelkin, Gilbert, & Silva, 2010), it is important to have a standardized definition of what academic dishonesty is; this is relevant both for the teachers that have to sanction dishonesty and for students who should know what behavior to avoid in order not to be accused of and punished for being dishonest. But in order to define it, one needs to understand these discrepancies and try to uniform them, so it is important to get acquainted with the students' perceptions.

However academic honesty does not begin and end in the classroom, it is a far-reaching phenomenon with consequences on the lifelong behavior. For instance, Lovett-Hooper, Komarraju, Weston, & Dollinger (2007) asked themselves about the impact such wrong behavior could have on the later life of the students. The question was if there is a direct correlation between cheating and future deviant behavior. The findings were the following:

students who report that they have engaged in academic dishonesty are also more likely to report that they can imagine themselves engaging in illegal, risky, and rule-violating behaviors such as getting a speeding ticket, cheating on a spouse/romantic partner, being arrested for drinking and driving, or calling in sick to work (even when not sick). (p. 10)

The results of this study should be an alarm signal for the teachers who are reluctant to punish cheaters as they see that this wrong behavior might continue in later life if it is not corrected in proper time and way.

Students may cheat because they want to be among the best in their class or school, and probably they will succeed and get away with cheating. But in the longer term they will have to face the consequences both because they are neither academically nor ethically / morally prepared. As Albert Einstein said, “Many people say that it is the intellect which makes a great scientist. They are wrong: it is character.” White (1881) said this long before him:

When responsibilities are to be entrusted to an individual, the question is not asked whether he is eloquent or wealthy, but whether he is honest, faithful, and industrious; for whatever may be his accomplishments, without these qualifications he is utterly unfit for any position of trust. (p. 413)

She also speaks about the good influence that integrity, even in little things can have on others; because these little acts form our habits that define our character, that define the person we are and prove if we are trustworthy or not. She explains the following:

There are few who realize the influence of the little things of life upon the development of character. Nothing with which we have to do is really small. The varied circumstances that we meet day by day are designed to test our faithfulness, and to qualify us for greater trusts. By adherence to principle in the transactions of ordinary life, the mind becomes accustomed to hold the claims of duty above those of pleasure and inclination... An upright character is of greater worth than the gold of Ophir. Without it none can rise to an honorable eminence. But character is not inherited. It cannot be bought. Moral excellence and fine mental qualities are not the result of accident. The most precious gifts are of no value unless they are improved. The formation of a noble character is the work of a lifetime, and must be the result of diligent and persevering effort. God gives opportunities; success depends upon the use made of them. (p. 226)

Hypotheses

In order to provide statistical evidence and scientific support to the conclusions, the present study states the following hypotheses:

H₁: There is a significant difference between what students consider academic dishonesty and what their teachers consider academic dishonesty at Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

H₂: There is a significant difference between the frequency of students’ cheating activities as declared by the students and that declared by the teachers at Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

Purposes of the Research

The present research seeks to achieve the following objectives:

1. To examine students’ perception of academic dishonesty at the high school Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.
2. To examine the teachers’ perception of academic dishonesty at the same school.
3. To compare students’ perception and teachers’ perception of academic dishonesty at the same school.
4. To compare frequency of students’ cheating activities that was declared by the students and the one declared by the teachers at the same school.

Limitations

The questionnaire was applied in one high school in Romania, i.e. Grup Școlar “Avocat Doctor Ioan Șenchea” in Făgăraș, county of Brașov, during the second semester of the school-

year 2011-2012. It would have been interesting to determine the students' perceptions of dishonesty in all the four highschools in Făgăraș and make a comparison between the highschools. But this would have implied too many resources and long time.

Delimitations

The target population for this study comes from the high school Grup Școlar “Avocat Doctor Ioan Șenchea” from Făgăraș, county of Brașov. Here learn teenagers, aged between 14-19 (day students) and adults (attending low frequency and evening classes). The questionnaire was administered only to a sample from the day students and to all the teachers whose answers are relevant, in the second semester of the school year 2011-2012. The reason why day students were chosen is because they are more involved in school activities and as a consequence they are more likely to be exposed to academic dishonesty.

Hence the results of the present study are valid only for this high school, statistical generalization to the entire Romanian population is impossible.

Assumptions

The researcher assumes that all the students and teachers will give honest answers according to their own beliefs, practices and observances. It is also assumed that the questionnaire measures what it is supposed to.

Concept Definitions

The present study needs to define the following concepts that are being used in order for the research to be better understood.

1. Academic dishonesty means any behavior that is not permitted by teachers, school policy and /or common sense and morality; it can appear during tests, exams, or when writing one's homework, essays or projects that need to be handed in to teachers. It can range from coping one's homework from one's colleague or family member, coping during a test from the notebook or electronic sources to handing out to teachers papers that have been copied or bought from the internet. In academic literature there is inconsistency in defining the concepts *academic dishonesty*, *cheating* and *plagiarism*. Thus, for the sake of this study, the terms *academic dishonesty* and *cheating* have been used interchangeably. In order to avoid causing confusion, the questionnaire used for this study does not contain the concepts *cheating* nor *plagiarism*, it just brings examples of academic dishonest behavior.

2. Frequency of students' cheating behavior shows how frequently students have been involved in dishonest activities, either during a test or exam, or when writing their homework, essays or project that needed to be handed out to their teachers.

CHAPTER II

REVIEW OF LITERATURE

Academic integrity is a fundamental value in education. Each school, teacher and instructor want their students to be honest so that their evaluation or assessment could be done correctly reflecting students' real value, capacity and work. But unfortunately the daily reality looks different as more and more students are found being involved in a form or another of academic dishonesty.

Academic Dishonesty

Rettinger and Kramer (2009) called academic dishonesty “cheating behavior”. In Trost’s (2009) words, “Academic dishonesty may include various behaviors like cheating on exams, buying papers written by others, over-referencing, plagiarism, lying about content of papers, faking references, manipulation of staff to name only a few” (p. 369). He also states that “Generally, cheating is considered to be the act of getting something by dishonesty or deception. At university, it is considered to be synonymous with academic dishonesty” (Trost, 2009, p. 369).

But others (Colnerud & Rosander, 2009; Ma et al., 2007; Rettinger & Kramer, 2009) make a distinction between academic dishonesty and cheating considering that cheating, together with plagiarism, is an aspect of academic dishonesty. Rettinger and Kramer (2009) say that the main difference between the two is that cheating on exam is public (and so its frequency depends

on public norms) while plagiarism is private (so, its frequency depends on more personal aspects like character or personal morality).

Using the two concepts, cheating and plagiarism, we find different definitions given by different researchers or institutions. Here are only a few of them.

Brennecke (2010) considers that cheating includes

using material not permitted by the instructor during exams, including stored information on electronic devices; copying answers from another student on exams or assignments; altering graded exams or assignments and submitting them for regarding; submitting the same paper for two classes. (p. 4)

Bugeja (2004), Director of the Greenlee School of Journalism and Communication, Iowa State University, considers that plagiarism “involves stealing or closely imitating another’s written, creative, electronic, photographed, taped or promotional or research work, identifying it as your own without permission or authorization” (pp. 1, 2).

Gibelman, Gelman and Fast (1999) call plagiarism “thievery” and consider it includes:

directly copying another's work without citation, failure to use quotation marks where they belong, omitting citations that provide credit for material found in someone else's work, combining the work of different authors without reference to these authors, carelessness in preparing the list of references (including omissions), representing the ideas or work of another as your own, and failure to secure permission for the use of figures, tables, or illustrations from another document, whether or not it is published. (p. 369)

On the other hand, Lovett-Hooper et al., (2007) distinguish three types of academic dishonesty, that are: (a) “*plagiarism*” – when students copy materials from different sources and pretend to be theirs; (b) “*being dishonest at an individual level*” – when students copy from their colleagues during a test; and (c) “*being dishonest while involving others as well*” – when students help other students copy or cheat during a test.

Some authors think that academic dishonest behaviors include not only the above mentioned categories, but also fraudulent excuses. These are used by students in order to gain more time for studying or completing an assignment. They tend to be used more often than other traditional types of cheating, with 72% students reporting having used a fraudulent excuse at least once. This percentage registered in 2005 (Roig & Caso, 2005) is higher than the one in a previous study in 1992 (Caron, cited in Roig & Caso, 2005); this indicates that this dishonest behavior is on the rise, partly because only few teachers ask for a proof for students' excuses; so teachers should be more cautious. As in the case of cheating, fraudulent excuses scores for men were higher than those for women.

In recent years, evaluation methods have changed with emphasis on continuous assessment. As a result, students produce more work to be assessed from essays, projects, PPS presentations to portfolios and more formal examinations like written summative test papers. So in order to accomplish all these assignments they are more tempted to cheat or plagiarize, to copy from written sources, whether printed or electronic.

But cheating among students is not something new, what is new is the ways, the means of cheating. With the internet, it has become easier to copy, and more difficult to be traced or caught as the sources are numberless. Now it is not necessary to stay in a library, do the research and copy everything by hand. Things are much easier and faster now. By a click on the mouse, sitting in their room, students can copy or download free papers from the various paper mill sites. Even more complex tasks such as doing a research are easier done by a simple search on the Google, Yahoo and/or other search engines. What they have to do is to type their topic and

they “are offered” countless hits. Then they copy and paste, add (if they do) some personal ideas and hand it in as their personal paper without attribution.

Some researchers (Ma et al., 2007) consider that lowering the ethical standards among students tends to be closely related to using the internet. On the one hand commentators blame the internet for the spreading of this phenomenon of plagiarizing, on the other hand there are others who seem to disagree.

The largest and most recent study on academic integrity and dishonesty among undergraduates was led by Donald McCabe and his colleagues in 2005 (cited in Stephens, Young, & Calabrese, 2007) for CAI (Centre for Academic Integrity). The survey was applied to more than 50,000 undergraduates at more than 60 institutions and it revealed that more than 70% of students had been engaged in some sort of cheating while almost 25% admitted they had cheated during a test or exam. Further studies of McCabe (cited in Stephens et al., 2007) suggest that the cheating problem has been growing in the last 20-30 years.

At the beginning of the “internet era” researchers (Gibelman et al., 1999) started to be concerned about the fact that students could use the more and more numerous internet sources in a wrong way leading to plagiarism. They feared that this phenomenon would spread as plagiarism is not very easy to detect and prove. But the conclusion of one study (Stephens et al., 2007) is that internet and free circulation and easy accessibility to information have not created a new generation of cheaters as the researchers could not find a significant differences between engagement in conventional and digital forms of plagiarism.

But does cheating have to do with one’s character, with sense of responsibility respectively? Singg et al. (2005) found that those students with greater sense of responsibility in every day life tend to

be less dishonest in academic environment and activities so probably “encouraging personal responsibility would discourage academic dishonesty and lead to academic integrity” (p. 7).

Selwyn (2008) compared the two groups of cheaters in terms of responsibility. He found that about two thirds of the interviewed undergraduate students considered internet-based plagiarism “more justified” and “more rational” than conventional plagiarism, as the internet provides lots of relevant information that is also easy to detect and access. Stephens et al. (2007) assumed that as it is easy to access and use information freely via internet and as students do not seem to fully understand intellectual ownership of the internet based resources, students would consider internet plagiarism less serious than conventional plagiarism, but they did not.

Studies show that students that plagiarize also believe this is not very seriously wrong. The September 3, 2003 edition of *The New York Times* (cited in Bugeja, 2004) reported that a survey found that half of the students who admitted plagiarizing considered their behavior not a serious crime but “trivial or not cheating at all”.

Ethics and Cheating

Colnerud and Rosander (2009) consider that as any other social behavior, academic dishonesty cannot relate to a single ethical theory; so they approached the issue from the perspective of three normative theories:

According to the *consequentiality theory* an action is wrong if the consequences are bad, and it is good if its consequences are good. Then it has to be decided for whom it is supposed to be bad – for the doer or for the others? So, in the case of academic dishonesty, although it seems that the cheater has immediate benefits, the consequences can be bad in the longer term, as the cheater has not acquired the expected knowledge necessary to accomplish their future duties.

The same is valid in the case in which cheating is a good thing for others, e.g. when they are helped to cheat by other colleagues.

The *deontological* standpoint focuses on the actions, and not on its consequences. The duty to tell the truth, to be honest is still a valid principle, and the act of cheating is a kind of violation of this principle. When you hand in a work which has your name on it, although it has not been written by you, you commit a lie.

Virtue ethics emphasizes the virtues, or moral character; and one of the seven virtues is honesty and fairness. And by cheating one is neither honest, nor fair to himself and others, no matter if these are his colleagues, teachers or society as a whole.

Academic dishonesty is seen as morally wrong by students, with 97% of them (Sharma, 2007) being aware that plagiarism is an illegal practice in completing their assignments. Although so many students believe this, still an overwhelming majority (98% of them) admits having plagiarized by copying text without attribution (Sharma, 2007).

In another study (Dawson & Overfield, 2006) most of the students (about 82%) thought that plagiarism is wrong, with 27% of the students considering so because they could be caught and fail the exam or assignment. So this indicated that teachers and educational institutions should emphasize the ethical aspect of plagiarism, making students understand that dishonesty is dishonesty no matter if you are caught and you suffer the consequences or you are not caught and get away with it.

Plagiarism is also a consequence of the social and political climate students live in. Even if a vast majority of the students (90%) consider plagiarism as being dishonest they still practice it, because, according to Hansen (cited in Gerdy, 2004), “in today’s ethical climate they consider

plagiarism trivial compared to well-publicized instances of political and corporate dishonesty” (p. 2). So the responsibility regarding honest vs. dishonest behavior lies beyond classroom or school walls; because not only peer students or teachers have an impact on students’ lives but also the entire society, from family to the community at large. Rettinger and Kramer (2009) came to the same conclusion, naming it „cheating culture” where students witness cheating and get so used to it as to consider it acceptable. And not only that, but they also get ideas of how to do it and to become more experienced by seeing others doing it. This is a far reaching phenomenon; because when students witness cheating and learn how to do it and start cheating too, they also become models for others; in this way cheating rates increase.

If compared, the online cheating is perceived by the students less morally wrong than the conventional cheating (Selwyn, 2008) because the online information seems to belong to nobody and to anybody, and copying it involves no physical contact, it can take place in a familiar environment – like one’s bedroom, it is harder to detect or traced, and as nobody seems to have seen you, you get the impression you cannot get caught – and some tend to consider themselves innocent until proven otherwise. Another study (Rettinger & Kramer, 2009) found that students consider cheating on exams more serious than plagiarizing and so more students declared having got involved in plagiarizing than in cheating.

Who Cheats More?

The 2002 survey of the Josephson Institute of Ethics (as cited in Ma et al., 2007) found that gender, student leadership and personal religious convictions did not affect cheating substantially. On the other hand, McMahon (2009) says that studies show that boys are more likely to cheat than girls, and final years students more than their younger colleagues.

Martin, Asha, and Sloan (2009) were also interested in seeing if there is a significant difference between genders. They reviewed literature and found conflicting results with some studies concluding that men plagiarize more than women, others concluding that there is no difference between genders. So they investigated gender differences in dishonest behavior and found out that women plagiarized more than men. They think that this result is a consequence of the fact that more and more women enroll in universities and they “may be mirroring previously ‘male’-associated behavior such as plagiarism” (p. 13).

A UK study (Newstead, Franklyn-Stokes, & Armstead, cited in Yeo, 2007) found that rates of cheating among students in science, engineering and technology were higher than the rates of cheating among students in other disciplines.

Another survey of more than 1,200 undergraduates in UK universities (Selwyn, 2008) explored the internet-based plagiarism and found „significant differences in terms of gender, educational background and—most notably—subject discipline” (p. 1). So it was found that more male admitted being involved in cheating behavior than female; less medicine and humanities students and more mathematics and computer students admitted they had been involved in so called less serious kinds plagiarism, like copying only a few sentences from the internet without attribution. The same study (Selwyn, 2008) concluded that slightly more students who considered themselves very good and frequent internet users reported being involved in all types of plagiarism mentioned in the questionnaire. It was also found that about 60% that were involved in internet-based plagiarism had been engaged in “conventional” or “traditional” plagiarism.

McMahon (2009) makes a distinction among cheaters and divides them into two groups (a) active cheaters, are those who copy for themselves, and (b) passive cheaters, who help others to copy. The latter category has a more „altruist” justification of their action, as they help a friend and not actually cheat for their own benefit. Still if they are caught they are punishable, as breaking rules is breaking rules no matter the reasons.

Another distinction made by researchers is that between digital and conventional cheaters. The first group uses information stored on digital devices to cheat and the other group uses the information written on conventional crib notes. With the fast development of technology one might think that students would prefer digital cheating to conventional ones. Studies (Stephens et al., 2007) show that this is not entirely true as about 18% of the students admitted having used only conventional methods while only about 4% admitted having used only digital methods; on the other hand, most of the students, i.e. 45% of them admitted having used both conventional and digital means to cheat. However it should be mentioned here that conventional cheating was more likely among older students.

Reasons of Plagiarism

In order to solve a problem one needs to know it and its roots, so in order to properly approach plagiarism we need to know what the reasons for plagiarism are (Devlin & Gray, 2007).

Spinellis, Zaharias, and Vrechopoulos (2006) suggest that there are factors that increase and reduce plagiarism. Among the former they mention little interest or even lack of interest in a certain topic, poor understanding of what plagiarism means, pressure for grades, a large number of assignments, wish to avoid hard work, lack of time; factors reducing plagiarism would be

positive emphasis on professional ethics, fear and guilt, personal confidence and a desire to learn. Others (Ma et al., 2007) consider that low probability of being caught make it easier for students to cheat. Moreover, the fact that the caught students suffer little or no consequence contributes to their dishonest behavior. McCabe (cited in Fisher & Hill, 2004) found in his 2001 survey on 4,500 high school students that 47% of students said “teachers ignore cheating and do not want the aggravation of having to report and deal with the administration, parents and students” (p. 1). The same article (Fisher & Hill, 2004) speaks about an incident in Kansas, USA, where a teacher resigned because she was asked by the schoolboard to be more lenient after failing 28 of her sophomores for cheating. So in order to avoid this embarrassing situation teachers become more lenient with academic integrity policies. Trost (2009) believes that if penalties are mild, the message that gets to the dishonest students is that their behavior is not seriously wrong and it is worth the risk sometimes, because even if they get caught the consequences will not be too severe.

