

COLLEGIATE CHEATING: UNDERSTANDING THE PREVALENCE, CAUSES, AND CONSEQUENCES

Madhuri Mahato,  ORCID: <https://orcid.org/0000-0001-5496-2641>

Associate Professor, Amity Business School, Amity University Jharkhand, India

Kunal Gaurav,  ORCID: <https://orcid.org/0000-0001-8757-9577>

School of Business, Dr. Vishwanath Karad MIT World Peace University, Pune, India

Corresponding author: Kunal Gaurav, E-mail: kunal.gaurav@mitwpu.edu.in

Type of manuscript: research paper

Abstract: *This article summarizes the arguments and counterarguments regarding the issue of academic dishonesty. The study's main aim is to understand and initiate discussions about the widespread but disturbing problem of attrition in higher education institutions around the world. A systematization of literary sources and approaches to understanding university attrition has shown that a deep-rooted interplay of cultural, cross-cultural and social values contributes to academic dishonesty. The relevance of this issue and decisions that are considered necessary in this direction is that it will help educational institutions think about the need to develop a policy of academic integrity and control over strict compliance with the norms of this policy. The work uses a dual methodological approach involving quantitative and qualitative research methods. Within the framework of the quantitative method, a survey of students was conducted, which included a sample of 503 respondents. The purpose of the structured study of students is to determine their general perception of academic integrity, as well as to assess the extent of their use of information technology and compare it with their individual level of academic integrity. The qualitative method involved conducting interviews (in person and by telephone) and 25 focus group discussions among educational administrators regarding the prevalence of academic dishonesty in the academic environment. The internal consistency of the method was checked using Cronbach's alpha coefficient. The article empirically confirms the results, which indicate that the traditional learning environment, the level of affluence in the family, and technological dependence contributed to non-compliance with the principles of academic dishonesty and a decrease in the quality of educational services. The results showed that the presence of a family business can significantly affect a student's thinking and form a low level of tolerance for academic dishonesty ($F=1.54$, $p=0.02$). With the rapid spread of digital technology, Generation Z students depend highly on technology to support their educational endeavours ($F=1.35$, $p=0.04$). The results of the study offer a better understanding of the consequences of deviant academic behavior, the justification for increasing the responsibility of the subjects of the educational process for non-compliance with the principles of academic integrity and the importance of the institutional policy of the educational institution in regulating this issue.*

Keywords: collegiate cheating, academic dishonesty, academic integrity, higher education.

JEL Classification: I20, I23, I24, I26.

Received: 23.05.2023

Accepted: 27.07.2023

Published: 30.09.2023

Funding: There is no funding for this research.

Publisher: Academic Research and Publishing UG, Germany.

Founder: Academic Research and Publishing UG, Germany; Sumy State University, Ukraine.

Cite as: Mahato, M., Gaurav, K. (2023). Collegiate cheating: understanding the prevalence, causes, and consequences. *SocioEconomic Challenges*, 7(3), 152-163. [https://doi.org/10.61093/sec.7\(3\).152-163.2023](https://doi.org/10.61093/sec.7(3).152-163.2023).



Copyright: © 2023 by the authors. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Introduction

Higher education has always played a significant role in a nation's economy because it nurtures and produces skilled manpower who would in turn contribute to the growth and productivity of the country. The economic and social well-being of people can only be achieved through fostering educational opportunities. This viewpoint has seen policy impetus in the higher education sector so that adequate skilling can occur. However, with extensive growth of these institutions, challenges on remaining rooted to the core values of education come to the fore because of multiple forces acting upon. The fundamental values of educational integrity within various institutions and academic systems like responsibility, honesty, trust, fairness, justice, and respect are likely to get eroded (ICAI, 2014).

While diversity is celebrated all over the world, it also brings in various challenges because of its interactions with various stakeholders at different levels. Corruption is likely to creep in at any stage of the student lifecycle right from admissions, examinations, academic grading, placement etc. Some students might prefer to resort to unfair means where they are likely to perceive that an equitable academic and learning environment does not exist or simply to escape the rigor. On the other hand, studies on the unfair means and practices within the higher education sector have also been reported as being resorted to by the faculty. Adopting unfair and plagiarised means for research, resorting to usage of nepotism and unprincipled ways for recruitments, financial embezzlement in academic and administrative functioning and the like.

The discrepancies that promote integrity violations have crept into the higher education systems worldwide because of the lack of adequate controls and checks especially amongst developing countries that are rapidly expanding with inattention to quality outcomes.

In the wake of latest technologies, this paper aims to integrate the attitudes and perceptions pertaining to educational integrity and whether unrestricted information and knowledge availability reduce the ethical and learning aspirations of the student and teaching community.

