

A Study to Assess the Prevalence, Types and Reasons for Academic Dishonesty among Nursing Students in Selected Colleges of Mathura, UP

Blessy Mathew

Associate Professor Subharti Nursing College, Meerut

Abstract: Introduction: Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities, and it applies not just to students, but to everyone in the academic environment (Cizek, 2003; Whitley, Jr. Dishonesty is the most common phenomena in present society, and it may be defined as the act or else trying to perform the act without honesty. It is used to describe a lack of virtue or integrity, cheating, lying, or being deliberately misleading and deceptive. The fundamental component of a majority of offenses (violation of the law) is dishonesty relating to the achievement (Munir & Shahzadi, 2011). Academic dishonesty can be defined as a means of dishonesty in the academic setting. Various studies in diverse fields conducted on assessing the prevalence of the act, found the considerably worrisome amount of academic dishonesty. Academic dishonesty can be of broadly classified as such plagiarism, falsification, cheating behavior, manipulation, taking outside help, and cheating in exams. (Bashir & Bala, 2018). There may be various factors influencing academic dishonesty like parental pressure, peer pressure (Maring et al., 2018), high academic achievement, low morality (Miller et al., 2011; Henning et al., 2013), poor time management, value issues, lack of professionalism, fear of failure, emotional issues, laziness or lack of effort in teaching methods and curriculum issues, the problem in understanding issues (Henning et al., 2013), commercialization of schools and universities (Kezar & Bernstein, 2016). Some factors may act as influential but don't trigger the act of cheating and vice versa. Some theories gave a detailed explanation of what triggers academic dishonesty. Most of the factors that were pressurized as vital are external factors that emphasized obtaining the desired output which was explained in Agnew's general strain theory (1992). In this theory, it has been discussed how decisions were taken based on strains obtained due to conflict between socially desirable, approved, and most emphasized goals with an inadequate opportunity to the person to achieve the goal with legitimate institutional means. Smith et al., in 2012 in their study on the impact of college stressors on deviant reactions of undergraduate students provided partial support to the Angew's strain theory (1992). They tested the effect of frustration due to 1) Blocked goals and cumulative stress like academic shortcoming and perceived injustice where an individual believes that the others may have an unfair advantage in the job market or getting into postbaccalaureate like engineering, medical and law colleges. 2) Measures of negatively valued stimuli like having uninteresting or meaningless classes and 3. Removal of positive stimuli on academic dishonesty. Students indulging in academic dishonesty due to parental and societal expectations can be explained by this theory. Objectives: 1) To find the prevalence of academic dishonesty among undergraduate students. 2) To find gender differences in the prevalence of academic dishonesty among undergraduate students. 3) To assess the frequency of academic dishonesty behavioural types. 4) To explore reasons influencing academic dishonesty. Materials and methods: A standardized Academic Dishonesty Scale (ADS) was designed with a six-factor structure was employed to study the types academic dishonesty which was constructed by Bashir and Bala (2018). The six factors include cheating in examination, plagiarism, outside help, prior cheating, falsification and lying about academic assignments. Academic Dishonesty Prevalence Percentage, Gender Differences in Academic Dishonesty Dimensions, Percentage of prevalence of academic dishonesty behaviour was been analysed among 100 students studying in various Nursing colleges of Mathura, UP. The Self Administered questionnaire was prepared and data was collected from the students and instructors about their perception regarding the prevalence, types, causes and practices academic dishonesty (cheating) in the university. The tables were formulated and the data was been collected. The data was collected in 2 week time. Questionnaire was been distributed among the students .The results was been analysed and it was been tabulated which revealed that Cheating in examination, Plagiarism, Lying about academic assignments were the mostly used form of academic dishonesty , and also taking Outside help ,prior cheating and falsification were also present but comparatively lesser than others .In academic dishonesty scale the male students are having the greater frequency in comparison to females and Percentage of prevalence of academic dishonesty behaviours table revealed the category Always is found to be higher on the scale. Results: The results were analysed as per the objectives of the study. 1) To find the prevalence of academic dishonesty among undergraduate students. During an examination, students solve answers on question paper and handover to my classmates is 61.5 students use online resources in my personal educational assignment/project without citing the author is 77.2 Before examination students try to know questions asked in paper is 61.9. students interchange my allotted seat near efficient student to get better grade in examination is 40 and students provide false excuses to teacher, to gain extra time on project/assignment is 53.6 2) To find gender differences in the prevalence of academic dishonesty among undergraduate students. Gender differences in males' students it is found to be 60.95 and in female students is 39.05. 3) To assess the frequency of academic dishonesty behavioural types. Highest frequency in terms academic dishonesty was shown in cheating in examination and plagiarism among students. 4) To explore reasons influencing academic dishonesty. The study revealed Peer pressure, Performance anxiety, Excuse making, Inability to manage the demands of student life, Situations that encourage academic dishonesty, Self-justification habits, Unfamiliarity with what constitutes academic dishonesty, Lack of understanding about consequences were the main cause of Academic Dishonesty.