To a certain degree teachers also can be blamed for students’ cheating. So teachers’ ignorance can facilitate cheating, especially from the internet. If they lack computer-based skills and know little about how to use the internet and implicit how to trace digital cheating, their students are more tempted to get involved in such behavior (Sisti, 2007). On the other hand if they, the teachers, do not make a distinction between original work and a plagiarized one when awarding grades, students feel unmotivated to spend more time in completing their assignments (Sharma, 2007).

In their study, McCabe and Trevino (cited in Stephens et al., 2007) found that students are more likely to cheat if their peers do so, and are less likely to cheat if their peers disapprove

academic dishonesty. Newly comers receive cues of how to behave in their new group or social circle. So for example if freshmen see that a fellow student caught cheating is not punished, they learn that being dishonest is acceptable. Furthermore, even the non-cheaters learn that by being dishonest one can get higher grades easier and with little personal effort (McMahon, 2009).

Another factor that facilitates plagiarism is the lack of a clear policy (Sisti, 2007), meaning students are not told what plagiarism is (Gerdy, 2004), and they do not exactly know what the school policy regarding this practice is. Another study (Buckley, Picking & Grout, 2008) shows that students consider that plagiarizing means only copying a text or part of it; they do not realize that plagiarism is also when they copy images, tables, even ideas without proper reference to the source of the material.

In addition, parents and teachers have their role in determining students to be academically honest. So, if teachers give the students the necessary instructions on this matter and accept only academic honesty in return, students will see themselves forced to subdue. Moreover, a honest behavior seen in parents can generate honest behavior in children, as little ones tend to learn more by observation than by what they are told. (McMahon, 2009).

Another question to be raised is if cheating habits depend on one's ethical standards; in other words if students that cheat at exams or plagiarize others' work consider honesty and trust important. The 1998 Josephson study (as cited in Ma et al., 2007) found inconsistency between students' belief and practice: 91% of them declared themselves satisfied with their conduct and ethics while most of them reported they had cheated. On the other hand Stephens et al. (2007) found that "student's beliefs about the seriousness of cheating is a strong negative predictor of cheating behavior" (p. 18).

But when accusing a student of cheating or plagiarism, one should take into consideration their background as, some researcher (Ashworth, Freewood, & Macdonald, 2003; Leask, 2006; Sharma, 2007) say, plagiarism should be defined depending on the culture and age, or epoch and discipline to be taught. They give the example of the Asian students who are considered by the western teachers as rote learners, because of their emphasis on memorization. Ashworth et al. (2003) conclude:

The variety of understandings of plagiarism—sometimes seeing it as an unskilled lack of referencing of material, sometimes as a necessary stage in the process of learning, and sometimes noting its varying meanings in different disciplines—means that the focus in dealing with the problem must be on *enculturation*. If we view the norm of plagiarism-avoidance as a special feature of academic culture, then it becomes plain that students must be introduced to it as part of their *membership* of that culture. And the burthen of the interviews we have conducted is that this needs to be done in the classroom, by the teachers who are identified with the disciplines and their particular characteristics of communal or individual work. (p. 19)

Depending on the reasons of plagiarizing, Badke (2007) speaks about different types of plagiarism:

Plagiarism “of ignorance” – when students plagiarize without being aware that they are committing a dishonest action. So they unknowingly plagiarize by copying the information from an internet source without attribution. Because they believe that the material published on the internet is also free, they conclude they are allowed to copy and use it at will.

Plagiarism “of the easy path” – when students plagiarize because it is easier to copy other’s work than to do the hard work themselves. And this has become much easier in the Internet era when students are provided so much electronic content.

Plagiarism with the “plagiarist who despises the intellectual property” – plagiarists believe in free access to all material published in any form. There are students who consider that

once the information is released it ceased being “personal property” and it becomes “the property of the society”.

How to Reduce and/or Prevent Academic Dishonesty

In order to reduce or even prevent academic dishonesty, Ma et al. (2007) suggest that students should be engaged in activities they like or they are interested in; and this because most of the students in their study reported that they had cheated when they had to turn in their homework for getting a grade, especially when they found the topic uninteresting, meaningless or boring.

Moreover, in this internet age, teachers should use anti-plagiarism soft packages, internet search engines to detect digital cheating and combine it with punishment. Other recommendations (Lathrop & Foss, cited in Ma et al., 2007) include using high-tech defense such as blocking, filtering and rating systems. The same authors suggest that schools should have policies to prevent cheating while parents should play their role in providing their children an ethical conduct.

Some researchers (Elander, Pittam, Lusher, Fox & Payne, 2010) consider that when approaching plagiarism, software-based detection methods have their limitations and do not always act a change in students' behavior. As they believed that instruction works best, even better than honour codes, and in order to prove their claims, they made an experiment on undergraduate students from three universities in UK in order to help students avoid plagiarism. They considered that students plagiarize because they have “poorly developed authorial identity”, so they instructed students on academic writing and authorship to improve students' writing skills and confidence in their abilities. The conclusion of their study was that 66%

believed that they could write better due to the intervention and more than two thirds of the students admitted that the intervention helped them avoid plagiarism.

In order to detect paper purchasing, Sisti (2007) suggested that teachers should “require evidence of content synthesis”, meaning they should ask their students to read their paper aloud or to present it in their own words in front of the class. In this way, they can see if the students did their research or project, or somebody else did.

Arhin (2009) has spoken about some strategies to be used in order to reduce academic dishonesty:

Prevention, considered by the author as the best and most efficient method. Here was suggested that honor codes should be enforced in educational institutions; these honor codes should be developed and overseen by students, too.

Educating students about what academic dishonesty means, as researches showed, that many students are not clear in this respect.

Being more creative in administering written tests and changing questions, banning of electronic devices like cell phones, iPods, etc.

Walker’s research (2007) showed that paraphrasing training may reduce plagiarism as paraphrasing “encourages using one’s own written voice, summarizing, and continual comparison” (p. 5).

Because students tend to cheat “because others do so, too”, Rettinger and Kramer (2009) come with the suggestion that in order to reduce cheating it is important to show the student the good model. They consider that instead of publishing the instances of academic dishonesty and give students the impression that this is a common (and consequently, normal) behavior, schools

should use „a more narrative approach, one that emphasizes the personal pain of being caught” (p. 19).

Some other researchers considered that one of the most efficient ways of reducing academic dishonesty is by adopting of honor codes (Park, 2003). Studies show that in universities with honor codes tests cheating and cheating on written assignments are lower than in universities without honour codes.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

Research Design

The present study was developed using a descriptive (quantitative) research design and the data collected at Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania, as it seeks to describe the conception of students and teachers regarding academic dishonesty and frequency dishonest academic practices. A descriptive research “uses quantitative methods to describe *what is...* It involves some type of comparison or contrast and attempts to discover relationship between existing nonmanipulated variables.” (Best & Kahn, 2006, p. 24). So the researcher does not manipulate the variables; this means “the events that are observed and described would have happened even if there had been no observation or analysis” (Best & Kahn, 2006, p. 119).

Population

The population for this study consists of students and teachers at one high school in Romania, that is Grup Școlar “Avocat Doctor Ioan Șenchea” from Făgăraș, county of Brașov. This is a large, four-year, public high school with a total of about 700 day students and 280 adults attending low frequency and evening classes, and about 50 teachers. About 57 % of the students are male and 43% are female.

The questionnaire was administered only to students attending day courses as their behavior is more easily observable and they spend more time in school, are more involved in school activities and get more assignments than the other students.

Sample

There were two types of samples: students' and teachers' samples.

The students' samples are systematic samples. The teacher took the students tables of each class and chose the 1st and then every 10th student in every table to be part of the sample. After selecting the last 10th student on the list, the teacher continued counting the second round in order to select the next 10th student. So, for instance, in a 23 pupils class, the teacher selected the 1st, the 10th, the 20th and the 7th student as part of the sample. If one of them was missing the classes that day, the next student was chosen in their place. So there are 100 students composing the students' sample.

The teachers' sample consists of all the teachers that serve in the high-school where the questionnaire was applied, except for the sports and practical courses teachers. They were not elected as they neither assign students written homework, nor evaluate them by written tests or projects, so their answers would be irrelevant.

Variables

The present study has two dependent variables: (a) the concept of academic dishonesty, and (b) frequency of students' cheating activities. The independent variable is the roll of respondent: the teacher or student.

Operationalization of Variables and Hypotheses

To measure these variables the Likert scaling technique was used. For academic dishonesty items, there were five possible responses – “Strongly agree”, “Agree”, “Undecided”, “Disagree” and “Strongly disagree”. The higher the scores of the students / teachers are, the clearer they understand what academic dishonesty is.

For frequency of cheating activities, there were other five responses – “Never”, “Rarely”, “Sometimes”, “Frequently” and “Always”. The higher the score of the students the more the students admit they have been involved in dishonest behavior. The higher the score of the teachers, the more they perceive their students as having been involved in such a behavior.

The operationalization of the variables of this research is represented in Table 1.

Table 1

Operationalization of the variables

| Variable | Conceptual Definition | Instrumental Definition | Operational Definition |
|---------------------|--|---|---|
| Academic dishonesty | Academic dishonesty is that behavior that is not permitted by teachers, school policy and / or common sense and morality; it can appear during tests, exams, or when writing one's homework, essays or projects that need to be handed | This variable is determined by Part I of the questionnaire conceived by the researcher. It is made up of two parts: part A comprising 10 items describing honest and dishonest academic behaviors that can occur during a test paper or exam; and part B, comprising 12 items describing honest and dishonest academic behaviors that can appear when students have to write and hand in an essay, project, or homework | Metrical/interval scale The following values were attributed: - Strongly agree: 1 - Agree: 2 - Undecided: 3 - Disagree: 4 - Strongly disagree: 5 For items: I.A.3, 8, 9 and I.B. 13, 14, 21, the attributed values were as follows: - Strongly agree: 5 - Agree: 4 - Undecided: 3 |

| | | | |
|--|---|--|--|
| | out to teachers | (Appendices A and B). A 5-point Likert scale was used: - Strongly agree - Agree - Undecided - Disagree - Strongly disagree | - Disagree: 2 - Strongly disagree: 1 The score values for the respondents are calculated using the arithmetical means of their answers. The higher these scores are, the clearer the respondents understand what academic dishonesty is. Metrical/ interval scale |
| Frequency of students' cheating activities | Frequency of students' cheating behavior shows how frequently students have been involved in dishonest activities, either during a test or exam, or when writing their homework, essays or project that needed to be handed out to their teachers | This variable is determined by Part II of the same questionnaire. Part II asks about students' frequency cheating activities; it is also divided into part A and part B on the same criteria as in Part I. Part A contains 7 and part B 9 items (Appendices A and B). Again a five-point Likert scale was used: - Never - Rarely - Sometimes - Frequently - Always | The following values were attributed: - Never: 1 - Rarely: 2 - Sometimes: 3 - Frequently: 4 - Always: 5 The score values for the respondents are calculated using the arithmetical means of their answers. The higher the score of a student is, the more they admit they have been involved in dishonest behavior. The higher the score of a teacher is, the more they perceive their students as having been involved in such a behavior. |
| Students / Teachers | Students and teachers that make up the samples. | This variable is determined by observation. | Nominal scale The two categories are: - students: S - teachers: T |

The questionnaire was applied to the students' and teachers' samples from Grup Școlar "Avocat Doctor Ioan Șenchea", Făgăraș, Romania, during the school year 2011-2012; the data collected was used to operationalise the two hypotheses of the present study. The operationalization of these hypotheses is represented in Table 2.

Table 2

Operationalization of the hypotheses

| Hypothesis | Variable | Scale | Category | Instrument | Appropriate statistics |
|---|--|-------------------------------------|---|---------------|---|
| Ho1: There is no significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty at Grup Școlar Avocat Doctor Ioan Șenchea, Făgăraș, Romania. | academic dishonesty | Likert scale Metrical/ interval | The variable score can range from 1 to 5. | questionnaire | t – test for independent samples significance level: .05 |
| | Roll of the respondent | Nominal | S=student T=teacher | | |
| Ho2: There is no significant difference between the frequency of students' cheating activities as declared by the students and that declared by the teachers at Grup Școlar "Avocat Doctor Ioan Șenchea", Făgăraș, Romania. | Frequency of students' cheating activities | Likert scale Metrical / interval | The variable score can range from 1 to 5. | questionnaire | t – test for independent samples significance level: .05 |
| | Roll of the respondent | Nominal | S=student T=teacher | | |

Instrument

The questionnaire was especially conceived for the purpose of the present research. It was generated from existing literature on academic dishonesty and from the author's own experience and beliefs about the topic. The instrument is divided into two. The Part I contains other two parts: part A comprising 10 items describing honest and dishonest academic behaviors that can occur during a test paper or exam; and part B, comprising 12 items describing honest and dishonest academic behaviors that can appear when students have to write and hand in an essay, project, or homework. The items are coded on a 5-point Likert scale denoting agreement levels (*1: Strongly agree, 2: Agree, 3: Undecided, 4: Disagree, 5: Strongly disagree* for all the items except for items I.A.3, 8, 9 and I.B. 13, 14, 21 that have been coded as follows *5: Strongly agree, 4: Agree, 3: Undecided, 2: Disagree, 1: Strongly disagree*).

Part II asks about students' frequency cheating activities; it is also divided into part A and part B on the same criteria. Part A contains seven and part B nine items. These items are also coded on a 5-point Likert scale denoting general frequency (*1: Never, 2: Rarely, 3: Sometimes, 4: Frequently, 5: Always*). At the beginning of the questionnaire, the students were asked to specify their gender and grade.

The questionnaire was piloted on 10 students and three teachers. They were encouraged to ask for explanation if they could not understand all the items and requirements. Then the author made the suggested corrections and reapplied the questionnaire. The obtained data were statistically analyzed and the results showed that there is some variability in them and so they permit statistical management.

The questionnaires were administered in Romanian. Both the Romanian and the English translated questionnaires can be found under the Appendices (Appendices A, B, C, and D).

Data Collection Procedure

The data was collected during the second semester of the school year 2011-2012 from day students and teachers at Grup Școlar Avocat Doctor Ioan Șenchea, Făgăraș, Romania. Before the administration of the questionnaire, the researcher asked and received the approval of the high school principal. Prior to completing the questionnaires the students were assured that all the answers would be anonymous and confidential, and they would sign in a table that they willingly agreed to do the questionnaire and that they understood that their answers would be used only for the purpose of this research.

The author applied the same questionnaire to all the teachers, except for the sports and practical courses teachers as their answers would be irrelevant.

Then she made a comparison between the answers of the students with those of the teachers using Excell 2007 programme and SPSS (Statistical Programme for Social Sciences). To verify the hypotheses the two tailed *t*-test for two independent samples was carried out at the alpha equals to .05 significance level.

CHAPTER IV

RESULTS

The purpose of the present study was to determine if there is a difference between the students and teachers' perception of cheating behavior and of frequency of students' cheating activities from the highschool "Grup Școlar Avocat Doctor Ioan Șenchea", Făgăraș, Romania.

The content of this chapter is organized in two sections: demographic description of the research samples and the testing of the hypotheses. The research hypotheses have been proven at the significance level of .05.

Demographic Description

The questionnaire was applied to two samples: students and teachers samples. The following tables will represent the characteristics of these samples.

Students

Students' genre

Of the 100 students of the sample, more than half of them (55%) were boys while the rest of 45% were girls. Table 3 below shows the number of male and female students and their representative percentages regarding their age.

Table 3

Students' genre

| Genre | N | % |
|--------|-----|------|
| Male | 55 | 55% |
| Female | 45 | 45% |
| Total | 100 | 100% |

Students' grade

As previously stated the students sample is a systematic one. The researcher selected every 10th student from the class table to be part of the sample. As it can be observed there is a difference in distribution based on students' grades. The reason for this difference is due to the fact that the school has had this year more 9th grade (i.e. 6) and 12th grade (i.e. 6) classes than 13th grade classes (i.e. 3); also the 13th grade classes are significantly smaller in students' number than all the others. Table 4 shows the students distribution by grades.

Table 4

Students' grade

| Grade | N | % |
|------------------------|-----|------|
| 9 th grade | 28 | 28% |
| 10 th grade | 17 | 17% |
| 11 th grade | 22 | 22% |
| 12 th grade | 25 | 25% |
| 13 th grade | 8 | 8% |
| Total | 100 | 100% |

Teachers

Teachers' genre

For the purpose of this research, all the teachers of the school were chosen to form the sample, except for the sports and practical courses teachers. This decision was made based on the fact that these teachers neither assign their students homework, nor evaluate them by written assignments, so their answers would not be relevant to the study. As it can be seen in Table 5 sample comprises 42 teachers, out of which 7 were male and 35 female.

Table 5

Teachers' genre

| Genre | N | % |
|--------|----|--------|
| Male | 7 | 16.67% |
| Female | 35 | 83.33% |
| Total | 42 | 100% |

Teaching experience

As it can be noticed in Table 6, most of the teachers have been in the teaching experience between 11 and 20 years, while 31% of them have taught less than 10 years and another 29%, more than 20 years.

All of the respondent teachers are qualified teachers and work full-time, some teaching one subject others two.