Literature review

The Indian education system has come a long way in catering to the educational needs of its diverse population and providing adequate opportunities for skilling and career development. However, it has been relatively marred by questions on its integrity, reliability, and the ability to cater to the modern-day industry needs. While the spread and growth of educational centres across rural, semi-urban and urban centres has been steady, the quality of the institutions and the associated malpractices that were encouraged have also added to the deterioration in the quality.

Academic integrity has been widely explored in the literature. One of the earliest insights proposed by Bertram (2008) have investigated student plagiarism, corruption on the financial front and research manipulations. Later studies have researched on educational integrity, from diverse perspectives where they have defined it as having several approaches that are adopted specific to certain academic and cultural environments. Exploring educational integrity specific to the academic environment in Canada, Mullens (2000) has bemoaned that maintaining a certain standard of academic integrity has becoming quite challenging nowadays and it is all about the unearned advantage which students gain in the process. Some studies have also extended the concept of educational integrity to educators highlighting on how teachers deliberately underutilise their teaching skills, do not engage in holistic classroom delivery, plagiarise on the academic writing front etc.

Further research also delved into the fact as to how plagiarism and dishonesty rates are fast spreading across the world. Studies in some of the English-speaking countries like the U.S. and U.K. have shown that around 60-80% of the students have resorted to adopting dishonest means during their mandatory academic pursuits of assignment or project submissions. Some students have also reported to have taken the paraphrasing route which subverted the need to quote a particular source (Fulwood 2003; Graham et. al. 1994; Cummings et. al. 2002; Rennie and Crosby 2001; Franklyn-Stokes and Newstead, 1995). One of the major apprehensiveness of such integrity-based studies are that they usually report their findings through self-reported measures which can be inferred as being

an inadequate representation of the larger repercussions. The interplay of cultural and social values in a particular context which allows individuals to tweak their academic value system and intentionally adopt unfair, unjust and other means of misconduct was also explored in the previous studies (Cameron, 2005; Brown, 1995; Angelova & Riazantseva, 1999; Ashworth et al., 1997).

To bring in a contrarian view, some studies have probed into the educational integrity of students and educators from the policy perspective as adopted by various academic institutions. A comprehensive policy that brings forth the guiding principles under the educational or academic integrity domain should not only educate the stakeholders on its need but also enable a strong support system that needs to be reviewed and revised as per the requirements as in the case of AI and ChatGPT (Morris, 2018). In order to take ownership of the academic values, students need to be understood and supported on their various learning styles. On the other hand, educators also need to incorporate the desired changes in the academic delivery so that the academic misconduct can be minimised through effective delivery (Bertram Gallant, 2008; Morris, 2018).

While the debate on academic dishonesty, its causes and implications continue, some studies looked at it from a cross cultural perspective as well. The internationalization and globalization of higher education has brought in a multitude and diverse participation of various stakeholders thereby fostering greater research, collaboration and knowledge sharing. However, on the flip side, the cross-border expansion of the educational opportunities is also believed to foster and promote various forms of exploitation at the institutional level, corruption, brain drain and all other unfair means and practices. Through the globalization of higher education, there also would be cultural sharing and inclusiveness through which systemic corruption may also get exported (Heyneman, 2014; Chapman, 2002). In such a scenario, strong policy framework should be put in place so as to not leave any room for quality or integrity to be compromised within the academic environment (Eckstein, 2013; Heuser & Drake, 2011).

In a capitalistic world, education is bound to be viewed as a commodity as high-quality education can be bought by paying a higher price. Off late the education commercialization has manifested through a multitude of coaching centres, educational consultants that process visas and international admissions and travel and other allied services that meet the aspirations of their target segment as well as have successfully corrupted the sector. This has contributed to the academic integrity debate and raised concerns for the administrators, faculty and policy makers on the nature of transactions that have become more transactional than value and merit creation processes (Altbach et al., 2009; Heuser & Drake, 2011; Egron-Polak & Hudson, 2014). The interactions within the academic contexts, amongst the various stakeholders, be it at the domestic or international level, can be through formalized means as well as normative. While formal policies promote educational integrity, it is the group or other cultural norms that attempt to pass on unfair means and practices from one class to another. The group norms may be compelled upon or could be mimicked readily thus hurting the integrity cause (Baker, 2014; DiMaggio & Powell, 1983; Meyer & Rowan, 1977). The underlying assumption of the entire academic integrity debate is the undeniable agreement on the ripple negative effects which it can bring about.