Keywords: Academic dishonesty, Plagiarism, performance Anxiety

1. Introduction

Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning,

research, and related academic activities, and it applies not just to students, but to everyone in the academic environment (Cizek, 2003; Whitley, Jr. & Keith-Spiegel, 2002). Academic dishonesty can take many forms, which

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can be broadly classified as follows (Whitley & Keith-Spigel, 2002; Pavela, 1978; Stern & Havelick, 1986): The main types of Academic dishonesty includes Cheating, Plagiarism, Fabrication or falsification.

Problem Statement

A Study to Assess the Prevalence, Types and Reasons for Academic Dishonesty among Nursing Students in Selected Areas of Mathura, UP

Objectives

- 1) To find the prevalence of academic dishonesty among undergraduate students.
- 2) To find gender differences in the prevalence of academic dishonesty among undergraduate students.

- 3) To assess the frequency of academic dishonesty behavioural types.
- 4) To explore reasons influencing academic dishonesty

Research Design

The research design is basically a survey which employs both qualitative and quantitative approach to analyses data.

2. Data Analysis and Interpretation

The data was analysed from the questionnaire and survey from students and Instructors and following Interpretations were been made.

Table 1: Academic Dishonesty Prevalence Percentage Table

Types of dishonesty	Q.No	No	Yes
Cheating in examination	During examination I use signals to fetch answers from my friends	41	59
	I use prohibited things like hidden notes, calculators and other electronic devices during examination	62.7	37.3
	I interchange my allotted answer book with other student in examination room	39	61
	During an examination, I solve answers on question paper and handover to my classmates	58.5	61.5
	During an examination, I solve answers on question paper and handover to my classmates	78.3	21.7
Plagiarism	I copy summary of a story/poem/chapter from a textbook & claim it as completed by me	29.6	70.4
	For submitting assignment, I copy and change few sentences/lines/words and phrases from other sources.	51.9	48.1
	I use online resources in my personal educational assignment/project without citing the author	22.8	77.2
	For personal comments I manipulate scientific information on internet and claim it as written by me	64	36
Outside help	I attempt to make special considerations to attain or getting favors i.e. (bribery)	87.2	12.8
	In an individual work/assignment I take help from others to complete it.	42.5	57.5
	I use unfair means to obtain information about the content of the test before it was given	76.2	23.8
	Before examination I try to know questions asked in paper.	38.1	61.9
Prior cheating	I write expected answers on table/wall/hand/paper etc. in prior time	74.3	25.7
	I interchange my allotted seat near efficient student to get better grade in examination	60	40
	Before examination I encourage other classmates to do cheating	80.7	19.3
	I submit the assignment in my name after getting it prepared by my friends	71	29
Falsification	I damage library books so that classmates do not get required content.	89.3	10.7
	In a course I submit the same educational assignment more than one time	13.8	86.2
	I give false explanations when I miss deadline of my educational project.	64.1	35.9
Lying about academic assignments	I buy a project/assignment/paper online & submit it as my individual effort.	90.7	9.3
	Before exam I pay someone to write a paper/homework for me	81	19
	I provide false excuses to teacher, to gain extra time on project/assignment	46.4	53.6

Table 2: Gender Differences in Academic Dishonesty Dimensions Table

Scale	Dimensions	Mean		T value
		Male	Female	
Academic Dishonesty Scale	Cheating in exams	10.5	7.82	6.26
	Plagiarism	6.81	8.96	8.20
	Outside help	7.4	3.88	2.91
	Prior cheating	14.92	6.7	5.33
	Falsification	12.5	9.37	6.71
	Lying about assignments	8.82	2.32	7.49
	Total score	60.95	39.05	8.87