Table 6

Teaching experience

| Teaching years | N | % |
|-----------------------|----|------|
| Less than 10 yrs | 13 | 31% |
| Between 11 and 20 yrs | 17 | 40% |
| Over 20 yrs | 12 | 29% |
| Total | 42 | 100% |

Academic Dishonesty

As previously stated academic dishonesty is that behavior that is not permitted by teachers, school policy and / or common sense and morality; it can appear during tests, exams, or when writing one's homework, essays or projects that need to be handed out to teachers. For the purpose of the research a questionnaire with two parts was conceived and applied; the first part measures the academic dishonesty and contains 22 items with five answer options: (a) *Strongly agree*, (b) *Agree*, (c) *Undecided*, (d) *Disagree*, (e) *Strongly disagree*. Two types of academic dishonesty were tested: (1) one that can occur during a test or exam, (2) one that can happen when writing one's homework or written assignments that need to be handed out to the teachers. The second part measures the frequency of students' cheating activities. It is made up of 16 items with five answer options: (a) *Never*, (b) *Rarely*, (c) *Sometimes*, (d) *Frequently*, (e) *Always*.

When evaluating the teachers' perception of academic dishonesty, the item means (see Table 7) took the following values: the lowest mean value was of 3.50 ($SD = .834$) for item 20 in the questionnaire ("When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source"), while the highest

mean value was of 4.83 ($SD = .377$) for two items, item 2 (“When a student gives crib notes to another student in order to help them do better in an exam”) and item 16 (“When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her”).

When evaluating the students’ perception of academic dishonesty, the item means (see Table 8) took the following values: the lowest mean value was of 2.38 ($SD = 1.099$) for item 20 (“When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source”); the teachers’ mean was also lowest for this item. The highest mean value for an item indicating dishonest behavior was of 3.55 ($SD = 1.099$) in the case of item 19 (“When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject”); very close to this was item 16 with its mean value of 3.54 ($SD = 1.123$) (“When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend / a family member) and claims it was written by him /her”).

Table 7

Description of the academic dishonesty perceived by the teachers

| | N | Min. | Max. | Mean | SD |
|--|----|------|------|------|-------|
| 2. When a student gives crib notes to another student in order to help them do better in an exam | 42 | 1 | 5 | 4.83 | 0.377 |
| 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | 42 | 1 | 5 | 4.83 | 0.377 |
| 6. When a student copies all the answers from their notes/notebooks without their teacher's permission | 42 | 1 | 5 | 4.71 | 0.457 |
| 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | 42 | 1 | 5 | 4.69 | 0.604 |
| 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | 42 | 1 | 5 | 4.67 | 0.570 |
| 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | 42 | 1 | 5 | 4.62 | 0.539 |
| 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | 42 | 1 | 5 | 4.62 | 0.492 |
| 10. When a student uses their notes/notebooks to write their test without their teacher's permission | 42 | 1 | 5 | 4.60 | 0.544 |
| 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | 42 | 1 | 5 | 4.48 | 0.634 |
| 22. When a student hands in a paper with their name on it although it was bought from an internet site | 42 | 1 | 5 | 4.43 | 0.831 |
| 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | 42 | 1 | 5 | 4.29 | 0.774 |
| 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | 42 | 1 | 5 | 4.21 | 0.871 |
| 11. When a student copies their homework from their colleagues / an elder brother / sister | 42 | 1 | 5 | 4.19 | 0.594 |
| 14. When a student copies some sentences from a source and puts them into quotation marks | 42 | 1 | 5 | 4.17 | 0.730 |
| 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | 42 | 1 | 5 | 4.17 | 0.853 |
| 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject | 42 | 1 | 5 | 4.14 | 0.926 |
| 3. When a student uses notes during a test paper when the teacher permits this | 42 | 1 | 5 | 4.05 | 0.987 |
| 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography | 42 | 1 | 5 | 3.98 | 0.869 |
| 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | 42 | 1 | 5 | 3.95 | 0.795 |
| 18. When a student copies some sentences even paragraphs from different sites without attribution | 42 | 1 | 5 | 3.88 | 0.705 |
| 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 42 | 1 | 5 | 3.81 | 0.740 |
| 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | 42 | 1 | 5 | 3.50 | 0.834 |

Table 8

Description of the academic dishonesty perceived by the students

| | N | Min. | Max. | Mean | SD |
|--|-----|------|------|------|-------|
| 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | 100 | 1 | 5 | 4.68 | 0.469 |
| 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | 100 | 1 | 5 | 4.59 | 0.653 |
| 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | 100 | 1 | 5 | 4.13 | 1.070 |
| 3. When a student uses notes during a test paper when the teacher permits this | 100 | 1 | 5 | 3.97 | 1.141 |
| 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography | 100 | 1 | 5 | 3.80 | 0.921 |
| 14. When a student copies some sentences from a source and puts them into quotation marks | 100 | 1 | 5 | 3.74 | 0.991 |
| 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject | 100 | 1 | 5 | 3.55 | 1.009 |
| 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | 100 | 1 | 5 | 3.54 | 1.123 |
| 10. When a student uses their notes/notebooks to write their test without their teacher's permission | 100 | 1 | 5 | 3.52 | 1.000 |
| 6. When a student copies all the answers from their notes/notebooks without their teacher's permission | 100 | 1 | 5 | 3.44 | 1.131 |
| 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | 100 | 1 | 5 | 3.31 | 1.022 |
| 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | 100 | 1 | 5 | 3.23 | 1.033 |
| 22. When a student hands in a paper with their name on it although it was bought from an internet site | 100 | 1 | 5 | 3.23 | 1.043 |
| 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | 100 | 1 | 5 | 3.22 | 1.031 |
| 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | 100 | 1 | 5 | 3.18 | 1.038 |
| 2. When a student gives crib notes to another student in order to help them do better in an exam | 100 | 1 | 5 | 3.11 | 1.154 |
| 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | 100 | 1 | 5 | 3.01 | 1.243 |
| 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | 100 | 1 | 5 | 2.87 | 0.991 |
| 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 100 | 1 | 5 | 2.64 | 1.040 |
| 18. When a student copies some sentences even paragraphs from different sites without attribution | 100 | 1 | 5 | 2.63 | 1.125 |
| 11. When a student copies their homework from their colleagues / an elder brother / sister | 100 | 1 | 5 | 2.59 | 1.065 |
| 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | 100 | 1 | 5 | 2.38 | 1.099 |

When evaluating the frequency of students' academic dishonesty declared by the teachers, the item means (see Table 9) took the following values: the lowest mean value was of 1.74 ($SD = .734$) for item 14 ("They have handed in an essay / a project that they had already handed in to be graded by another teacher for another subject"), while the highest mean value was of 3.38 with a $SD = .987$ for item 12 ("They have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources") and with a $SD = .936$ for item 13 ("They have copied some sentences even paragraphs from different sites without attribution").

When evaluating the frequency of students' academic dishonesty declared by the students, the item means (see Table 10) had the lowest value of 1.36 ($SD = .659$) for item 14 ("They have handed in an essay / a project that they had already handed in to be graded by another teacher for another subject") as in the case of the teachers; and the highest value was of 3.13 ($SD = .837$) for item 1 ("They have helped another student to solve an item without their teacher's permission").

Table 9

Description of the frequency of students' academic dishonesty declared by the teachers

| | N | Min. | Max. | Mean | SD |
|---|----|------|------|------|-------|
| 12. They have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 42 | 1 | 5 | 3.38 | 0.987 |
| 13. They have copied some sentences even paragraphs from different sites without attribution | 42 | 1 | 5 | 3.38 | 0.936 |
| 10. They have copied a whole essay / a paper from the internet and handed it in with their name on it | 42 | 1 | 5 | 3.14 | 1.072 |

| | | | | | |
|--|----|---|---|------|-------|
| 15. They have downloaded images, pictures and music from the internet in order to use them for their school projects and have not mentioned the source | 42 | 1 | 5 | 3.05 | 1.011 |
| 9. They have written their homework in collaboration with a colleague without our teacher's permission | 42 | 1 | 5 | 3.00 | 0.733 |
| 1. They have helped another student to solve an item without their teacher's permission | 42 | 1 | 5 | 2.95 | 0.795 |
| 8. They have copied their homework from their colleagues / an elder brother / sister | 42 | 1 | 5 | 2.93 | 0.808 |
| 4. They have copied part of the answer from their fellow student without their teacher's permission | 42 | 1 | 5 | 2.79 | 0.782 |
| 3. They have copied all the answers from their fellow student without their teacher's permission | 42 | 1 | 5 | 2.74 | 0.828 |
| 11. They have handed in to their teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by them | 42 | 1 | 5 | 2.74 | 0.912 |
| 6. They have copied part of the answer from their notes/notebooks without their teacher's permission | 42 | 1 | 5 | 2.67 | 0.687 |
| 7. They have used their notes/notebooks to write their test without their teacher's permission | 42 | 1 | 5 | 2.50 | 0.890 |
| 2. They have given crib notes to another student in order to help them do better in an exam | 42 | 1 | 5 | 2.40 | 0.857 |
| 5. They have copied all the answers from their notes/notebooks without their teacher's permission | 42 | 1 | 5 | 2.38 | 0.795 |
| 16. They have handed in a paper bought from an internet site with their name on it | 42 | 1 | 5 | 2.31 | 1.070 |
| 14. They have handed in an essay / a project that they had already handed in to be graded by another teacher for another subject | 42 | 1 | 5 | 1.74 | 0.734 |

Table 10

Description of the frequency of students' academic dishonesty declared by the students

| | N | Min. | Max. | Mean | SD |
|---|-----|------|------|------|-------|
| 1. They have helped another student to solve an item without their teacher's permission | 100 | 1 | 5 | 3.13 | 0.837 |
| 3. They have copied all the answers from their fellow student without their teacher's permission | 100 | 1 | 5 | 3.09 | 1.006 |
| 4. They have copied part of the answer from their fellow student without their teacher's permission | 100 | 1 | 5 | 3.00 | 0.921 |
| 6. They have copied part of the answer from their notes/notebooks without their teacher's permission | 100 | 1 | 5 | 2.92 | 0.981 |
| 5. They have copied all the answers from their notes/notebooks without their teacher's permission | 100 | 1 | 5 | 2.89 | 1.024 |
| 13. They have copied some sentences even paragraphs from different sites without attribution | 100 | 1 | 5 | 2.77 | 1.238 |
| 7. They have used their notes/notebooks to write their test without their teacher's permission | 100 | 1 | 5 | 2.74 | 1.031 |
| 2. They have given crib notes to another student in order to help them do better in an exam | 100 | 1 | 5 | 2.73 | 1.153 |
| 10. They have copied a whole essay / a paper from the internet and handed it in with their name on it | 100 | 1 | 5 | 2.72 | 1.252 |
| 8. They have copied their homework from their colleagues / an elder brother / sister | 100 | 1 | 5 | 2.67 | 0.965 |
| 12. They have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 100 | 1 | 5 | 2.61 | 1.230 |
| 15. They have downloaded images, pictures and music from the internet in order to use them for their school projects and have not mentioned the source | 100 | 1 | 5 | 2.57 | 1.305 |
| 9. They have written their homework in collaboration with a colleague without our teacher's permission | 100 | 1 | 5 | 2.51 | 1.000 |
| 16. They have handed in a paper bought from an internet site with their name on it | 100 | 1 | 5 | 1.70 | 1.096 |
| 11. They have handed in to their teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by them | 100 | 1 | 5 | 1.69 | 0.961 |
| 14. They have handed in an essay / a project that they had already handed in to be graded by another teacher for another subject | 100 | 1 | 5 | 1.36 | 0.659 |

Testing of the Hypotheses

To conclude the chapter, the results for the testing the hypotheses will be presented.

Null Hypothesis 1

Ho1. There is no significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty at “Grup Școlar Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

To test this hypothesis the two tailed t -test for two independent samples was carried out at the $\alpha = 0.05$ significance level (95% confidence level). As Table 11 shows it was found that t statistic value is greater than the critical t value and the two-tailed P value is much smaller than .05. Therefore the null hypothesis 1 is rejected and the conclusion is that there is a highly significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty at “Grup Școlar Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

Table 11

t-Test: Two-Sample Assuming Unequal Variances (1st Hypothesis)

| | <i>Teachers</i> | <i>Students</i> |
|------------------------------|-----------------|-----------------|
| Mean | 4.3095 | 3.3800 |
| Variance | .08539 | .22094 |
| Observations | 42 | 100 |
| Hypothesized Mean Difference | 0 | |
| df | 120 | |
| t Stat | 14.2706877 | |
| P(T<=t) one-tail | 6.3837E-28 | |
| t Critical one-tail | 1.6576509 | |
| P(T<=t) two-tail | 1.2767E-27 | |
| t Critical two-tail | 1.97993038 | |

Null Hypothesis 2

Ho2. There is no significant difference between frequency of cheating activities at students as declared by the students and by the teachers at “Grup Școlar Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

To test this hypothesis the two tailed t-test for two independent samples was conducted at the $\alpha = 0.05$ significance level (95% confidence level). As Table 12 shows it was found that t statistic value is smaller than the critical t value and the two-tailed P value is greater than .05. Therefore the null hypothesis 2 is accepted and the conclusion is that there is no significant difference between frequency of cheating activities at students as declared by the students and by the teachers at “Grup Școlar Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

Table 12

t-Test: Two-Sample Assuming Unequal Variances(2nd Hypothesis)

| | <i>Teachers</i> | <i>Students</i> |
|------------------------------|-----------------|-----------------|
| Mean | 2.7560 | 2.5700 |
| Variance | .29474 | .32743 |
| Observations | 42 | 100 |
| Hypothesized Mean Difference | 0 | |
| df | 140 | |
| t Stat | 1,793753725 | |
| P(T<=t) one-tail | 0,037505437 | |
| t Critical one-tail | 1,655810511 | |
| P(T<=t) two-tail | 0,075010874 | |
| t Critical two-tail | 1,977053689 | |

Despite this, when analyzing the two dimensions of frequency of students' cheating activities, it was found that this difference in students' and teachers' declarations is significant, both for (a) practice during a written exam or test paper ($t(140) = 2.35, p < 0.05$), and (b) practice while writing homework/essays/projects to be handed in ($t(140) = 4.78, p < 0.05$). The reason is because students ($M = 2.93, SD = .71$) seemed to have admitted practicing more academic dishonesty during a written exam or test paper than their teachers ($M = 2.63, SD = .61$) perceived. In addition, teachers ($M = 2.85, SD = .68$) considered their students were more dishonest while writing their homework/essays/projects than they ($M = 2.29, SD = .61$) admitted.

Other Results

An analysis of the frequency tables (see Appendix F) shows that teachers consider that the most serious dishonest action is then “when a student helps another student do better in exam by giving them crib notes” and “when a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend / a family member) and claims it was written by him /her”. For both these items, teachers rendered only two of the five possible answers, 83.3% of them strongly disagreeing and 16.7% disagreeing that these actions would be academically honest. However, when asked about “downloading images, pictures or music from the internet in order to be used them for school projects without mentioning their source”, 28.6% were undecided and only 7% strongly disagreed on the dishonest character of this action. In fact, this is the item that scored the lowest mean value ($M = 3.50$).

On the other hand, most of the students seemed more confused than their teachers when they had to answer if they considered certain actions to be honest or not. Consequently, many of them were undecided when they were asked about “writing their homework in collaboration with

a colleague without their teacher's permission" (37%), about "students handing in a paper with their name on it although it was bought from an internet site" (35%), "copying some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources" (34%) , about "students helping each other to solve an item while the teacher permits no collaboration between them" (32%), or "students handing in an essay / a project that has already been handed in to be graded by another teacher for another subject" (32%). In the same time, the students were able to recognize all the honest actions so that these reached the highest mean values, as it can be seen in Table 8. For instance, 68% strongly agreed and 32% agreed that "writing their homework in collaboration with a colleague having their teacher permission" is an honest action (see Appendix F).

Concerning practice of academic dishonesty, the same Appendix F shows that both teachers and students report that the least frequent dishonest action is "handing in an essay / a project that had already been handed in to be graded by another teacher for another subject"; 74% of the students reported that they had never done this, while 42.9% of the teachers declared that their students have never been involved in this dishonest action.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMANDATIONS

Summary

This chapter presents the summary of the research that was conducted at the Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania, in order to verify if there is a difference between what students and teachers consider academic dishonesty and between the frequency of students’ cheating activities that was declared by the students and that declared by the teachers.

The independent variables were the teachers and the students; the dependent variables were the academic dishonesty and frequency of students’ cheating activities.

The study’s aim was to answer the following questions: Is there any significant difference in the teachers’ and students’ perception of academic dishonesty and the frequency of its practice at the Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania, in the school year 2011-2012?

The main purposes of the research were: (a) to compare students’ perception and teachers’ perception of academic dishonesty and (b) to compare frequency of students’ cheating activities as it was declared by the students and the one declared by the teachers at the above mentioned high school. The secondary purpose was to study the literature related to academic dishonesty and frequency of students’ dishonest behavior.

In order to accomplish these objectives, two hypotheses have been emitted:

H₁: There is a significant difference between what students consider academic dishonesty and what their teachers consider academic dishonesty at Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

H₂: There is a significant difference between the frequency of students’ cheating activities as declared by the students and that declared by the teachers at Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania.

Chapter II comprises the theoretical framework presenting several research conclusions regarding academic dishonesty and its practice. It shows the diversity of reasons for cheating, what different studies say regarding to who cheats more, and most importantly gives numerous suggestions of how to reduce and even prevent academic dishonesty.

Afterwards Chapter III lays out the research design and methodology of the present research; it shows that it is a descriptive (quantitative) research (Best & Kahn, 2006, p. 24). There were two samples (a) teachers’ sample comprising 42 teachers, and (b) students’ samples comprising 100 day students at the Romanian high school Grup Școlar “Avocat Doctor Ioan Șenchea” in Făgăraș. The 5-point Likert scale questionnaire was applied in the second semester of the 2011-2012 school-year.

Chapter IV presents the conclusions of the research. The found data were statistically tested using the two tailed *t*-test for two independent samples with the significance level of .05.