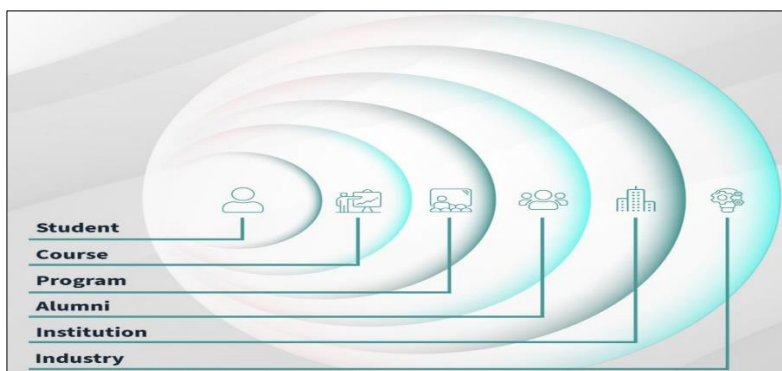


Figure 1. Showing various levels of learning

Source: www.meazurelearning.com.

Arguments surrounding the ethical behaviours in the higher education institutions have gained further significance during the Covid and Post Covid period as well. The education sector was one of those that was constrained to adopt the digital teaching methods during the Covid time period. While the sector was not new to adopting the ICT tools prior to Covid, these digitally enabled technological tools to have gained prominence and became an imperative part of the delivery. Studies in this area have attempted at bringing to light the variations in outcomes that are achieved through traditional learning environments as well as the digital environment. Conventionally the traditional learning environment, especially in a country like India where digital pervasiveness has been disparate, it ensured space and allowed the delineation with technology to happen. This also helped the students, their parents, faculty as well as other stakeholders to explore the world with more openness and from an un-opinionated perspective. The digital learning environment has brought in more challenges than one could imagine. While the information and learning are now freely available, it has brought in its share of challenges on the integrity front. The latest technologically infused, non-traditional learning environments are considered to be susceptible to low educational integrity levels as there are platforms where dissertations, thesis, assignments and other forms of academic writing services can be obtained at a cost. This need on the part of the students to resort to such unwarranted ways and means to meet their academic compliances could also be due to their attitudinal factors and learning style variations that are driven through pedagogical & comprehension challenges under a digital learning environment (Eshet et. al. 2023). What cannot be denied here is the systemic failure that occurred at all levels wherein each stakeholder strived to attain their own desired outcomes while conceding an inherent support to academic cheating.



Figure 2. Showing factors influencing global problem of contract cheating and plagiarism

Source: Hill et al. (2021).

This paper aims to comprehensively explore the attitudes and perspectives of both students and the faculty regarding the academic environments and the integrity values they encourage and endorse. The following are the Research Questions:

- Are there any attitudinal differences regarding the Educational Integrity amongst students from family business and non-family business background?
- Does the access and usage of latest technologies like ChatGPT have an impact on the Educational Integrity of students?

- What are the perceptions of administrators, policy makers and educators regarding Educational Integrity?

Based on the research questions, the following hypothesis were formulated for the study.

Hypothesis

Lot of studies in the academic integrity field have brought out visible differences in the integrity levels of students based on a host of variables like CGPA (Antion and Michael, 1983; Crown & Spiller, 1998), graduates of business and non-business streams (Crown & Spiller, 1998; Roig and Ballew, 1994; McCabe et. al. (2006), age (Crown & Spiller, 1998; McCabe & Trevino, 1997; Whitley, 1998), partying attitudes (Crown & Spiller, 1998; McCabe & Trevino, 1997) and a multitude of other factors. However, little to no research is available which brings out visible differences in the dishonesty attitudes of students based on their family occupation background. This study strongly posits that a steady family income, unwarranted access to funds like pocket money and a family business which is ready & equipped for a likely take over by the student, makes him/her less inclined towards skill and knowledge enhancement. The student will tend to view his/her academic engagements to be obligatory and not as a medium for increasing an individual's as well as family's societal status through which better income opportunities can be obtained.

With these inputs drawn from the literature, the first hypothesis is as below:

H₀₁: There is no significant impact of the pre-existing Family Business on the Educational Integrity levels of students.

The world with its existing mechanization has moved into an even more programmed world that has made life much easier all around. The introduction of ChatGPT and AI technologies, their wide and free access has helped people of different professions to document their thoughts, ideas or utilise such technologies to either develop something new or cut short the time spent on routine everyday tasks. Such new technologies have been hailed by previous studies as being good, effective, capable to clear a law school and an MBA exam and can also document the court judgments quite easily (Gleason 2022; Choi et. al. 2023; Terweisch 2023). Studies have also explored the role of ChatGPT in advancing academic dishonesty through offering content that requires coding skills, responding successfully to queries posed by UG & PG students alike and offering well-researched academic output (Scharth 2022; Lock 2022; Stokel Walker 2022). Despite these concerns, this study posits that notwithstanding the technological pervasiveness, students would still largely rely on the customary forms of cheating to meet their scholastic goals. Therefore, the study hypothesises as follows:

H₀₂: There is no significant impact of latest Technological usage on the Educational Integrity levels

Methodology

Research and its methods have always been defined and adopted in accordance with the domain of investigation. Natural or applied sciences have largely relied on empirical data, mathematical formulae, observables, causation relationship between inputs and outputs and establishing predictions (Brodbeck, 1954). When the debate comes to the epistemological status of social sciences, social scientists have chosen the scientific examination as well as the normative or idiosyncratic route for examining behaviours because at times, certain normative questions cannot be addressed empirically (Gewirth, 1954). To address these concerns and to enable a seamless capture of the psycho-social aspects in social science research, researchers are increasingly preferring the mixed methods approach. Previous studies have also emphasized on the importance of adopting a mixed methods approach especially in the case of social inquiries (Greene 2007; Ivankova et. al. 2006; Johnson and Onwuegbuzie 2004; Mertens 2019).

Mixed methods approach essentially involves integrating the qualitative and quantitative approaches within a single study or enquiry (Tashakkori and Creswell 2007; Creswell 1999).

While some schools of thought argue on the fact that mixed methods approach may lead to methodological acrobatics or incompatibility that may arise while combining quantitative and qualitative methods, others advocate

that quantitative and qualitative approaches should not be viewed as being mutually exclusive. Leveraging on and amalgamating the benefits of each approach will help to view mixed methods as the third paradigm that can bridge the gap and offer useful insights into the social enquiry domain (Johnson and Onwuegbuzie 2004; Howe 1988; Smith and Heshusius 1986; Yanchar and Williams 2006; Bryman 2007; Morgan 2007; Sandelowski 2001). The fundamental rationales behind the mixed methods approach are the triangulation, completeness, ability to offer stronger inferences, answer complex study phenomena through different research questions and support the lucid presentation of data and findings while allowing the desired flexibility to a researcher in the instrument and hypothesis development and validation (Greene et. al. 1989; Bryman 2006; Creswell and Plano 2007; Creswell et. al. 2003).

Keeping in mind, the practical benefits, the present study adopted the mixed methods approach to explore the various aspects of educational integrity within the higher education sector.

The dual approach in this study adopted a quantitative method wherein the responses have been gathered by administering the survey instrument amongst the students. The qualitative method included interviews (personal and telephonic), short opinion gathering surveys and 25 focused group discussions.

Sample characteristics

The sample size utilised for gathering the quantitative data was 100 students of Jharkhand, Orissa and West Bengal. The total response rate achieved after administering the survey was 20.83%. 480 students were contacted through colleges, emails and through personal communication channels. A total of 100 usable survey questionnaires were returned. The rest were either incomplete or were not returned altogether. Out of the 100 responses that were received, 63 students belonged to the colleges that followed a traditional learning environment. 37 students belonged to the private colleges or universities which followed the hybrid learning environment and incorporated modern pedagogical tools and techniques.

The sample for the qualitative study consisted of 403 respondents who were in the age group of 30-65 years. The sample respondents for the qualitative study were from the teaching and academic administration community. The respondents were chosen randomly depending upon the affirmative consent that was received from each of the respondents after contacting them. The sample respondents were from diverse backgrounds who held the experience of working in both the conventional and modern academic environments. A total of 18 discussion groups were formed with 20 respondents in each group. 18 and 25 educators and administrators have recorded their responses through telephonic interviews and opinion based short surveys. The entire data collection process was conducted through an eight-month period from September 2022 to May 2023.

Research instrument

A 20-item structured questionnaire, on a scale of 1 to 4 where 1 represented never and 4 represented frequently was administered to the sample respondents after adapting it from Brimble and Clarke (2005). The same has been attached under Annexure I.

The qualitative responses gathered through focused group discussions surrounded around the aspects of academic delivery, grading and evaluation and research. All the 18 groups discussed and put forth their honest opinions and deliberated upon how an individual's traits, past experiences and biases play a role in influencing and shaping their current experiences. Each focused group discussion lasted anywhere between 30-50 minutes and evoked an honest participation as the members could connect with the subject discussion. Some openly admitted to being dishonest when they were not monitored. Discussions also surrounded around the fact that whether integrity was systemically embedded or was discrete. This was observed to be more prevalent in those universities and colleges where traditional learning environments still prevail. The researchers noted the discussion points and each response was appropriately categorized.