Results

The following results were found in the present study:

1. At the highschool Grup Școlar “Avocat Doctor Ioan Șenchea”, Făgăraș, Romania, there is a significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty. When analyzing the two dimensions of academic dishonesty, the conclusion is that, (a) there is a significant difference between students’ and teachers’ belief about honesty during a written test paper or exam ($t(124) = 12, p < 0.05$), and (b) there is a significant difference between students’ and teachers’ belief about honesty concerning homework/essays/projects to be handed in ($t(115) = 13, p < 0.05$).

2. No significant difference between frequency of students’ cheating activities as declared by the students and by the teachers was found for “Grup Școlar Avocat Doctor Ioan Șenchea”, Făgăraș, Romania. Despite this, when analyzing the two dimensions of frequency of students’ cheating activities, it was found that this difference in students’ and teachers’ declarations is significant, both for (a) practice during a written exam or test paper ($t(140) = 2.35, p < 0.05$), and (b) practice while writing homework/essays/projects to be handed in ($t(140) = 4.78, p < 0.05$). The reason is because students ($M = 2.93, SD = .71$) seemed to have admitted practicing more academic dishonesty during a written exam or test paper than their teachers ($M = 2.63, SD = .61$) perceived. In addition, teachers ($M = 2.85, SD = .68$) considered their students were more dishonest while writing their homework/essays/projects than they ($M = 2.29, SD = .61$) admitted.

Discussion

The findings of this study state that there is a highly significant difference between what students consider academic dishonesty and what teachers consider academic dishonesty, that is similar to the conclusion of other studies (Buckley et al., 2008; Schmelkin et al., 2010; Singg et al., 2005;). Dawson & Overfield (2006) consider that the reason for students' involvement in dishonest acts is due to the fact that they do not have a clear conception of what cheating and plagiarism means and/or they are not acquainted with the school policy. These researchers also found that students thought that some dishonest acts are wrong just because they feared they could get caught and fail the exam.

On the one hand teachers consider that two acts are mostly dishonest as they both have a mean value close to the maximum of 5 (Mean = 4.83). They agree that if “a student gives crib notes to another student in order to help them do better in exam” or if “a student hands in to his/her teacher an essay / paper written by somebody else and claims it was written by him/her” this means that they committed a serious dishonest act.

Similarly, most of the students agree that it is an act of dishonesty if a student “hands in an essay that has already been handed in to be graded by another teacher for another subject or an essay / project written by somebody else and claims it was written by him/her”. Most of them admit that it is honest for a student to “write their homework in collaboration with a colleague when they have their teacher's permission” or to “use educational materials (maps, tables, formulas, etc) or electronic devices (calculators, mobile phones, etc) or their own notes to solve an item in an exam with their teacher's permission”.

It is interesting to notice that both students and teachers seem to consider online cheating less “dishonest” or less serious than conventional cheating. A comparison of Table 7 and Table 8 clearly points out that both samples seem not to consider that certain cheating acts using the internet are dishonest. In fact the lowest mean value was taken by the same item in both groups, that is “downloading images, pictures or music from the internet in order to use them for students’ projects without mentioning the source”. “Copying sentences and even paragraphs from different sites without attribution” also registered a low mean value. This is consistent with one study (Selwyn, 2008) but inconsistent with another one (Stephens et al., 2007).

The findings also state that there is no significant difference between frequency of students’ cheating activities as declared by the students and by the teachers. This is contrary to another previous study made by Cizek in 1999 (cited in Schmelkin et al., 2010); for instance Singg et al., (2005) found that almost half of the teachers believed that 10% or less would cheat while 50% of the students admitted cheating.

Teachers admit that the most frequent cheating behavior of their students was that of “copying some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources”. Teachers also declared that their students had been involved in dishonest acts that have to do with the internet; they stated that some of the most frequent cheating acts noticed at their students were, “copying some sentences even paragraphs from different sites without attribution, copying a whole essay / a paper from the internet and handed it in with their name on it” and “downloading images, pictures and music from the internet in order to use them for their school projects and have not mentioned the source”. This is similar with the findings of another study (Selwyn, 2008).

When asked about the frequency of their involvement in dishonest behaviors, students admit they have been dishonest especially during a test paper or an exam and less dishonest when having to submit a written homework, essay or project. Thus they admitted they had often “helped another student to solve an item without their teacher’s permission” or “had copied all the answers from their fellow student or copied part of the answer from their fellow student without their teacher’s permission”.

Again both teachers and students scored similar means. One of the lowest mean in both groups was for item 16 (i.e.: “They have handed in a paper bought from an internet site with their name on it”); and lowest mean value was scored by item 14, so both samples admitted that students had rarely or almost never “handed in an essay / a project that they had already handed in to be graded by another teacher for another subject”.

The purpose of the present study was to find out if there is a difference between what students and teachers consider academic dishonesty and between the frequency of students’ cheating activities as declared by the students and that declared by the teachers at Grup Școlar “Avocat Doctor Ioan Șenchea”, Fărăgaș, Romania, in school year 2011-2012. Based on the reviewed literature, the expectation was that both differences would be significant. The findings regarding the first hypothesis are similar to other studies while the findings for the second hypothesis differ from other previous researches. Probably one of the reasons is that usually people tend to hide their negative behavior from others; so it is possible that the students might have given some dishonest answers. On the other hand, it is also possible that the teachers were dishonest, as by admitting that their students have been involved in certain cheating acts, they would have admitted that they somehow failed in their duty.

Conclusions

The following conclusions can be drawn from the present study:

1. Teachers' perception concerning academic dishonesty differs from that of their students. The teachers understand more clearly what academic dishonesty is.
2. The teachers perceive less dishonest actions during exams than they are practiced by the students.
3. The teachers perceive more dishonest actions in written homework/essays/projects than admitted by the students.

Recommendations

For School and Teachers

There are different recommendations that can be made to the school and teachers:

1. Students' scores in defining academic dishonesty were low; this may show that they do not have a clear view of what this is and involves. As mentioned before, some studies (Dawson & Overfield, 2006) suggest that this is one of the main reasons for cheating, and clear instruction of students of what academic dishonesty is and is not may help students develop a honest deportment. Thus it would be advisable for the school to develop and teach clear rules regarding academic honesty that should be made known and kept.
2. If the school has no interest in developing such rules, the individual teachers could do this by their own or together with their students and also specify the respective punishment for breaking those specific rules. These rules should be established at the beginning of the school year. They should include information about how students' written papers, essays and projects will be evaluated and how "copy-paste" papers would be sanctioned. It is very important that

teacher should be determined and consistent; otherwise students will take advantage of their hesitation.

3. As most frequent cheating acts admitted by the students were those happening during a test paper or exam, teacher should develop such papers as to hinder students as much as possible to cheat. While writing individual papers would be unpractical as it takes a lot of time and energy, teacher could still develop for example 4 types of test for the same class; in this case not everybody would get the same paper, only each 4th student. This would prevent students copy from each other. To prevent them to copy from their notebooks, textbooks or crib notes, teachers should write for them tests covering not only one topic, but several ones, using a diversity of exercises types.

For Future Researches

It could be recommended:

1. As human beings get older they get more self conscious and are expected to act more maturely. Over four years of studies they are supposed to assimilate different values such as responsibility, honesty, faithfulness, correctness. Thus it would be interesting to make comparisons between perceptions of academic dishonesty and its frequency in students of different age groups, for instance between students in the first and last year, in order to see if there is an evolution, a development or not.

2. In order for a problem or a negative phenomenon to be solved it is necessary to know its source or reason of existence. As far as academic dishonesty is concerned, it would be interesting and useful to find out why students get involved in cheating activities. This could help teachers and schools to go to the root of the problem, reduce and hopefully prevent it.

APPENDIX A

QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY

Grade: _____

Sex: Female / Male

I. Which of the following acts do you consider to be academic honesty? Tick your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

| A. During a written test paper or exam | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | | | | | |
| 2. When a student gives crib notes to another student in order to help them do better in an exam | | | | | |
| 3. When a student uses notes during a test paper when the teacher permits this | | | | | |
| 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | | | | | |
| 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | | | | | |
| 6. When a student copies all the answers from their notes/notebooks without their teacher's permission | | | | | |
| 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | | | | | |
| 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | | | | | |
| 10. When a student uses their notes/notebooks to write their test without their teacher's permission | | | | | |

| B. concerning homework/essays/projects that students have to hand in | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 11. When a student copies their homework from their colleagues / an elder brother / sister | | | | | |
| 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | | | | | |
| 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography | | | | | |
| 14. When a student copies some sentences from a source and puts them into quotation marks | | | | | |
| 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | | | | | |
| 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | | | | | |
| 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | | | | | |
| 18. When a student copies some sentences even paragraphs from different sites without attribution | | | | | |
| 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject | | | | | |
| 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | | | | | |
| 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | | | | | |
| 22. When a student hands in a paper with their name on it although it was bought from an internet site | | | | | |

II. How often have you been engaged in the acts mentioned below? Tick the answer that best fits your practice.

| A. During a written testpaper or exam | Never | Rarely | Sometimes | Frequently | Always |
|---|-------|--------|-----------|------------|--------|
| 1. I have helped another student to solve an item without my teacher's permission | | | | | |
| 2. I have given crib notes to another student in order to help them do better in an exam | | | | | |
| 3. I have copied all the answers from my fellow student without my teacher's permission | | | | | |
| 4. I have copied part of the answer from my fellow student without my teacher's permission | | | | | |
| 5. I have copied all the answers from my notes/notebooks without my teacher's permission | | | | | |
| 6. I have copied part of the answer from my notes/notebooks without my teacher's permission | | | | | |
| 7. I have used my notes/notebooks to write my test without my teacher's permission | | | | | |

| B. concerning homework/essays/projects that students have to hand in | Never | Rarely | Sometimes | Frequently | Always |
|--|-------|--------|-----------|------------|--------|
| 8. I have copied my homework from my colleagues / an elder brother / sister | | | | | |
| 9. I have written my homework in collaboration with a colleague without our teacher's permission | | | | | |
| 10. I have copied a whole essay / a paper from the internet and handed it in with my name on it | | | | | |
| 11. I have handed in to my teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by me | | | | | |
| 12. I have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | | | | | |
| 13. I have copied some sentences even paragraphs from different sites without attribution | | | | | |
| 14. I have handed in an essay / a project that I had already handed in to be graded by another teacher for another subject | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 15. I have downloaded images, pictures and music from the internet in order to use them for my school projects and have not mentioned the source | | | | | |
| 16. I have handed in a paper bought from an internet site with my name on it | | | | | |

APPENDIX B

QUESTIONNAIRE CONCERNING ACADEMIC HONESTY AND DISHONESTY (to be applied to teachers)

I. Which of the following acts do you consider to be academic honesty? Tick your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

| A. During a written testpaper or exam | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|---|-----------------------|--------------|------------------|-----------------|--------------------------|
| 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | | | | | |
| 2. When a student gives crib notes to another student in order to help them do better in an exam | | | | | |
| 3. When a student uses notes during a test paper when the teacher permits this | | | | | |
| 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | | | | | |
| 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | | | | | |
| 6. When a student copies all the answers from their notes/notebooks without their teacher's permission | | | | | |
| 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | | | | | |
| 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | | | | | |
| 10. When a student uses their notes/notebooks to write their test without their teacher's permission | | | | | |

| B. concerning homework/essays/projects that students have to hand in | Strongly agree | Agree | Undecided | Disagree | Strongly disagree |
|--|----------------|-------|-----------|----------|-------------------|
| 11. When a student copies their homework from their colleagues / an elder brother / sister | | | | | |
| 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | | | | | |
| 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography | | | | | |
| 14. When a student copies some sentences from a source and puts them into quotation marks | | | | | |
| 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | | | | | |
| 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | | | | | |
| 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | | | | | |
| 18. When a student copies some sentences even paragraphs from different sites without attribution | | | | | |
| 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject | | | | | |
| 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | | | | | |
| 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 22. When a student hands in a paper with their name on it although it was bought from an internet site | | | | | |
|--|--|--|--|--|--|

II. How often have your students been engaged in the acts mentioned below? Tick the answer that best fits their practice.

| A. During a written testpaper or exam | Never | Rarely | Sometimes | Frequently | Always |
|--|-------|--------|-----------|------------|--------|
| 1. They have helped another student to solve an item without their teacher's permission | | | | | |
| 2. They have given crib notes to another student in order to help them do better in an exam | | | | | |
| 3. They have copied all the answers from their fellow student without their teacher's permission | | | | | |
| 4. They have copied part of the answer from their fellow student without their teacher's permission | | | | | |
| 5. They have copied all the answers from their notes/notebooks without their teacher's permission | | | | | |
| 6. They have copied part of the answer from their notes/notebooks without their teacher's permission | | | | | |
| 7. They have used their notes/notebooks to write their test without their teacher's permission | | | | | |

| B. concerning homework/essays/projects that students have to hand in | Never | Rarely | Sometimes | Frequently | Always |
|---|-------|--------|-----------|------------|--------|
| 8. They have copied their homework from their colleagues / an elder brother / sister | | | | | |
| 9. They have written their homework in collaboration with a colleague without our teacher's permission | | | | | |
| 10. They have copied a whole essay / a paper from the internet and handed it in with their name on it | | | | | |
| 11. They have handed in to their teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by them | | | | | |
| 12. They have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 13. They have copied some sentences even paragraphs from different sites without attribution | | | | | |
| 14. They have handed in an essay / a project that they had already handed in to be graded by another teacher for another subject | | | | | |
| 15. They have downloaded images, pictures and music from the internet in order to use them for their school projects and have not mentioned the source | | | | | |
| 16. They have handed in a paper bought from an internet site with their name on it | | | | | |

APPENDIX C

ROMANIAN QUESTIONNAIRE APPLIED TO THE STUDENTS

Chestionar privind corectitudinea și/sau lipsa de onestitate în împlinirea sarcinilor școlare

Clasa _____

Sexul: F / M

I. Care din următoarele acțiuni le consideri că sunt oneste /cinstite sau îndreptățite din punct de vedere academic? Bifează (✓) varianta care te impresionează prima dată. Indică ceea ce crezi, nu ceea ce consideri că ar trebui să crezi.

| A. în timpul unei lucrări/unui test/examen | Cu totul de acord | De acord | Indecis | Dezacord | Dezacord total |
|--|--------------------------|-----------------|----------------|-----------------|-----------------------|
| 1. Atunci când un elev îi arată unui coleg cum să rezolve cerințele deși profesorul nu permite ca elevii să colaboreze | | | | | |
| 2. Atunci când un elev îi dă unui coleg o fișică pentru a lua o notă mai mare la examen | | | | | |
| 3. Atunci când un elev își folosește notițele în timpul unei lucrări cu permisiunea profesorului | | | | | |
| 4. Atunci când un elev copiază de la un coleg/o colegă răspunsul integral fără ca profesorul să le permită să colaboreze | | | | | |
| 5. Atunci când un elev copiază de la un coleg/o colegă o parte din răspuns fără ca profesorul să le permită să colaboreze | | | | | |
| 6. Atunci când un elev copiază din caiet răspunsul integral fără a avea permisiunea profesorului | | | | | |
| 7. Atunci când un elev copiază din caiet o parte din răspuns fără a avea permisiunea profesorului | | | | | |
| 8. Atunci când un elev folosește materiale didactice auxiliare (hărți, tabele, formule, dicționare, etc) cu permisiunea profesorului | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 9. Atunci când un elev folosește aparatură electronică (telefoane mobile, calculatoare, computere, etc.) ca să rezolve cerințele și aceasta cu permisiunea profesorului | | | | | |
| 10. Atunci când un elev își folosește caietul ca să rezolve testul fără a avea permisiunea profesorului | | | | | |

| B. în cazul temelor /proiectelor /referatelor scrise pe care trebuie să le predea elevii | Cu totul de acord | De acord | Indecis | Dezacord | Dezacord total |
|--|-------------------|----------|---------|----------|----------------|
| 11. Atunci când un elev copiază tema de la un coleg / un frate/soră mai mare | | | | | |
| 12. Atunci când un elev scrie tema cu un alt elev deși nu au permisiunea profesorului | | | | | |
| 13. Atunci când un elev parafrazează sau face rezumatul unor materiale și menționează sursa acestora în bibliografie | | | | | |
| 14. Atunci când un elev copiază mai multe propoziții dintr-un material și le așază între ghilimele | | | | | |
| 15. Atunci când un elev copiază în întregime un referat /eseu de pe internet și-l predă profesorului ca fiind scris de el | | | | | |
| 16. Atunci când un elev predă profesorului un referat/proiect scris de altcineva (coleg, prieten, membru al familiei) și susține că este scris de el | | | | | |
| 17. Atunci când un elev copiază mai multe propoziții, chiar paragrafe din diverse cărți, reviste sau alte materiale tipărite pentru realizarea unui referat/proiect și nu menționează bibliografia | | | | | |
| 18. Atunci când un elev copiază mai multe propoziții, chiar paragrafe de pe diferite site-uri și nu menționează sursa | | | | | |
| 19. Atunci când un elev predă un referat/eseu/proiect pentru care a fost notat de alt profesor la altă materie | | | | | |
| 20. Atunci când un elev descarcă imagini, poze sau muzică de pe internet și le folosește în proiectele școlare și nu menționează sursa | | | | | |
| 21. Atunci când un elev își scrie tema /face un proiect împreună cu un alt coleg cu permisiunea profesorului | | | | | |
| 22. Atunci când un elev predă o lucrare cu numele lui pe ea deși este cumpărată de pe internet | | | | | |