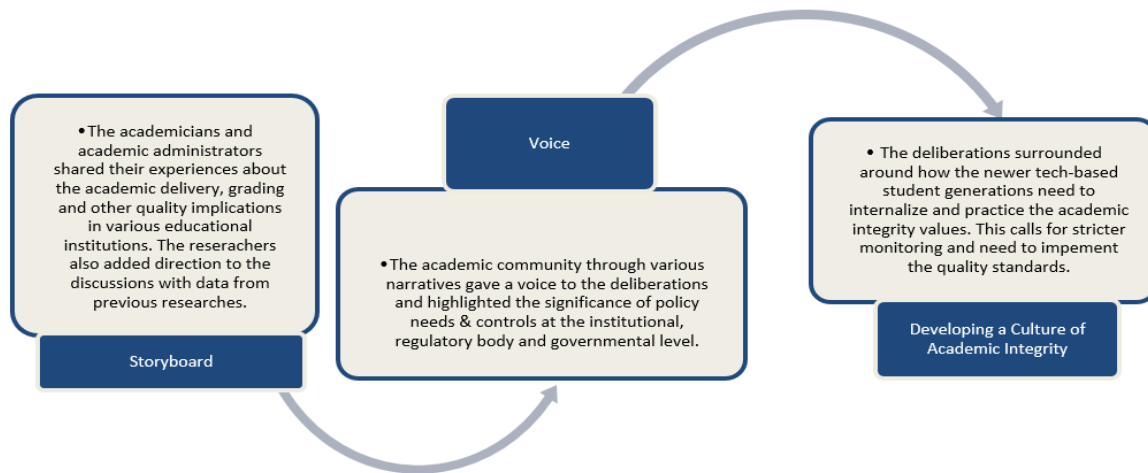


Figure 3. Showing the research process adopted in the present research study

Source: Authors' Compilation.

Results and Discussion

Academic integrity is one of those areas that has not been widely researched especially in the Indian context. This study looks at bringing forth the associated and underlying issues that further academic dishonesty, be it on the part of the student community or the educators or an institutional endorsement that chooses to not root out such malevolence despite the presence. The research instrument used was first tested for its reliability which reported a Cronbach Alpha of .89. For the total sample, students' academic dishonesty levels have resulted in a Mean (μ) of 33.18. The male students ($\mu_M = 35.2$) scored high for their collegiate cheating than the girls ($\mu_F = 29.44$).

The first hypothesis intended to test whether a pre-existing Family business altered the academic integrity levels of the students or not. The results ($F=1.54$, $p=0.02$) revealed that an existence of a family business could significantly influence a student's mindset and help in perpetuating the undesirable academic behaviours.

The first hypothesis contributes distinctively to the existing literature which the previous studies have failed to explore in how the family business can play a vital role in a student's academic life. A strong economic background of the family allows the student to experience comfort and contentment which in turn can lead to academic complacency. The ability to fall back on the family business and choose the same as an occupation can help the student to under deliver on the fundamental academic responsibilities by even adopting the unfair means.

The second hypothesis looked at the role and impact of technological ingress on the students' academic dishonest behaviours. The results ($F=1.35$, $p=0.04$) revealed that with the digital pervasiveness, the Gen Z students are highly dependent on technology to support their academic endeavours. The study results were in line with previous studies that have acknowledged the role of new technologies like AI and ChatGPT to have impaired the educational integrity levels (Scharth 2022; Lock 2022; Stokel Walker 2022).

Through a qualitative approach, this study attempted to put forth the educators, administrators and other institutional policy makers' perspectives and viewpoints regarding the growing challenges pertaining to academic integrity in majority of the colleges and universities. The various insights were gathered through short opinion surveys, telephonic interviews and focused group discussions. The broad themes that were adopted to gather the opinions were to comprehend the generic integrity prevalence, organizational monitoring and other ethical and moral considerations while dealing with the issues of scholastic dishonesty. When the researchers probed on the student integrity aspects, there was a near unanimous agreement on the drop in the average student quality, learning attitudes and readiness to put in the extra mile of effort for completion of the academic commitments. The study also revealed that the current generation of students resorted to greater adoption of unfair means in all those educational institutions that lacked an

integrity policy or had inadequate checks for containing them. In the government run institutions where even basic infrastructure like CCTVs did not exist, there was a greater inability and indifference to address the integrity concerns. With further discussions on this front, the private educational institutions tried to underplay the student integrity concerns by positioning their robust academic systems as having adequate safeguards. Overall, the arguments uncovered the fact that educational integrity challenges were both individual as well as systemic driven. Whether it was a choice or a compulsion, it was equally perpetrated by both the parties. This study proposes that a strong culture of academic integrity should be developed in all educational institutions irrespective of the learning environment in which they are operating. The dimensions of the academic integrity policy and culture should be developed on the lines as proposed by Bretag, & Mahmud, (2015).