II. De câte ori ai făcut acțiunile de mai jos? Bifează (✓) răspunsul care ți se potrivește.

| A. în timpul unei lucrări/unui test/examen | Niciodată | Rare ori | Uneori | Adesea | Întotdeauna |
|--|-----------|----------|--------|--------|-------------|
| 1. Am arătat unui coleg cum să rezolve cerințele deși profesorul nu ne-a permis să colaborăm | | | | | |
| 2. Am dat unui coleg o fișică pentru a lua o notă mai mare la examen | | | | | |
| 3. Am copiat de la un coleg/o colegă răspunsul integral fără ca profesorul să ne permită să colaborăm | | | | | |
| 4. Am copiat de la un coleg/o colegă o parte din răspuns fără ca profesorul să ne permită să colaborăm | | | | | |
| 5. Am copiat din caiet răspunsul integral fără a avea permisiunea profesorului | | | | | |
| 6. Am copiat din caiet o parte din răspuns fără a avea permisiunea profesorului | | | | | |
| 7. Am folosit caietul de notițe ca să rezolv testul fără a avea permisiunea profesorului | | | | | |

| B. în cazul temelor /proiectelor /referatelor scrise pe care trebuie să le predea elevii | Niciodată | Rare ori | Uneori | Adesea | Întotdeauna |
|--|-----------|----------|--------|--------|-------------|
| 8. Am copiat tema de la un coleg / un frate/soră mai mare | | | | | |
| 9. Am scris tema cu un alt elev deși nu am avut permisiunea profesorului | | | | | |
| 10. Am copiat în întregime un referat /eseu de pe internet și l-am predat profesorului ca fiind scris de mine | | | | | |
| 11. Am predat profesorului un referat/proiect scris de altcineva (coleg, prieten, membru al familiei) și am susținut că este scris de mine | | | | | |
| 12. Am copiat mai multe propoziții, chiar paragrafe din diverse cărți, reviste sau alte materiale tipărite pentru realizarea unui referat/proiect și nu am menționat sursa | | | | | |
| 13. Am copiat mai multe propoziții, chiar paragrafe de pe diferite site-uri și nu am menționat sursa | | | | | |
| 14. Am predat un referat/eseu/proiect pentru care am fost notat de alt profesor la altă materie | | | | | |
| 15. Am descărcat imagini, poze sau muzică de pe internet și le-am folosit în proiectele școlare și nu am menționat sursa | | | | | |
| 16. Am predat o lucrare cumpărată de pe internet cu numele meu pe ea | | | | | |

APPENDIX D

ROMANIAN QUESTIONNAIRE APPLIED TO THE TEACHERS

Chestionar privind corectitudinea și/sau lipsa de onestitate în împlinirea sarcinilor școlare (a fi aplicat profesorilor)

I. Care din următoarele acțiuni considerați că sunt oneste /cinstite sau îndreptățite din punct de vedere academic? Bifați (✓) varianta care vă impresionează prima dată. Indicați ceea ce credeți, nu ceea ce considerați că ar trebui să credeți.

| A. în timpul unei lucrări/unui test/examen | Cu totul de acord | De acord | Indecis | Dezacord | Dezacord total |
|--|-------------------|----------|---------|----------|----------------|
| 1. Atunci când un elev îi arată unui coleg cum să rezolve cerințele deși profesorul nu permite ca elevii să colaboreze | | | | | |
| 2. Atunci când un elev îi dă unui coleg o fișuică pentru a lua o notă mai mare la examen | | | | | |
| 3. Atunci când un elev își folosește notițele în timpul unei lucrări cu permisiunea profesorului | | | | | |
| 4. Atunci când un elev copiază de la un coleg/o colegă răspunsul integral fără ca profesorul să le permită să colaboreze | | | | | |
| 5. Atunci când un elev copiază de la un coleg/o colegă o parte din răspuns fără ca profesorul să le permită să colaboreze | | | | | |
| 6. Atunci când un elev copiază din caiet răspunsul integral fără a avea permisiunea profesorului | | | | | |
| 7. Atunci când un elev copiază din caiet o parte din răspuns fără a avea permisiunea profesorului | | | | | |
| 8. Atunci când un elev folosește materiale didactice auxiliare (hărți, tabele, formule, dicționare, etc) cu permisiunea profesorului | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 9. Atunci când un elev folosește aparatură electronică (telefoane mobile, calculatoare, computere, etc.) ca să rezolve cerințele și aceasta cu permisiunea profesorului | | | | | |
| 10. Atunci când un elev își folosește caietul ca să rezolve testul fără a avea permisiunea profesorului | | | | | |

| B. în cazul temelor /proiectelor /referatelor scrise pe care trebuie să le predea elevii | Cu totul de acord | De acord | Indecis | Dezacord | Dezacord total |
|--|-------------------|----------|---------|----------|----------------|
| 11. Atunci când un elev copiază tema de la un coleg / un frate/soră mai mare | | | | | |
| 12. Atunci când un elev scrie tema cu un alt elev deși nu au permisiunea profesorului | | | | | |
| 13. Atunci când un elev parafrazează sau face rezumatul unor materiale și menționează sursa acestora în bibliografie | | | | | |
| 14. Atunci când un elev copiază mai multe propoziții dintr-un material și le așază între ghilimele | | | | | |
| 15. Atunci când un elev copiază în întregime un referat /eseu de pe internet și-l predă profesorului ca fiind scris de el | | | | | |
| 16. Atunci când un elev predă profesorului un referat/proiect scris de altcineva (coleg, prieten, membru al familiei) și susține că este scris de el | | | | | |
| 17. Atunci când un elev copiază mai multe propoziții, chiar paragrafe din diverse cărți, reviste sau alte materiale tipărite pentru realizarea unui referat/proiect și nu menționează bibliografia | | | | | |
| 18. Atunci când un elev copiază mai multe propoziții, chiar paragrafe de pe diferite site-uri și nu menționează sursa | | | | | |
| 19. Atunci când un elev predă un referat/eseu/proiect pentru care a fost notat de alt profesor la altă materie | | | | | |
| 20. Atunci când un elev descarcă imagini, poze sau muzică de pe internet și le folosește în proiectele școlare și nu menționează sursa | | | | | |
| 21. Atunci când un elev își scrie tema /face un proiect împreună cu un alt coleg cu permisiunea profesorului | | | | | |
| 22. Atunci când un elev predă o lucrare cu numele lui pe ea deși este cumpărată de pe internet | | | | | |

II. De câte ori au fost implicați elevii Dvs. în acțiunile de mai jos? Bifați (✓) răspunsul care se potrivește practicii lor.

| A. în timpul unei lucrări/unui test/examen | Niciodată | Rare ori | Uneori | Adesea | Întotdeauna |
|---|-----------|----------|--------|--------|-------------|
| 1. Au arătat unui coleg cum să rezolve cerințele deși profesorul nu le-a permis să colaboreze | | | | | |
| 2. Au dat unui coleg o fișică pentru a lua o notă mai mare la examen | | | | | |
| 3. Au copiat de la un coleg/o colegă răspunsul integral fără ca profesorul să le permită să colaboreze | | | | | |
| 4. Au copiat de la un coleg/o colegă o parte din răspuns fără ca profesorul să le permită să colaboreze | | | | | |
| 5. Au copiat din caiet răspunsul integral fără a avea permisiunea profesorului | | | | | |
| 6. Au copiat din caiet o parte din răspuns fără a avea permisiunea profesorului | | | | | |
| 7. Au folosit caietul de notițe ca să rezolve testul fără a avea permisiunea profesorului | | | | | |

| B. în cazul temelor /proiectelor /referatelor scrise pe care trebuie să le predea elevii | Niciodată | Rare ori | Uneori | Adesea | Întotdeauna |
|--|-----------|----------|--------|--------|-------------|
| 8. Au copiat tema de la un coleg / un frate/soră mai mare | | | | | |
| 9. Au scris tema cu un alt elev deși nu au avut permisiunea profesorului | | | | | |
| 10. Au copiat în întregime un referat /eseu de pe internet și l-au predat profesorului ca fiind scris de ei | | | | | |
| 11. Au predat profesorului un referat/proiect scris de altcineva (coleg, prieten, membru al familiei) și au susținut că este scris de ei | | | | | |
| 12. Au copiat mai multe propoziții, chiar paragrafe din diverse cărți, reviste sau alte materiale tipărite pentru realizarea unui referat/proiect și nu au menționat sursa | | | | | |
| 13. Au copiat mai multe propoziții, chiar paragrafe de pe diferite site-uri și nu au menționat sursa | | | | | |
| 14. Au predat un referat/eseu/proiect pentru care au fost notați de alt profesor la altă materie | | | | | |
| 15. Au descărcat imagini, poze sau muzică de pe internet și le-am folosit în proiectele școlare și nu au menționat sursa | | | | | |
| 16. Au predat o lucrare cumpărată de pe internet cu numele lor pe ea | | | | | |

APPENDIX E

SPSS OUTPUT

T-test

[Conjunto_de_datos1] C:\Users\Jaime Rodriguez\Documents\tesistas\Mihaela-Laura Silaghi\Datos finales completos.sav

| | V1 Teacher or Student? | N | Mean | SD |
|---|------------------------|-----|------|-------|
| IQ1 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | 1 Student | 100 | 3.18 | 1.038 |
| | 2 Teacher | 42 | 4.29 | .774 |
| IQ2 2. When a student gives crib notes to another student in order to help them do better in an exam | 1 Student | 100 | 3.11 | 1.154 |
| | 2 Teacher | 42 | 4.83 | .377 |
| IQ3 3. When a student uses notes during a test paper when the teacher permits this | 1 Student | 100 | 3.97 | 1.141 |
| | 2 Teacher | 42 | 4.05 | .987 |
| IQ4 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | 1 Student | 100 | 3.31 | 1.022 |
| | 2 Teacher | 42 | 4.69 | .604 |
| IQ5 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | 1 Student | 100 | 3.22 | 1.031 |
| | 2 Teacher | 42 | 4.48 | .634 |
| IQ6 6. When a student copies all the answers from their notes/notebooks without their teacher's permission | 1 Student | 100 | 3.44 | 1.131 |
| | 2 Teacher | 42 | 4.71 | .457 |
| IQ7 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | 1 Student | 100 | 3.23 | 1.033 |
| | 2 Teacher | 42 | 4.62 | .539 |
| IQ8 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | 1 Student | 100 | 4.59 | .653 |
| | 2 Teacher | 42 | 4.67 | .570 |

| | | | | |
|---|-----------|-----|------|-------|
| IQ9 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | 1 Student | 100 | 4.13 | 1.070 |
| | 2 Teacher | 42 | 4.21 | .871 |
| IQ10 10. When a student uses their notes/notebooks to write their test without their teacher's permission | 1 Student | 100 | 3.52 | 1.000 |
| | 2 Teacher | 42 | 4.60 | .544 |
| IQ11 11. When a student copies their homework from their colleagues / an elder brother / sister | 1 Student | 100 | 2.59 | 1.065 |
| | 2 Teacher | 42 | 4.19 | .594 |
| IQ12 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | 1 Student | 100 | 2.87 | .991 |
| | 2 Teacher | 42 | 3.95 | .795 |
| IQ13 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography | 1 Student | 100 | 3.80 | .921 |
| | 2 Teacher | 42 | 3.98 | .869 |
| IQ14 14. When a student copies some sentences from a source and puts them into quotation marks | 1 Student | 100 | 3.74 | .991 |
| | 2 Teacher | 42 | 4.17 | .730 |
| IQ15 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | 1 Student | 100 | 3.01 | 1.243 |
| | 2 Teacher | 42 | 4.62 | .492 |
| IQ16 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | 1 Student | 100 | 3.54 | 1.123 |
| | 2 Teacher | 42 | 4.83 | .377 |
| IQ17 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 1 Student | 100 | 2.64 | 1.040 |
| | 2 Teacher | 42 | 3.81 | .740 |
| IQ18 18. When a student copies some sentences even paragraphs from different sites without attribution | 1 Student | 100 | 2.63 | 1.125 |
| | 2 Teacher | 42 | 3.88 | .705 |
| IQ19 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject | 1 Student | 100 | 3.55 | 1.009 |
| | 2 Teacher | 42 | 4.14 | .926 |
| IQ20 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | 1 Student | 100 | 2.38 | 1.099 |
| | 2 Teacher | 42 | 3.50 | .834 |

| | | | | |
|--|-----------|-----|------|-------|
| IQ21 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | 1 Student | 100 | 4.68 | .469 |
| | 2 Teacher | 42 | 4.17 | .853 |
| IQ22 22. When a student hands in a paper with their name on it although it was bought from an internet site | 1 Student | 100 | 3.23 | 1.043 |
| | 2 Teacher | 42 | 4.43 | .831 |
| IIQ1 1. I have helped another student to solve an item without my teacher's permission | 1 Student | 100 | 3.13 | .837 |
| | 2 Teacher | 42 | 2.95 | .795 |
| IIQ2 2. I have given crib notes to another student in order to help them do better in an exam | 1 Student | 100 | 2.73 | 1.153 |
| | 2 Teacher | 42 | 2.40 | .857 |
| IIQ3 3. I have copied all the answers from my fellow student without my teacher's permission | 1 Student | 100 | 3.09 | 1.006 |
| | 2 Teacher | 42 | 2.74 | .828 |
| IIQ4 4. I have copied part of the answer from my fellow student without my teacher's permission | 1 Student | 100 | 3.00 | .921 |
| | 2 Teacher | 42 | 2.79 | .782 |
| IIQ5 5. I have copied all the answers from my notes/notebooks without my teacher's permission | 1 Student | 100 | 2.89 | 1.024 |
| | 2 Teacher | 42 | 2.38 | .795 |
| IIQ6 6. I have copied part of the answer from my notes/notebooks without my teacher's permission | 1 Student | 100 | 2.92 | .981 |
| | 2 Teacher | 42 | 2.67 | .687 |
| IIQ7 7. I have used my notes/notebooks to write my test without my teacher's permission | 1 Student | 100 | 2.74 | 1.031 |
| | 2 Teacher | 42 | 2.50 | .890 |
| IIQ8 8. I have copied my homework from my colleagues / an elder brother / sister | 1 Student | 100 | 2.67 | .965 |
| | 2 Teacher | 42 | 2.93 | .808 |
| IIQ9 9. I have written my homework in collaboration with a colleague without our teacher's permission | 1 Student | 100 | 2.51 | 1.000 |
| | 2 Teacher | 42 | 3.00 | .733 |
| IIQ10 10. I have copied a whole essay / a paper from the internet and handed it in with my name on it | 1 Student | 100 | 2.74 | 1.252 |
| | 2 Teacher | 42 | 3.14 | 1.072 |
| IIQ11 11. I have handed in to my teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by me | 1 Student | 100 | 1.69 | .961 |
| | 2 Teacher | 42 | 2.74 | .912 |
| IIQ12 12. I have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | 1 Student | 100 | 2.61 | 1.230 |
| | 2 Teacher | 42 | 3.38 | .987 |

| | | | | |
|--|-----------|-----|------|-------|
| IIQ13 13. I have copied some sentences even paragraphs from different sites without attribution | 1 Student | 100 | 2.77 | 1.238 |
| | 2 Teacher | 42 | 3.38 | .936 |
| IIQ14 14. I have handed in an essay / a project that I had already handed in to be graded by another teacher for another subject | 1 Student | 100 | 1.36 | .659 |
| | 2 Teacher | 42 | 1.74 | .734 |
| IIQ15 15. I have downloaded images, pictures and music from the internet in order to use them for my school projects and have not mentioned the source | 1 Student | 100 | 2.57 | 1.305 |
| | 2 Teacher | 42 | 3.05 | 1.011 |
| IIQ16 16. I have handed in a paper bought from an internet site with my name on it | 1 Student | 100 | 1.70 | 1.096 |
| | 2 Teacher | 42 | 2.31 | 1.070 |

Independent Samples Test

| | | Levene's test for Equality of Variances | | t-test for Equality of Means | | | |
|---|-----------------------------|---|------|------------------------------|---------|-----------------|-----------------|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference |
| | | | | | | | |
| IQ1 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students | Equal variances assumed | 6.076 | .015 | -6.209 | 140 | .000 | -1.106 |
| | Equal variances not assumed | | | -6.986 | 102.212 | .000 | -1.106 |
| IQ2 2. When a student gives crib notes to another student in order to help them do better in an exam | Equal variances assumed | 50.011 | .000 | -9.453 | 140 | .000 | -1.723 |
| | Equal variances not assumed | | | -13.336 | 134.730 | .000 | -1.723 |
| IQ3 3. When a student uses notes during a test paper when the teacher permits this | Equal variances assumed | 3.957 | .049 | -.384 | 140 | .701 | -.078 |
| | Equal variances not assumed | | | -.408 | 88.455 | .684 | -.078 |
| IQ4 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students | Equal variances assumed | 23.622 | .000 | -8.165 | 140 | .000 | -1.380 |
| | Equal variances not assumed | | | -9.978 | 124.336 | .000 | -1.380 |
| IQ5 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students | Equal variances assumed | 16.820 | .000 | -7.329 | 140 | .000 | -1.256 |
| | Equal variances not assumed | | | -8.841 | 120.871 | .000 | -1.256 |
| IQ6 6. When a student copies all the answers from | Equal variances assumed | 38.732 | .000 | -7.052 | 140 | .000 | -1.274 |

| | | | | | | | |
|---|-----------------------------|--------|------|---------|---------|------|--------|
| their notes/notebooks without their teacher's permission | Equal variances not assumed | | | -9.559 | 139.890 | .000 | -1.274 |
| IQ7 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission | Equal variances assumed | 19.411 | .000 | -8.242 | 140 | .000 | -1.389 |
| | Equal variances not assumed | | | -10.473 | 133.533 | .000 | -1.389 |
| IQ8 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission | Equal variances assumed | 1.047 | .308 | -.662 | 140 | .509 | -.077 |
| | Equal variances not assumed | | | -.700 | 87.566 | .486 | -.077 |
| IQ9 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this | Equal variances assumed | 3.550 | .062 | -.451 | 140 | .652 | -.084 |
| | Equal variances not assumed | | | -.491 | 93.869 | .625 | -.084 |
| IQ10 10. When a student uses their notes/notebooks to write their test without their teacher's permission | Equal variances assumed | 17.085 | .000 | -6.565 | 140 | .000 | -1.075 |
| | Equal variances not assumed | | | -8.239 | 130.854 | .000 | -1.075 |
| IQ11 11. When a student copies their homework from their colleagues / an elder brother / sister | Equal variances assumed | 22.741 | .000 | -9.151 | 140 | .000 | -1.600 |
| | Equal variances not assumed | | | -11.392 | 128.978 | .000 | -1.600 |
| IQ12 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission | Equal variances assumed | 8.194 | .005 | -6.275 | 140 | .000 | -1.082 |
| | Equal variances not assumed | | | -6.863 | 95.243 | .000 | -1.082 |
| IQ13 13. When a student paraphrases or summarizes | Equal variances assumed | 2.784 | .097 | -1.057 | 140 | .292 | -.176 |

| | | | | | | | |
|---|-----------------------------|--------|------|---------|---------|------|--------|
| different materials and mentions the sources in their bibliography | Equal variances not assumed | | | -1.083 | 81.308 | .282 | -.176 |
| IQ14 14. When a student copies some sentences from a source and puts them into quotation marks | Equal variances assumed | 5.108 | .025 | -2.516 | 140 | .013 | -.427 |
| | Equal variances not assumed | | | -2.844 | 103.424 | .005 | -.427 |
| IQ15 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it | Equal variances assumed | 38.631 | .000 | -8.113 | 140 | .000 | -1.609 |
| | Equal variances not assumed | | | -11.050 | 139.685 | .000 | -1.609 |
| IQ16 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her | Equal variances assumed | 55.942 | .000 | -7.281 | 140 | .000 | -1.293 |
| | Equal variances not assumed | | | -10.225 | 135.690 | .000 | -1.293 |
| IQ17 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | Equal variances assumed | 11.344 | .001 | -6.613 | 140 | .000 | -1.170 |
| | Equal variances not assumed | | | -7.571 | 106.729 | .000 | -1.170 |
| IQ18 18. When a student copies some sentences even paragraphs from different sites without attribution | Equal variances assumed | 24.874 | .000 | -6.669 | 140 | .000 | -1.251 |
| | Equal variances not assumed | | | -7.991 | 119.096 | .000 | -1.251 |
| IQ19 19. When a student hands in an essay / a | Equal variances assumed | 2.609 | .108 | -3.273 | 140 | .001 | -.593 |

| | | | | | | | |
|--|-----------------------------|-------|------|--------|---------|------|--------|
| project that he has already been handed in to be graded by another teacher for another subject | Equal variances not assumed | | | -3.390 | 83.488 | .001 | -.593 |
| IQ20 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source | Equal variances assumed | 2.664 | .105 | -5.923 | 140 | .000 | -1.120 |
| | Equal variances not assumed | | | -6.620 | 100.503 | .000 | -1.120 |
| IQ21 21. When a student writes their homework in collaboration with a colleague having their teacher's permission | Equal variances assumed | 3.046 | .083 | 4.599 | 140 | .000 | .513 |
| | Equal variances not assumed | | | 3.674 | 51.718 | .001 | .513 |
| IQ22 22. When a student hands in a paper with their name on it although it was bought from an internet site | Equal variances assumed | 2.752 | .099 | -6.614 | 140 | .000 | -1.199 |
| | Equal variances not assumed | | | -7.253 | 95.880 | .000 | -1.199 |
| IIQ1 1. I have helped another student to solve an item without my teacher's permission | Equal variances assumed | .236 | .628 | 1.171 | 140 | .243 | .178 |
| | Equal variances not assumed | | | 1.196 | 80.795 | .235 | .178 |
| IIQ2 2. I have given crib notes to another student in order to help them do better in an exam | Equal variances assumed | 5.150 | .025 | 1.645 | 140 | .102 | .325 |
| | Equal variances not assumed | | | 1.853 | 102.527 | .067 | .325 |
| IIQ3 3. I have copied all the answers from my fellow student without my teacher's permission | Equal variances assumed | 1.453 | .230 | 1.999 | 140 | .048 | .352 |
| | Equal variances not assumed | | | 2.164 | 92.805 | .033 | .352 |
| IIQ4 4. I have copied part of the answer from my fellow student without my teacher's permission | Equal variances assumed | .104 | .747 | 1.320 | 140 | .189 | .214 |
| | Equal variances not assumed | | | 1.412 | 90.047 | .162 | .214 |
| IIQ5 5. I have copied all the answers from my | Equal variances assumed | 1.383 | .242 | 2.876 | 140 | .005 | .509 |

| | | | | | | | |
|--|-----------------------------|--------|------|--------|---------|------|--------|
| notes/notebooks without my teacher's permission | Equal variances not assumed | | | 3.186 | 98.289 | .002 | .509 |
| IIQ6 6. I have copied part of the answer from my notes/notebooks without my teacher's permission | Equal variances assumed | 1.812 | .180 | 1.522 | 140 | .130 | .253 |
| | Equal variances not assumed | | | 1.754 | 108.466 | .082 | .253 |
| IIQ7 7. I have used my notes/notebooks to write my test without my teacher's permission | Equal variances assumed | .717 | .399 | 1.316 | 140 | .190 | .240 |
| | Equal variances not assumed | | | 1.397 | 88.558 | .166 | .240 |
| IIQ8 8. I have copied my homework from my colleagues / an elder brother / sister | Equal variances assumed | 4.230 | .042 | -1.526 | 140 | .129 | -.259 |
| | Equal variances not assumed | | | -1.640 | 91.203 | .104 | -.259 |
| IIQ9 9. I have written my homework in collaboration with a colleague without our teacher's permission | Equal variances assumed | 17.879 | .000 | -2.867 | 140 | .005 | -.490 |
| | Equal variances not assumed | | | -3.247 | 103.927 | .002 | -.490 |
| IIQ10 10. I have copied a whole essay / a paper from the internet and handed it in with my name on it | Equal variances assumed | 2.246 | .136 | -1.822 | 140 | .071 | -.403 |
| | Equal variances not assumed | | | -1.941 | 89.287 | .055 | -.403 |
| IIQ11 11. I have handed in to my teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by me | Equal variances assumed | .388 | .534 | -6.020 | 140 | .000 | -1.048 |
| | Equal variances not assumed | | | -6.150 | 80.837 | .000 | -1.048 |
| IIQ12 12. I have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources | Equal variances assumed | 5.310 | .023 | -3.602 | 140 | .000 | -.771 |
| | Equal variances not assumed | | | -3.939 | 95.208 | .000 | -.771 |

| | | | | | | | |
|--|-----------------------------|-------|------|--------|---------|------|-------|
| IIQ13 13. I have copied some sentences even paragraphs from different sites without attribution | Equal variances assumed | 4.900 | .028 | -2.870 | 140 | .005 | -.611 |
| | Equal variances not assumed | | | -3.212 | 100.852 | .002 | -.611 |
| IIQ14 14. I have handed in an essay / a project that I had already handed in to be graded by another teacher for another subject | Equal variances assumed | 2.068 | .153 | -3.014 | 140 | .003 | -.378 |
| | Equal variances not assumed | | | -2.884 | 70.123 | .005 | -.378 |
| IIQ15 15. I have downloaded images, pictures and music from the internet in order to use them for my school projects and have not mentioned the source | Equal variances assumed | 4.978 | .027 | -2.119 | 140 | .036 | -.478 |
| | Equal variances not assumed | | | -2.349 | 98.464 | .021 | -.478 |
| IIQ16 16. I have handed in a paper bought from an internet site with my name on it | Equal variances assumed | .037 | .848 | -3.044 | 140 | .003 | -.610 |
| | Equal variances not assumed | | | -3.075 | 78.759 | .003 | -.610 |

t-test

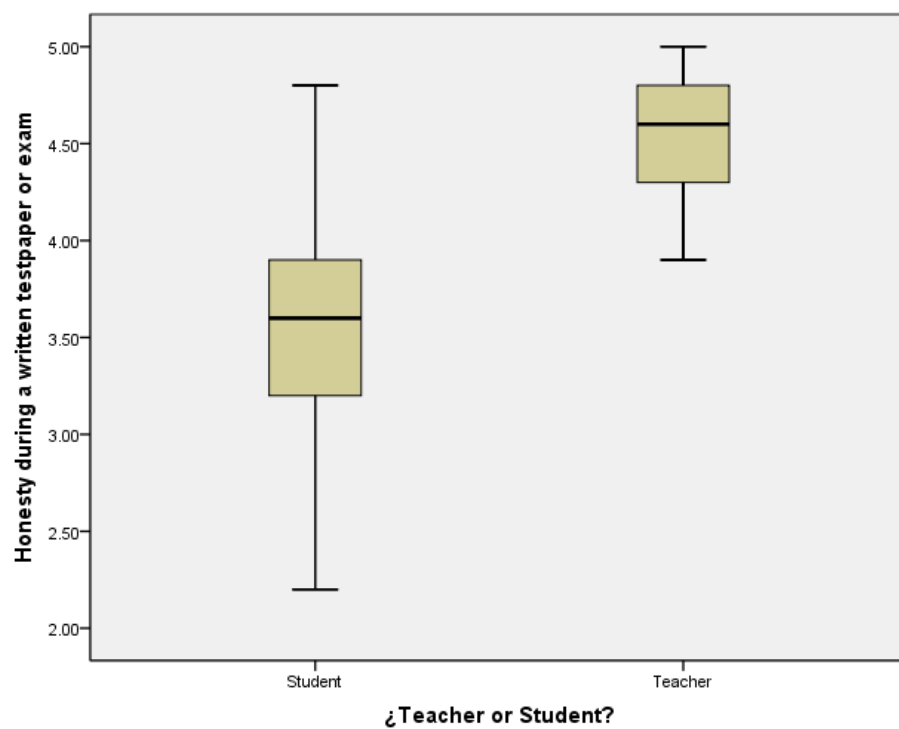
| | V1 Teacher or Student? | N | Mean | SD |
|---|------------------------|-----|--------|--------|
| hon_exam Honesty during a written test paper or exam | 1 Student | 100 | 3.5700 | .56327 |
| | 2 Teacher | 42 | 4.5143 | .33610 |
| hon_homw Honesty concerning homework/essays/projects that students have to hand in | 1 Student | 100 | 3.2217 | .51236 |
| | 2 Teacher | 42 | 4.1389 | .33469 |
| pra_exam Practice during a written testpaper or exam | 1 Student | 100 | 2.9286 | .71226 |
| | 2 Teacher | 42 | 2.6327 | .61030 |
| pra_homw Practice concerning homework/essays/projects that students have to hand in | 1 Student | 100 | 2.2911 | .61769 |
| | 2 Teacher | 42 | 2.8519 | .68259 |
| honesty_concept Which of the following acts | 1 Student | 100 | 3.3800 | .47005 |

| | | | | |
|--|-----------|-----|--------|--------|
| do you consider to be academic honesty | 2 Teacher | 42 | 4.3095 | .29222 |
| honesty_practice How often have you been | 1 Student | 100 | 2.5700 | .57222 |
| engaged in the acts mentioned below | 2 Teacher | 42 | 2.7560 | .54290 |

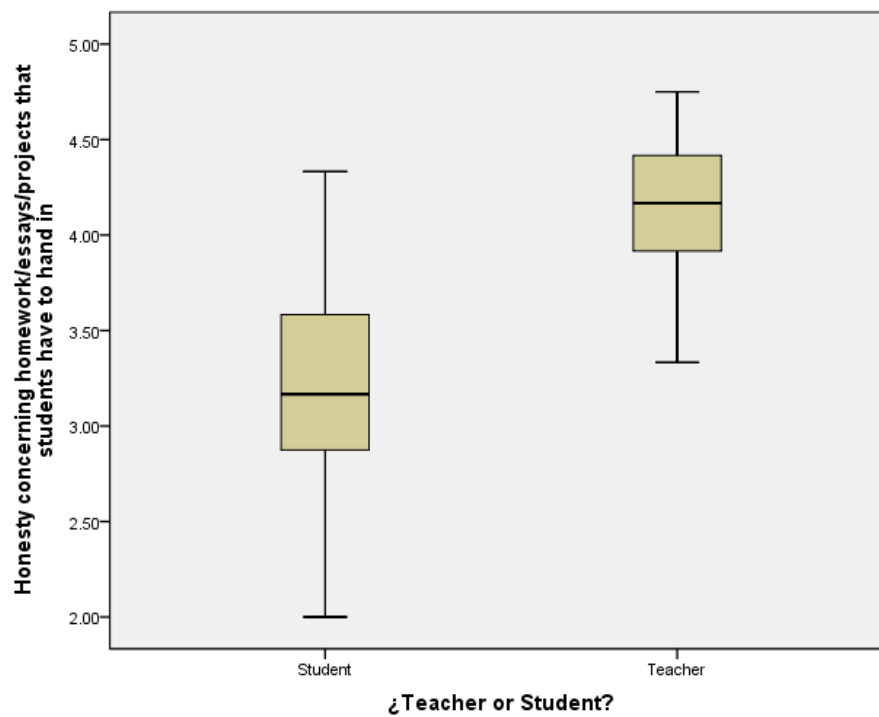
Independent Samples Test

| | | Levene's test for Equality of Variances | | t-test for Equality of Means | | | |
|--|--------------------------------|---|------|------------------------------|---------|---------------------|--------------------|
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Difference |
| hon_exam Honesty during a written testpaper or exam | Equal variances assumed | 10.714 | .001 | -10.122 | 140 | .000 | -.94429 |
| | Equal variances not assumed | | | -12.333 | 123.571 | .000 | -.94429 |
| hon_homw Honesty concerning homework/essays/proje cts that students have to hand in | Equal variances assumed | 9.911 | .002 | -10.673 | 140 | .000 | -.91722 |
| | Equal variances not assumed | | | -12.608 | 115.209 | .000 | -.91722 |
| pra_exam Practice during a written testpaper or exam | Equal variances assumed | 2.360 | .127 | 2.353 | 140 | .020 | .29592 |
| | Equal variances not assumed | | | 2.506 | 89.233 | .014 | .29592 |
| pra_homw Practice concerning homework/essays/proje cts that students have to hand in | Equal variances assumed | .445 | .506 | -4.785 | 140 | .000 | -.56074 |
| | Equal variances not assumed | | | -4.592 | 70.594 | .000 | -.56074 |
| honesty_concept Which of the following acts do you consider to be academic honesty | Equal variances assumed | 12.419 | .001 | -11.874 | 140 | .000 | -.92952 |
| | Equal variances not assumed | | | -14.271 | 119.895 | .000 | -.92952 |
| honesty_practice How often have you been engaged in the acts mentioned below | Equal variances assumed | .508 | .477 | -1.794 | 140 | .075 | -.18595 |
| | Equal variances not assumed | | | -1.833 | 80.893 | .070 | -.18595 |

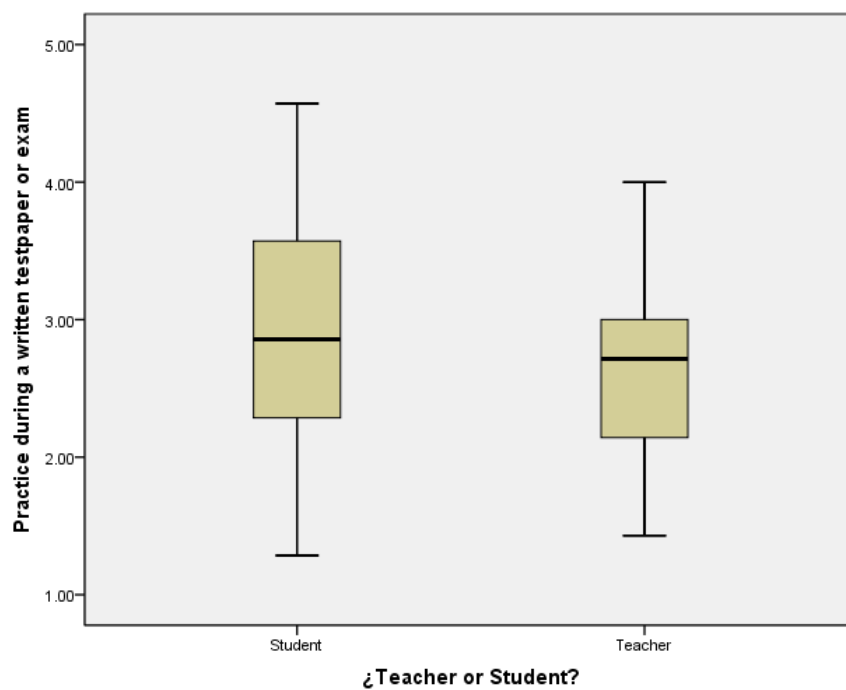
hon_exam Honesty during a written testpaper or exam



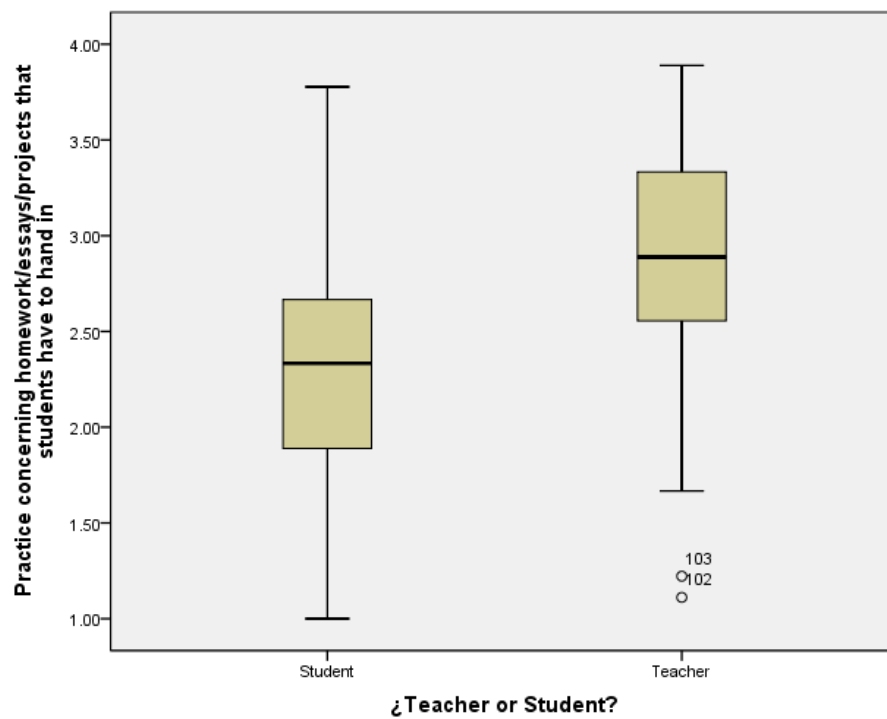
hon_homw Honesty concerning homework/essays/projects that students have to hand in