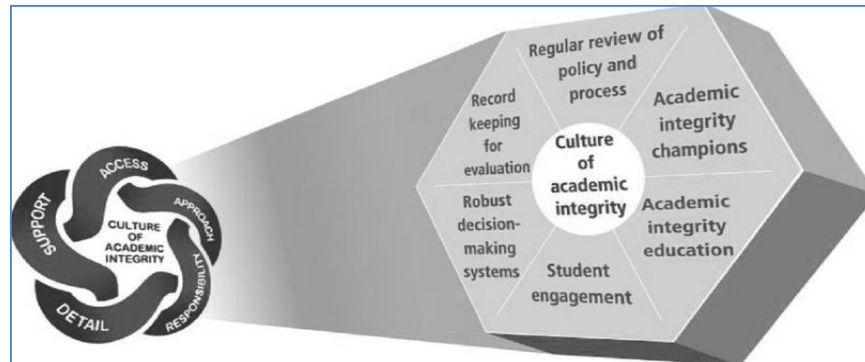


Figure 4. Showing the determinants of academic integrity

Source: Bretag, & Mahmud, (2015, p. 473).

Conclusion

Academic theft or plagiarism is an issue that is focal to the reputation of any institution. Given the fact that nowadays international rankings of institutions is based on the extent of academic reputation, quality becomes an antecedent to the establishment of repute, which goes without saying. However, with an unprecedented disruption in the higher education sector the academic integrity needs to be viewed more from the substantial socio-economic and technological changes as well. Access to phenomenal digital resources, ideas and various channels have heightened the academic dishonesty levels in the digital age. The mushrooming of paid academic writing services that offer a host of services right from assignments, projects, dissertations and research papers and reports have furthered the contract cheating in the digital age (Rogerson 2022; Bretag et al., 2019). With rapid technological upgradation, various tools that effortlessly paraphrase, fix grammar and other writing intricacies are being availed widely by the academic community in general and students in specific.

However, the problem doesn't end there. Certain academic institutions are yet to chalk out a robust framework and detailed guidelines that checks the integrity infractions. Instead of initiating this, they are choosing to remain silent over the appropriate digital tools usage (Dinneen 2021). The problem lies with the unenthusiasm and aversion to acknowledge the existence of such a problem. For the academic institutions, issues not just lie with refuting to acknowledge the deteriorating integrity standards, it also needs a thorough commitment towards adopting a long-term strategy, best evaluation and containment practices (Carrrol and Appleton 2001).

Author Contributions: conceptualization, Gaurav, K.; methodology, Mahato, M.; software, Gaurav, K.; formal analysis, Gaurav, K.; resources, Mahato, M.; data curation, Mahato, M.; writing-original draft preparation, Gaurav, K.; writing-review and editing, Mahato, M.; visualization, Mahato, M.; supervision, Mahato, M.; project administration, Mahato, M.

Conflicts of Interest: Authors declare no conflict of interest.

Data Availability Statement: Not applicable.

Informed Consent Statement: Not applicable.

References

1. Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). Trends in global higher education: Tracking an academic revolution. *A report prepared for the UNESCO 2009 World Conference on Higher Education. United Nations Educational, Scientific and Cultural Organization*. [\[Link\]](#).
2. Angelova, M., & Riazantseva, A. (1999). If You Don't Tell Me, How Can I Know? A case study of four international students learning to write the US way. *Written Communication*, 16(4), 491–525. [\[CrossRef\]](#).
3. Antion, D. L., & Michael, W. B. (1983). Short-term predictive validity of demographic, affective, personal, and cognitive variables in relation to two criterion measures of cheating behaviors. *Educational and Psychological Measurement*, 43(2), 467–482. [\[CrossRef\]](#).
4. Ashworth, P., Bannister, P., Thorne, P., & Students on the Qualitative Research. (1997). Guilty in whose eyes? University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education*, 22(2), 187–203. [\[CrossRef\]](#).
5. Baker, D. P. (2014). Minds, politics, and gods in the schooled society: Consequences of the education revolution. *Comparative Education Review*, 58(1), 6-23. [\[CrossRef\]](#).
6. Bertram Gallant, T. (2008). *Academic integrity in the twenty-first century: A teaching and learning imperative*. Jossey-Bass. [\[Link\]](#).
7. Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., ... & van Haeringen, K. (2019). Contract cheating: A survey of Australian university students. *Studies in higher education*, 44(11), 1837-1856. [\[CrossRef\]](#).
8. Brimble, M., & Stevenson-Clarke, P. (2005). Perceptions of the prevalence and seriousness of academic dishonesty in Australian universities. *The Australian Educational Researcher*, 32(3), 19-44. [\[CrossRef\]](#).
9. Brodbeck, M. (1954). On the philosophy of the social sciences. *Philosophy of Science*, 21(2), 140-156. [\[CrossRef\]](#).
10. Brown, B. S. (1995). The academic ethics of graduate business students: A survey. *Journal of Education for Business*, 70(3), 151–156. [\[CrossRef\]](#).
11. Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113. [\[CrossRef\]](#).
12. Bryman, A. (2007). Barriers to integrating quantitative and qualitative research. *Journal of mixed methods research*, 1(1), 8-22. [\[CrossRef\]](#).
13. Cameron, T. A. (2005). *The effects of descriptive norms, injunctive norms, and teacher likability on cheating*. University of Houston – Clear Lake. [\[Link\]](#).
14. Carroll, J., Appleton, J., & Plagiarism, A. (2001). *A good practice guide* [JISC report]. [\[Link\]](#).
15. Chapman, D. W. (2002). *Management and efficiency in education: Goals and strategies*. Asian Development Bank. [\[Link\]](#).
16. Choi, J. H., Hickman, K. E., Monahan, A., & Schwarcz, D. B. (2023). Chatgpt goes to law school. Available at SSRN. *SSRN Electronic Journal*. [\[CrossRef\]](#).
17. Creswell, J. W. (1999). Mixed-method research: Introduction and application. In *Handbook of educational policy* (pp. 455-472). Academic press. [\[CrossRef\]](#).
18. Creswell, J. W., & Plano-Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, Calif: SAGE Publications. [\[Link\]](#).
19. Creswell, J. W., Clark, V. L. P., Gutmann, M. L., & Hanson, W. E. (2003). Advanced Mixed. *Handbook of mixed methods in social & behavioural research*, 209. [\[Link\]](#).
20. Crown, D. F., & Spiller, M. S. (1998). Learning from the literature on collegiate cheating: A review of empirical research. *Journal of Business Ethics*, 17, 683–700. [\[CrossRef\]](#).
21. Cummings, R., Maddux, C. D., Harlow, S., & Dyas, L. (2002). Academic misconduct in undergraduate teacher education students and its relationship to their principled moral reasoning. *Journal of Instructional Psychology*, 29(4), 286. [\[Link\]](#).
22. DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147–160. [\[CrossRef\]](#).