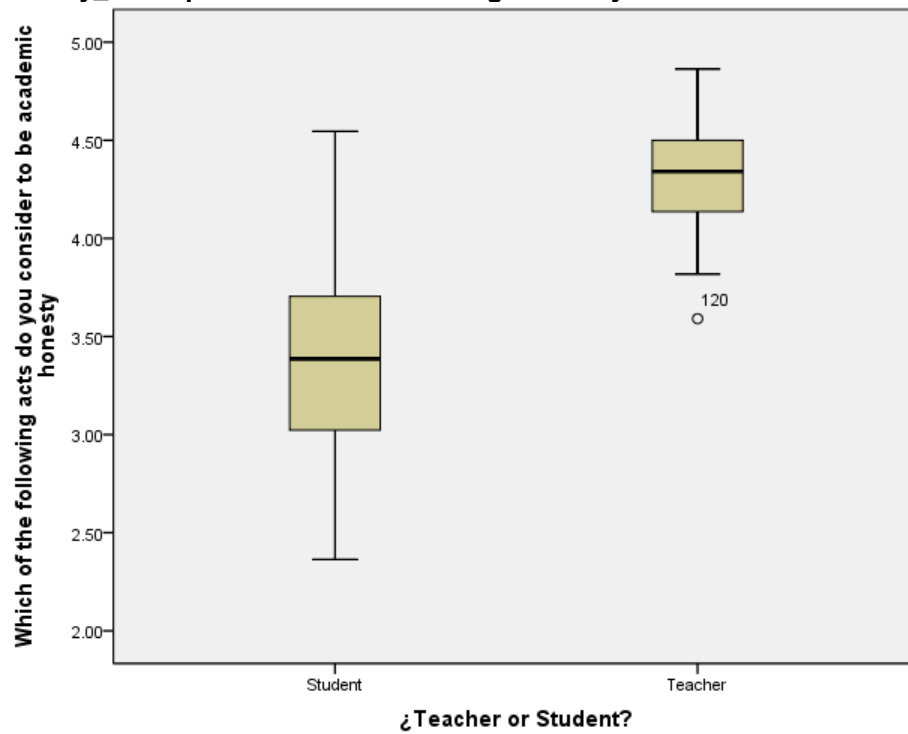
pra_exam Practice during a written testpaper or exam



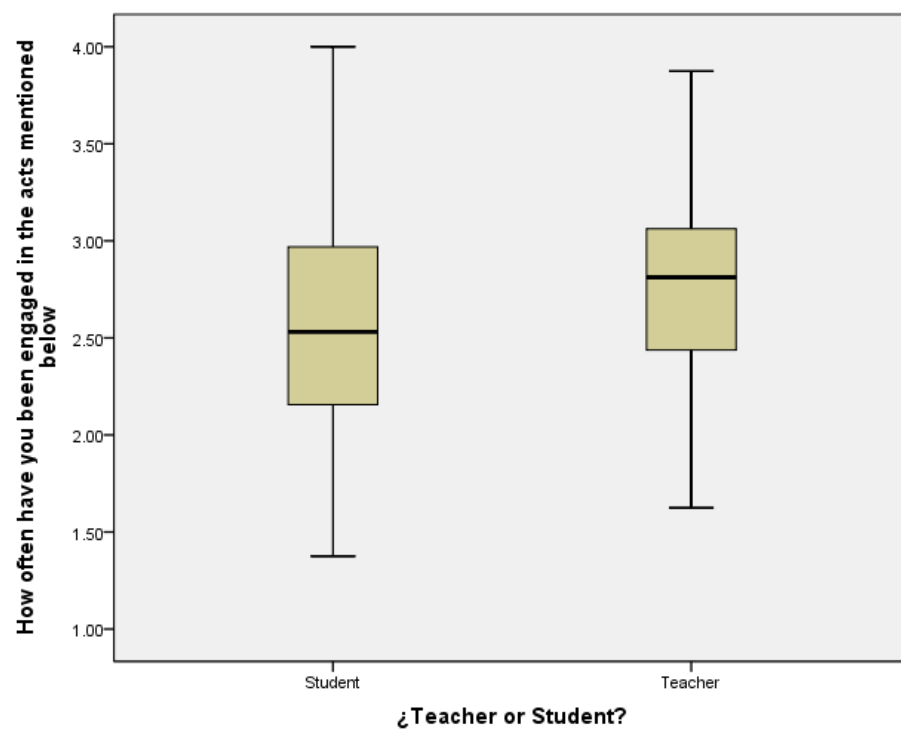
pra_homw Practice concerning homework/essays/projects that students have to hand in



honesty_concept Which of the following acts do you consider to be academic honesty



honesty_practice How often have you been engaged in the acts mentioned below



APPENDIX F

FREQUENCY TABLES

Statistical Frequency

V1 Teacher or Student?

| | | |
|---|---------|-----|
| N | Valid | 142 |
| | Missing | 0 |

V1 Teacher or Student?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|-----------|---------|---------------|--------------------|
| Valid | 1 Student | 100 | 70.4 | 70.4 | 70.4 |
| | 2 Teacher | 42 | 29.6 | 29.6 | 100.0 |
| | Total | 142 | 100.0 | 100.0 | |

Frequency STUDENTS

IQ1 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 3 | 3.0 | 3.0 | 3.0 |
| | 2 Agree | 26 | 26.0 | 26.0 | 29.0 |
| | 3 Undecided | 32 | 32.0 | 32.0 | 61.0 |
| | 4 Disagree | 28 | 28.0 | 28.0 | 89.0 |
| | 5 Strongly disagree | 11 | 11.0 | 11.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ2 2. When a student gives crib notes to another student in order to help them do better in an exam

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 6 | 6.0 | 6.0 | 6.0 |
| | 2 Agree | 30 | 30.0 | 30.0 | 36.0 |
| | 3 Undecided | 24 | 24.0 | 24.0 | 60.0 |
| | 4 Disagree | 27 | 27.0 | 27.0 | 87.0 |
| | 5 Strongly disagree | 13 | 13.0 | 13.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ3 3. When a student uses notes during a test paper when the teacher permits this

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 3 | 3.0 | 3.0 | 3.0 |
| | 2 Disagree | 13 | 13.0 | 13.0 | 16.0 |
| | 3 Undecided | 9 | 9.0 | 9.0 | 25.0 |
| | 4 Agree | 34 | 34.0 | 34.0 | 59.0 |
| | 5 Strongly agree | 41 | 41.0 | 41.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ4 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 2 | 2.0 | 2.0 | 2.0 |
| | 2 Agree | 24 | 24.0 | 24.0 | 26.0 |
| | 3 Undecided | 26 | 26.0 | 26.0 | 52.0 |
| | 4 Disagree | 37 | 37.0 | 37.0 | 89.0 |
| | 5 Strongly disagree | 11 | 11.0 | 11.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ5 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 3 | 3.0 | 3.0 | 3.0 |
| | 2 Agree | 27 | 27.0 | 27.0 | 30.0 |
| | 3 Undecided | 23 | 23.0 | 23.0 | 53.0 |
| | 4 Disagree | 39 | 39.0 | 39.0 | 92.0 |
| | 5 Strongly disagree | 8 | 8.0 | 8.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ6 6. When a student copies all the answers from their notes/notebooks without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 4 | 4.0 | 4.0 | 4.0 |
| | 2 Agree | 19 | 19.0 | 19.0 | 23.0 |
| | 3 Undecided | 26 | 26.0 | 26.0 | 49.0 |
| | 4 Disagree | 31 | 31.0 | 31.0 | 80.0 |
| | 5 Strongly disagree | 20 | 20.0 | 20.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ7 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 4 | 4.0 | 4.0 | 4.0 |
| | 2 Agree | 23 | 23.0 | 23.0 | 27.0 |
| | 3 Undecided | 28 | 28.0 | 28.0 | 55.0 |
| | 4 Disagree | 36 | 36.0 | 36.0 | 91.0 |
| | 5 Strongly disagree | 9 | 9.0 | 9.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ8 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Disagree | 2 | 2.0 | 2.0 | 2.0 |
| | 3 Undecided | 3 | 3.0 | 3.0 | 5.0 |
| | 4 Agree | 29 | 29.0 | 29.0 | 34.0 |
| | 5 Strongly agree | 66 | 66.0 | 66.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ9 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 2 | 2.0 | 2.0 | 2.0 |
| | 2 Disagree | 9 | 9.0 | 9.0 | 11.0 |
| | 3 Undecided | 12 | 12.0 | 12.0 | 23.0 |
| | 4 Agree | 28 | 28.0 | 28.0 | 51.0 |
| | 5 Strongly agree | 49 | 49.0 | 49.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ10 10. When a student uses their notes/notebooks to write their test without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 2 | 2.0 | 2.0 | 2.0 |
| | 2 Agree | 17 | 17.0 | 17.0 | 19.0 |
| | 3 Undecided | 22 | 22.0 | 22.0 | 41.0 |
| | 4 Disagree | 45 | 45.0 | 45.0 | 86.0 |
| | 5 Strongly disagree | 14 | 14.0 | 14.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ11 11. When a student copies their homework from their colleagues / an elder brother / sister

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 14 | 14.0 | 14.0 | 14.0 |
| | 2 Agree | 39 | 39.0 | 39.0 | 53.0 |
| | 3 Undecided | 25 | 25.0 | 25.0 | 78.0 |
| | 4 Disagree | 18 | 18.0 | 18.0 | 96.0 |
| | 5 Strongly disagree | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ12 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 7 | 7.0 | 7.0 | 7.0 |
| | 2 Agree | 30 | 30.0 | 30.0 | 37.0 |
| | 3 Undecided | 37 | 37.0 | 37.0 | 74.0 |
| | 4 Disagree | 21 | 21.0 | 21.0 | 95.0 |
| | 5 Strongly disagree | 5 | 5.0 | 5.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ13 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 1 | 1.0 | 1.0 | 1.0 |
| | 2 Disagree | 7 | 7.0 | 7.0 | 8.0 |
| | 3 Undecided | 27 | 27.0 | 27.0 | 35.0 |
| | 4 Agree | 41 | 41.0 | 41.0 | 76.0 |
| | 5 Strongly agree | 24 | 24.0 | 24.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ14 14. When a student copies some sentences from a source and puts them into quotation marks

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 2 | 2.0 | 2.0 | 2.0 |
| | 2 Disagree | 11 | 11.0 | 11.0 | 13.0 |
| | 3 Undecided | 20 | 20.0 | 20.0 | 33.0 |
| | 4 Agree | 45 | 45.0 | 45.0 | 78.0 |
| | 5 Strongly agree | 22 | 22.0 | 22.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ15 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 9 | 9.0 | 9.0 | 9.0 |
| | 2 Agree | 35 | 35.0 | 35.0 | 44.0 |
| | 3 Undecided | 16 | 16.0 | 16.0 | 60.0 |
| | 4 Disagree | 26 | 26.0 | 26.0 | 86.0 |
| | 5 Strongly disagree | 14 | 14.0 | 14.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ16 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 3 | 3.0 | 3.0 | 3.0 |
| | 2 Agree | 20 | 20.0 | 20.0 | 23.0 |
| | 3 Undecided | 18 | 18.0 | 18.0 | 41.0 |
| | 4 Disagree | 38 | 38.0 | 38.0 | 79.0 |
| | 5 Strongly disagree | 21 | 21.0 | 21.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ17 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 14 | 14.0 | 14.0 | 14.0 |
| | 2 Agree | 32 | 32.0 | 32.0 | 46.0 |
| | 3 Undecided | 34 | 34.0 | 34.0 | 80.0 |
| | 4 Disagree | 16 | 16.0 | 16.0 | 96.0 |
| | 5 Strongly disagree | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ18 18. When a student copies some sentences even paragraphs from different sites without attribution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 14 | 14.0 | 14.0 | 14.0 |
| | 2 Agree | 41 | 41.0 | 41.0 | 55.0 |
| | 3 Undecided | 18 | 18.0 | 18.0 | 73.0 |
| | 4 Disagree | 22 | 22.0 | 22.0 | 95.0 |
| | 5 Strongly disagree | 5 | 5.0 | 5.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ19 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 2 | 2.0 | 2.0 | 2.0 |
| | 2 Agree | 13 | 13.0 | 13.0 | 15.0 |
| | 3 Undecided | 32 | 32.0 | 32.0 | 47.0 |
| | 4 Disagree | 34 | 34.0 | 34.0 | 81.0 |
| | 5 Strongly disagree | 19 | 19.0 | 19.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ20 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 19 | 19.0 | 19.0 | 19.0 |
| | 2 Agree | 48 | 48.0 | 48.0 | 67.0 |
| | 3 Undecided | 14 | 14.0 | 14.0 | 81.0 |
| | 4 Disagree | 14 | 14.0 | 14.0 | 95.0 |
| | 5 Strongly disagree | 5 | 5.0 | 5.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ21 21. When a student writes their homework in collaboration with a colleague having their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 4 Disagree | 32 | 32.0 | 32.0 | 32.0 |
| | 5 Strongly disagree | 68 | 68.0 | 68.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IQ22 22. When a student hands in a paper with their name on it although it was bought from an internet site

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 5 | 5.0 | 5.0 | 5.0 |
| | 2 Agree | 19 | 19.0 | 19.0 | 24.0 |
| | 3 Undecided | 35 | 35.0 | 35.0 | 59.0 |
| | 4 Disagree | 30 | 30.0 | 30.0 | 89.0 |
| | 5 Strongly disagree | 11 | 11.0 | 11.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ1 1. I have helped another student to solve an item without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 1 | 1.0 | 1.0 | 1.0 |
| | 2 Rarely | 21 | 21.0 | 21.0 | 22.0 |
| | 3 Sometimes | 47 | 47.0 | 47.0 | 69.0 |
| | 4 Frequently | 26 | 26.0 | 26.0 | 95.0 |
| | 5 Always | 5 | 5.0 | 5.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ2 2. I have given crib notes to another student in order to help them do better in an exam

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 17 | 17.0 | 17.0 | 17.0 |
| | 2 Rarely | 26 | 26.0 | 26.0 | 43.0 |
| | 3 Sometimes | 30 | 30.0 | 30.0 | 73.0 |
| | 4 Frequently | 21 | 21.0 | 21.0 | 94.0 |
| | 5 Always | 6 | 6.0 | 6.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ3 3. I have copied all the answers from my fellow student without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 4 | 4.0 | 4.0 | 4.0 |
| | 2 Rarely | 26 | 26.0 | 26.0 | 30.0 |
| | 3 Sometimes | 35 | 35.0 | 35.0 | 65.0 |
| | 4 Frequently | 27 | 27.0 | 27.0 | 92.0 |
| | 5 Always | 8 | 8.0 | 8.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ4 4. I have copied part of the answer from my fellow student without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 4 | 4.0 | 4.0 | 4.0 |
| | 2 Rarely | 26 | 26.0 | 26.0 | 30.0 |
| | 3 Sometimes | 40 | 40.0 | 40.0 | 70.0 |
| | 4 Frequently | 26 | 26.0 | 26.0 | 96.0 |
| | 5 Always | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ5 5. I have copied all the answers from my notes/notebooks without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 7 | 7.0 | 7.0 | 7.0 |
| | 2 Rarely | 30 | 30.0 | 30.0 | 37.0 |
| | 3 Sometimes | 37 | 37.0 | 37.0 | 74.0 |
| | 4 Frequently | 19 | 19.0 | 19.0 | 93.0 |
| | 5 Always | 7 | 7.0 | 7.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ6 6. I have copied part of the answer from my notes/notebooks without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 4 | 4.0 | 4.0 | 4.0 |
| | 2 Rarely | 32 | 32.0 | 32.0 | 36.0 |
| | 3 Sometimes | 40 | 40.0 | 40.0 | 76.0 |
| | 4 Frequently | 16 | 16.0 | 16.0 | 92.0 |
| | 5 Always | 8 | 8.0 | 8.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ7 7. I have used my notes/notebooks to write my test without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 12 | 12.0 | 12.0 | 12.0 |
| | 2 Rarely | 29 | 29.0 | 29.0 | 41.0 |
| | 3 Sometimes | 36 | 36.0 | 36.0 | 77.0 |
| | 4 Frequently | 19 | 19.0 | 19.0 | 96.0 |
| | 5 Always | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ8 8. I have copied my homework from my colleagues / an elder brother / sister

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 10 | 10.0 | 10.0 | 10.0 |
| | 2 Rarely | 34 | 34.0 | 34.0 | 44.0 |
| | 3 Sometimes | 39 | 39.0 | 39.0 | 83.0 |
| | 4 Frequently | 13 | 13.0 | 13.0 | 96.0 |
| | 5 Always | 4 | 4.0 | 4.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ9 9. I have written my homework in collaboration with a colleague without our teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 19 | 19.0 | 19.0 | 19.0 |
| | 2 Rarely | 29 | 29.0 | 29.0 | 48.0 |
| | 3 Sometimes | 34 | 34.0 | 34.0 | 82.0 |
| | 4 Frequently | 18 | 18.0 | 18.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ10 10. I have copied a whole essay / a paper from the internet and handed it in with my name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 20 | 20.0 | 20.0 | 20.0 |
| | 2 Rarely | 24 | 24.0 | 24.0 | 44.0 |
| | 3 Sometimes | 28 | 28.0 | 28.0 | 72.0 |
| | 4 Frequently | 18 | 18.0 | 18.0 | 90.0 |
| | 5 Always | 10 | 10.0 | 10.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ11 11. I have handed in to my teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by me

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 58 | 58.0 | 58.0 | 58.0 |
| | 2 Rarely | 22 | 22.0 | 22.0 | 80.0 |
| | 3 Sometimes | 14 | 14.0 | 14.0 | 94.0 |
| | 4 Frequently | 5 | 5.0 | 5.0 | 99.0 |
| | 5 Always | 1 | 1.0 | 1.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ12 12. I have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 23 | 23.0 | 23.0 | 23.0 |
| | 2 Rarely | 26 | 26.0 | 26.0 | 49.0 |
| | 3 Sometimes | 25 | 25.0 | 25.0 | 74.0 |
| | 4 Frequently | 19 | 19.0 | 19.0 | 93.0 |
| | 5 Always | 7 | 7.0 | 7.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ13 13. I have copied some sentences even paragraphs from different sites without attribution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 18 | 18.0 | 18.0 | 18.0 |
| | 2 Rarely | 26 | 26.0 | 26.0 | 44.0 |
| | 3 Sometimes | 27 | 27.0 | 27.0 | 71.0 |
| | 4 Frequently | 19 | 19.0 | 19.0 | 90.0 |
| | 5 Always | 10 | 10.0 | 10.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ14 14. I have handed in an essay / a project that I had already handed in to be graded by another teacher for another subject

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 74 | 74.0 | 74.0 | 74.0 |
| | 2 Rarely | 16 | 16.0 | 16.0 | 90.0 |
| | 3 Sometimes | 10 | 10.0 | 10.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ15 15. I have downloaded images, pictures and music from the internet in order to use them for my school projects and have not mentioned the source

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 28 | 28.0 | 28.0 | 28.0 |
| | 2 Rarely | 21 | 21.0 | 21.0 | 49.0 |
| | 3 Sometimes | 27 | 27.0 | 27.0 | 76.0 |
| | 4 Frequently | 14 | 14.0 | 14.0 | 90.0 |
| | 5 Always | 10 | 10.0 | 10.0 | 100.0 |
| | Total | 100 | 100.0 | 100.0 | |

IIQ16 16. I have handed in a paper bought from an internet site with my name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|-----------------------|
| Valid | 1 Never | 64 | 64.0 | 64.0 | 64.0 |
| | 2 Rarely | 14 | 14.0 | 14.0 | 78.0 |
| | 3 Sometimes | 13 | 13.0 | 13.0 | 91.0 |
| | 4 Frequently | 6 | 6.0 | 6.0 | 97.0 |
| | 5 Always | 3 | 3.0 | 3.0 | 100.0 |
| Total | | 100 | 100.0 | 100.0 | |

Frequency TEACHERS

IQ1 1. When a student helps another student to solve an item while the teacher permits no collaboration between the students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 2 | 4.8 | 4.8 | 4.8 |
| | 3 Undecided | 2 | 4.8 | 4.8 | 9.5 |
| | 4 Disagree | 20 | 47.6 | 47.6 | 57.1 |
| | 5 Strongly disagree | 18 | 42.9 | 42.9 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ2 2. When a student gives crib notes to another student in order to help them do better in an exam

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 4 Disagree | 7 | 16.7 | 16.7 | 16.7 |
| | 5 Strongly disagree | 35 | 83.3 | 83.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ3 3. When a student uses notes during a test paper when the teacher permits this

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 2 | 4.8 | 4.8 | 4.8 |
| | 2 Agree | 2 | 4.8 | 4.8 | 9.5 |
| | 3 Undecided | 1 | 2.4 | 2.4 | 11.9 |
| | 4 Disagree | 24 | 57.1 | 57.1 | 69.0 |
| | 5 Strongly disagree | 13 | 31.0 | 31.0 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ4 4. When a student copies all the answers from their fellow student while the teacher permits no collaboration between students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 1 | 2.4 | 2.4 | 2.4 |
| | 4 Disagree | 10 | 23.8 | 23.8 | 26.2 |
| | 5 Strongly disagree | 31 | 73.8 | 73.8 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ5 5. When a student copies part of the answer from their fellow student while the teacher permits no collaboration between students

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 1 | 2.4 | 2.4 | 2.4 |
| | 4 Disagree | 19 | 45.2 | 45.2 | 47.6 |
| | 5 Strongly disagree | 22 | 52.4 | 52.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ6 6. When a student copies all the answers from their notes/notebooks without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 4 Disagree | 12 | 28.6 | 28.6 | 28.6 |
| | 5 Strongly disagree | 30 | 71.4 | 71.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ7 7. When a student copies part of the answer from their notes/notebooks without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 3 Undecided | 1 | 2.4 | 2.4 | 2.4 |
| | 4 Disagree | 14 | 33.3 | 33.3 | 35.7 |
| | 5 Strongly disagree | 27 | 64.3 | 64.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ8 8. When a student uses educational materials (maps, tables, formulas, dictionaries, etc) with their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | 3 Undecided | 2 | 4.8 | 4.8 | 4.8 |
| | 4 Agree | 10 | 23.8 | 23.8 | 28.6 |
| | 5 Strongly agree | 30 | 71.4 | 71.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ9 9. When a student uses electronic devices (calculators, mobile phones, computers, etc) to solve an item when the teacher permits this

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Disagree | 1 | 2.4 | 2.4 | 4.8 |
| | 3 Undecided | 3 | 7.1 | 7.1 | 11.9 |
| | 4 Agree | 20 | 47.6 | 47.6 | 59.5 |
| | 5 Strongly agree | 17 | 40.5 | 40.5 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ10 10. When a student uses their notes/notebooks to write their test without their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | 3 Undecided | 1 | 2.4 | 2.4 | 2.4 |

| | | | | |
|---------------------|----|-------|-------|-------|
| 4 Disagree | 15 | 35.7 | 35.7 | 38.1 |
| 5 Strongly disagree | 26 | 61.9 | 61.9 | 100.0 |
| Total | 42 | 100.0 | 100.0 | |

IQ11 11. When a student copies their homework from their colleagues / an elder brother / sister

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 3 Undecided | 4 | 9.5 | 9.5 | 9.5 |
| | 4 Disagree | 26 | 61.9 | 61.9 | 71.4 |
| | 5 Strongly disagree | 12 | 28.6 | 28.6 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ12 12. When a student writes their homework in collaboration with a colleague although they do not have their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly agree | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Agree | 1 | 2.4 | 2.4 | 4.8 |
| | 3 Undecided | 5 | 11.9 | 11.9 | 16.7 |
| | 4 Disagree | 27 | 64.3 | 64.3 | 81.0 |
| | 5 Strongly disagree | 8 | 19.0 | 19.0 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ13 13. When a student paraphrases or summarizes different materials and mentions the sources in their bibliography

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Disagree | 4 | 9.5 | 9.5 | 9.5 |
| | 3 Undecided | 4 | 9.5 | 9.5 | 19.0 |
| | 4 Agree | 23 | 54.8 | 54.8 | 73.8 |
| | 5 Strongly agree | 11 | 26.2 | 26.2 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ14 14. When a student copies some sentences from a source and puts them into quotation marks

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Disagree | 1 | 2.4 | 2.4 | 2.4 |
| | 3 Undecided | 5 | 11.9 | 11.9 | 14.3 |
| | 4 Agree | 22 | 52.4 | 52.4 | 66.7 |
| | 5 Strongly agree | 14 | 33.3 | 33.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ15 15. When a student copies a whole essay / a paper from the internet and hands it in with his/her name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 4 Disagree | 16 | 38.1 | 38.1 | 38.1 |
| | 5 Strongly disagree | 26 | 61.9 | 61.9 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ16 16. When a student hands in to his teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claims it was written by him /her

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 4 Disagree | 7 | 16.7 | 16.7 | 16.7 |
| | 5 Strongly disagree | 35 | 83.3 | 83.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ17 17. When a student copies some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 3 | 7.1 | 7.1 | 7.1 |

| | | | | |
|---------------------|----|-------|-------|-------|
| 3 Undecided | 7 | 16.7 | 16.7 | 23.8 |
| 4 Disagree | 27 | 64.3 | 64.3 | 88.1 |
| 5 Strongly disagree | 5 | 11.9 | 11.9 | 100.0 |
| Total | 42 | 100.0 | 100.0 | |

IQ18 18. When a student copies some sentences even paragraphs from different sites without attribution

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid 2 Agree | 2 | 4.8 | 4.8 | 4.8 |
| 3 Undecided | 7 | 16.7 | 16.7 | 21.4 |
| 4 Disagree | 27 | 64.3 | 64.3 | 85.7 |
| 5 Strongly disagree | 6 | 14.3 | 14.3 | 100.0 |
| Total | 42 | 100.0 | 100.0 | |

IQ19 19. When a student hands in an essay / a project that he has already been handed in to be graded by another teacher for another subject

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid 2 Agree | 4 | 9.5 | 9.5 | 9.5 |
| 3 Undecided | 3 | 7.1 | 7.1 | 16.7 |
| 4 Disagree | 18 | 42.9 | 42.9 | 59.5 |
| 5 Strongly disagree | 17 | 40.5 | 40.5 | 100.0 |
| Total | 42 | 100.0 | 100.0 | |

IQ20 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Valid 2 Agree | 6 | 14.3 | 14.3 | 14.3 |
| 3 Undecided | 12 | 28.6 | 28.6 | 42.9 |
| 4 Disagree | 21 | 50.0 | 50.0 | 92.9 |
| 5 Strongly disagree | 3 | 7.1 | 7.1 | 100.0 |

IQ20 20. When a student downloads images, pictures or music from the internet in order to use them for their school projects and does not mention the source

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 6 | 14.3 | 14.3 | 14.3 |
| | 3 Undecided | 12 | 28.6 | 28.6 | 42.9 |
| | 4 Disagree | 21 | 50.0 | 50.0 | 92.9 |
| | 5 Strongly disagree | 3 | 7.1 | 7.1 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ21 21. When a student writes their homework in collaboration with a colleague having their teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 1 Strongly disagree | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Disagree | 2 | 4.8 | 4.8 | 7.1 |
| | 4 Agree | 25 | 59.5 | 59.5 | 66.7 |
| | 5 Strongly agree | 14 | 33.3 | 33.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IQ22 22. When a student hands in a paper with their name on it although it was bought from an internet site

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | 2 Agree | 2 | 4.8 | 4.8 | 4.8 |
| | 3 Undecided | 3 | 7.1 | 7.1 | 11.9 |
| | 4 Disagree | 12 | 28.6 | 28.6 | 40.5 |
| | 5 Strongly disagree | 25 | 59.5 | 59.5 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ1 1. I have helped another student to solve an item without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Rarely | 11 | 26.2 | 26.2 | 28.6 |
| | 3 Sometimes | 19 | 45.2 | 45.2 | 73.8 |
| | 4 Frequently | 11 | 26.2 | 26.2 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ2 2. I have given crib notes to another student in order to help them do better in an exam

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 6 | 14.3 | 14.3 | 14.3 |
| | 2 Rarely | 17 | 40.5 | 40.5 | 54.8 |
| | 3 Sometimes | 15 | 35.7 | 35.7 | 90.5 |
| | 4 Frequently | 4 | 9.5 | 9.5 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ3 3. I have copied all the answers from my fellow student without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 3 | 7.1 | 7.1 | 7.1 |
| | 2 Rarely | 12 | 28.6 | 28.6 | 35.7 |
| | 3 Sometimes | 20 | 47.6 | 47.6 | 83.3 |
| | 4 Frequently | 7 | 16.7 | 16.7 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ4 4. I have copied part of the answer from my fellow student without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Rarely | 15 | 35.7 | 35.7 | 38.1 |
| | 3 Sometimes | 18 | 42.9 | 42.9 | 81.0 |
| | 4 Frequently | 8 | 19.0 | 19.0 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ5 5. I have copied all the answers from my notes/notebooks without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 5 | 11.9 | 11.9 | 11.9 |
| | 2 Rarely | 19 | 45.2 | 45.2 | 57.1 |
| | 3 Sometimes | 15 | 35.7 | 35.7 | 92.9 |
| | 4 Frequently | 3 | 7.1 | 7.1 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ6 6. I have copied part of the answer from my notes/notebooks without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 2 Rarely | 19 | 45.2 | 45.2 | 45.2 |
| | 3 Sometimes | 18 | 42.9 | 42.9 | 88.1 |
| | 4 Frequently | 5 | 11.9 | 11.9 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ7 7. I have used my notes/notebooks to write my test without my teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 5 | 11.9 | 11.9 | 11.9 |
| | 2 Rarely | 17 | 40.5 | 40.5 | 52.4 |
| | 3 Sometimes | 14 | 33.3 | 33.3 | 85.7 |
| | 4 Frequently | 6 | 14.3 | 14.3 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ8 8. I have copied my homework from my colleagues / an elder brother / sister

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 2 | 4.8 | 4.8 | 4.8 |
| | 2 Rarely | 9 | 21.4 | 21.4 | 26.2 |
| | 3 Sometimes | 21 | 50.0 | 50.0 | 76.2 |
| | 4 Frequently | 10 | 23.8 | 23.8 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ9 9. I have written my homework in collaboration with a colleague without our teacher's permission

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 1 | 2.4 | 2.4 | 2.4 |
| | 2 Rarely | 8 | 19.0 | 19.0 | 21.4 |
| | 3 Sometimes | 23 | 54.8 | 54.8 | 76.2 |
| | 4 Frequently | 10 | 23.8 | 23.8 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ10 10. I have copied a whole essay / a paper from the internet and handed it in with my name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 4 | 9.5 | 9.5 | 9.5 |
| | 2 Rarely | 7 | 16.7 | 16.7 | 26.2 |
| | 3 Sometimes | 12 | 28.6 | 28.6 | 54.8 |
| | 4 Frequently | 17 | 40.5 | 40.5 | 95.2 |
| | 5 Always | 2 | 4.8 | 4.8 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ11 11. I have handed in to my teacher an essay/a paper written by somebody else (a colleague / a friend /a family member) and claimed it had been written by me

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 3 | 7.1 | 7.1 | 7.1 |
| | 2 Rarely | 14 | 33.3 | 33.3 | 40.5 |
| | 3 Sometimes | 17 | 40.5 | 40.5 | 81.0 |
| | 4 Frequently | 7 | 16.7 | 16.7 | 97.6 |
| | 5 Always | 1 | 2.4 | 2.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ12 12. I have copied some sentences, even paragraphs from different books, journals or other printed material in order to write an essay/project without citing the sources

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 3 | 7.1 | 7.1 | 7.1 |
| | 2 Rarely | 4 | 9.5 | 9.5 | 16.7 |
| | 3 Sometimes | 11 | 26.2 | 26.2 | 42.9 |
| | 4 Frequently | 22 | 52.4 | 52.4 | 95.2 |
| | 5 Always | 2 | 4.8 | 4.8 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ13 13. I have copied some sentences even paragraphs from different sites without attribution

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 2 | 4.8 | 4.8 | 4.8 |
| | 2 Rarely | 6 | 14.3 | 14.3 | 19.0 |
| | 3 Sometimes | 9 | 21.4 | 21.4 | 40.5 |
| | 4 Frequently | 24 | 57.1 | 57.1 | 97.6 |
| | 5 Always | 1 | 2.4 | 2.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ14 14. I have handed in an essay / a project that I had already handed in to be graded by another teacher for another subject

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 18 | 42.9 | 42.9 | 42.9 |
| | 2 Rarely | 17 | 40.5 | 40.5 | 83.3 |
| | 3 Sometimes | 7 | 16.7 | 16.7 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ15 15. I have downloaded images, pictures and music from the internet in order to use them for my school projects and have not mentioned the source

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|--------------------|
| Valid | 1 Never | 2 | 4.8 | 4.8 | 4.8 |
| | 2 Rarely | 13 | 31.0 | 31.0 | 35.7 |
| | 3 Sometimes | 9 | 21.4 | 21.4 | 57.1 |
| | 4 Frequently | 17 | 40.5 | 40.5 | 97.6 |
| | 5 Always | 1 | 2.4 | 2.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

IIQ16 16. I have handed in a paper bought from an internet site with my name on it

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------|-----------|---------|---------------|-----------------------|
| Valid | 1 Never | 10 | 23.8 | 23.8 | 23.8 |
| | 2 Rarely | 17 | 40.5 | 40.5 | 64.3 |
| | 3 Sometimes | 8 | 19.0 | 19.0 | 83.3 |
| | 4 Frequently | 6 | 14.3 | 14.3 | 97.6 |
| | 5 Always | 1 | 2.4 | 2.4 | 100.0 |
| | Total | 42 | 100.0 | 100.0 | |

APPENDIX G

ENGLISH TRANSLATION OF THE APPROVAL REQUEST

To the Principal of the Grup Școlar „Avocat Dr. Ioan Șenchea”, Făgăraș

I the undersigned, English teacher at Grup Școlar „Avocat Dr. Ioan Șenchea”, Făgăraș, Romania and mastered student at Montemorelos University, Mexico, specialization in Curriculum, am writing to ask you to allow me to administer the “**Questionnaire concerning academic dishonesty**” to a sample of students and teachers at your high school. I mention that this questionnaire and its results will be part of my thesis which explores the issue of academic dishonesty and how it is perceived by students and the way teacher think their students perceive it. If interest will be shown, the results of the study will be made known to you and interested staff.

Mihaela Laura Silaghi

06.06.2011

Approved:

Prof. Traian Duță,
Principal of Grup Școlar „Avocat Dr. Ioan Șenchea”

APPENDIX H

ENGLISH TRANSLATION OF THE TABLE WITH THE STUDENTS SAMPLE

My name and signature in the table below testify that I have willingly agreed to complete the “Questionnaire concerning academic dishonesty”. I mention that I was assured that the given answers will be anonymous and confident, and that these answers will be used in the thesis of Mihaela Laura Silaghi.

| No. | Full Name | Signature | Grade | Observations |
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