23. Dinneen, C. (2021). Students' use of digital translation and paraphrasing tools in written assignments on Direct Entry English Programs. *English Australia Journal*, 37(1), 40-51. [\[Link\]](#).
24. Eckstein, G. (2013). Perspectives on plagiarism. *Writing on the Edge*, 23(2), 99–104. [\[Link\]](#).
25. Egron-Polak, E., & Hudson, R. (2014). *Internationalization of higher education: Growing expectations, essential values (IAU 4rd Global Survey Report)*. IAU. [\[Link\]](#).
26. Eshet, Y., Dickman, N., & Ben Zion, Y. B. (2023). Academic integrity in the HyFlex learning environment. *Heliyon*, 9(2), e13301. [\[CrossRef\]](#).
27. Franklyn-Stokes, A., & Newstead, S. E. (1995). Undergraduate cheating: Who does what and why? *Studies in Higher Education*, 20(2), 159–172. [\[CrossRef\]](#).
28. Gewirth, A. (1954). Subjectivism and objectivism in the social sciences. *Philosophy of Science*, 21(2), 157-163. [\[CrossRef\]](#).
29. Gleason, N. (2022). ChatGPT and the rise of AI writers: How should higher education respond. *Times Higher Education*. [\[Link\]](#).
30. Graham, S. W., & Hughes, J. C. (1994). Moving down the road: Community college students' academic performance at the university. *Community College Journal of Research and Practice*, 18(5), 449–464. [\[CrossRef\]](#).
31. Greene, J. C. (2007). *Mixed methods in social inquiry*, 9. John Wiley & Sons. [\[Link\]](#).
32. Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274. [\[CrossRef\]](#).
33. Heuser, B. L., & Drake, T. A. (2011). *Toward global academic ethics through accountability systems. Creating the ethical academy: A systems approach to understanding misconduct and empowering change*. Routledge. [\[Link\]](#).
34. Heyneman, S. P. (2014). How corruption puts higher education at risk. *International Higher Education*, 75(75), 3–5. [\[CrossRef\]](#).
35. Hill, G., Mason, J., & Dunn, A. (2021). Contract cheating: an increasing challenge for global academic community arising from COVID-19. *Research and practice in technology enhanced learning*, 16, 1-20. [\[CrossRef\]](#).
36. Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational researcher*, 17(8), 10-16. [\[CrossRef\]](#).
37. ICAI. (2014). The fundamental values of academic integrity. *International center for academic integrity* (2nd ed). [\[Link\]](#).
38. Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: From theory to practice. *Field Methods*, 18(1), 3–20. [\[CrossRef\]](#).
39. Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26. [\[CrossRef\]](#).
40. Lock, S. (2022). What is AI chatbot phenomenon ChatGPT and could it replace humans. *The Guardian*, 5. [\[Link\]](#).
41. Mahmud, S., & Bretag, T. (2015). Integrity in postgraduate research: The student voice. *Science and engineering ethics*, 21, 1657-1672. [\[CrossRef\]](#).
42. McCabe, D. L., & Trevino, L. K. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3), 379–396. [\[CrossRef\]](#).
43. McCabe, D. L., Butterfield, K. D., & Treviño, L. K. (2006). Academic dishonesty in graduate business programs: Prevalence, causes, and proposed action. *Academy of Management Learning and Education*, 5(3), 294–305. [\[CrossRef\]](#).
44. Mertens, D. M. (2019). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Sage Publications. [\[Link\]](#).
45. Meyer, J. W., & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83(2), 340–363. [\[CrossRef\]](#).
46. Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of mixed methods research*, 1(1), 48-76. [\[CrossRef\]](#).

47. Morris, E. J. (2018). Academic integrity matters: Five considerations for addressing contract cheating. *International Journal for Educational Integrity*, 14(1), 15. [\[CrossRef\]](#).
48. Rennie, S. C., & Crosby, J. R. (2001). Are “tomorrow’s doctors” honest? Questionnaire study exploring medical students’ attitudes and reported behaviour on academic misconduct. *BMJ*, 322(7281), 274–275. [\[CrossRef\]](#).
49. Rogerson, A. M. (2022). The encouragement of file sharing behaviours through technology and social media: Impacts on student cheating behaviours and academic piracy. In *Contract cheating in higher education: Global perspectives on theory, practice, and policy* (pp. 77-89). Cham: Springer International Publishing. [\[CrossRef\]](#).
50. Roig, M., & Ballew, C. (1994). Attitudes toward cheating of self and others by college students and professors. *Psychological Record*, 44(1), 3–13. [\[Link\]](#).
51. Sandelowski, M. (2001). Real qualitative researchers do not count: The use of numbers in qualitative research. *Research in nursing & health*, 24(3), 230-240. [\[CrossRef\]](#).
52. Scharth, M. (2022). *The ChatGPT chatbot is blowing people away with its writing skills*. University of Sydney. Available online: [\[Link\]](#) (accessed on 8 March 2023).
53. Smith, J. K., & Heshusius, L. (1986). Closing down the conversation: The end of the quantitative-qualitative debate among educational inquirers. *Educational researcher*, 15(1), 4-12. [\[CrossRef\]](#).
54. Stokel-Walker, C. (2022). AI bot ChatGPT writes smart essays-should academics worry? *Nature*, 603(7902), 563–563. [\[CrossRef\]](#).
55. Tashakkori, A., & Creswell, J. W. (2007). The new era of mixed methods. *Journal of mixed methods research*, 1(1), 3-7. [\[CrossRef\]](#).
56. Terwiesch, C. (2023). Would chat GPT3 get a Wharton MBA? A prediction based on its performance in the operations management course. *Mack Inst. Innov. Manag. Whart. Sch. Univ. PA*. [\[Link\]](#).
57. Whitley, B. E. (1998). Factors associated with cheating among college students: A review. *Research in Higher Education*, 39(3), 235–274. [\[CrossRef\]](#).
58. Yanchar, S. C., & Williams, D. D. (2006). Reconsidering the compatibility thesis and eclecticism: Five proposed guidelines for method use. *Educational researcher*, 35(9), 3-12. [\[CrossRef\]](#).

Annexure I

Prevalence of Academic Dishonesty amongst Students (Brimble and Clarke, 2005)

Please complete the survey completed with one of four responses: (1) never; (2) seldom (3) occasionally or (4) frequently

1. Copying from another student during a test.
2. One student allowing another to copy from them in a test.
3. Taking unauthorized material into a test – notes, pre-programmed calculator, etc.
4. Giving answers to another student by signals in a test.
5. Receiving answers from another student by signals in a test.
6. Getting someone else to pretend they are the student – impersonating the student in a test.
7. Continuing to write after a test has finished.
8. Gaining unauthorized access to test material before sitting – test paper, marking schedule, etc.
9. Requesting special consideration/deferred exam (e.g. for illness) knowing that the conditions are not genuinely met.
10. Padding out a bibliography with references that were not actually used.
11. Paying another person to complete an assignment.
12. Writing an assignment for someone else.
13. Paraphrasing information from a web site, book or periodical without referencing the source.
14. Copying information directly from a web site, book or periodical without referencing the source.

15. Copying information directly from another student's assignment (current or past) without their consent.
16. Copying information directly from another student's assignment (current or past) without their consent.
17. Copying information directly from another student's assignment (current or past) with their consent.
18. Falsifying the results of one's research.
19. Working together on an assignment when it should be individual.
20. Preventing other students' access to resources required to complete an assignment.