Table 3: Percentage of prevalence of academic dishonesty behaviours table

Sno.	Behaviour	Always	Rarely	Sometimes	often	Never
1	During examination I use signals to fetch answers from my friends.	41	32	19	8	0
2	I use prohibited things like hidden notes, calculators and other electronic devices during examination	62.7	27	8.5	4.8	0
3	I interchange my allotted answer book with other student in examination room	39	46	10	5	0
4	During an examination, I solve answers on question paper and handover to my classmates.	58.5	41	11	8	1.5
5	During an examination, I solve answers on question paper and handover to my classmates.	78.3	17	2.5	1.6	0.6
6	I copy summary of a story/poem/chapter from a textbook & claim it as completed by me	29.6	55	10.8	4.2	0.4
7	For submitting assignment, I copy and change few sentences/lines/words and phrases from other sources.	51.9	30.2	9.9	6.2	1.88
8	I use online resources in my personal educational assignment/project without citing the author.	22.8	38	14.2	20.6	4.4
9	For personal comments I manipulate scientific information on internet and claim it as written by me	64	20	11	4.2	0.8
10	I attempt to make special considerations to attain or getting Favors i.e. (bribery)	87.2	9	1.7	1.1	1
11	In an individual work/assignment I take help from others to complete it.	42.5	34	12.3	7.2	3.5
12	I use unfair means to obtain information about the content of the test before it was given	76.2	10.7	5.8	4.6	2.7
13	Before examination I try to know questions asked in paper.	38.1	29.6	23.9	1.7	6.7
14	I write expected answers on table/wall/hand/paper etc. in prior time	74.3	10.2	9.1	5.8	0.6
15	I interchange my allotted seat near efficient student to get better grade in examination.	60	18.9	19.7	1.4	0
16	Before examination I encourage other classmates to do cheating	80.7	10.2	7.7	1.4	0
17	I submit the assignment in my name after getting it prepared by my friends.	71	12.5	11.4	3.2	1.9
18	I damage library books so that classmates do not get required content.	89.3	8.1	1.5	0.7	0
19	In a course I submit the same educational assignment more than one time	13.8	42.8	31.2	4.4	0.8
20	I give false explanations when I miss deadline of my educational project.	64.1	18.7	12.3	3.8	1.1
21	I buy a project/assignment/paper online & submit it as my individual effort.	90.7	8.3	1.0	0	0
22	Before exam I pay someone to write a paper/homework for me	81	12.7	3.5	2.6	0.2
23	I provide false excuses to teacher, to gain extra time on project/assignment.	46.4	27.2	19.8	4.7	1.9

Interpretation: Tables reveals students use prohibited things like hidden notes, calculators and other electronic devices during examination was recorded as 62.7 ,and During an examination, students solve answers on question paper and handover classmates is 78.3 while Students attempt to make special considerations to attain or getting Favors i.e. (bribery) is 87.2, Students who use unfair means to obtain information about the content of the test before it was given is 76.2, Students damage library books so that classmates do not get required content is 89.3 Alao students buy a project/assignment/paper is 90.7 Before exam students pay someone to write a paper/homework is 81 . In a course I submit the same educational assignment more than one time is 86.2

3. Results

1) To find the prevalence of academic dishonesty among undergraduate students.

During an examination, students solve answers on question paper and handover to my classmates is 61.5% students use online resources in my personal educational assignment/project without citing the author is 77.2 Before examination students try to know questions asked in paper is 61.9. students interchange my allotted seat near efficient student to get better grade in examination is 40and students provide false excuses to teacher, to gain extra time on project/assignment is 53.6

2) To find gender differences in the prevalence of academic dishonesty among undergraduate students.

Gender differences in males students it is found to be 60.95 and in female students is39.05.

3) To assess the frequency of academic dishonesty behavioural types.

Highest frequency in terms academic dishonesty was shown in cheating in examination and plagiarism among students.

4) To explore reasons influencing academic dishonesty.

5) The study revealed Peer pressure, Performance anxiety, Excuse making, Inability to manage the demands of student life, Situations that encourage academic dishonesty, Self-justification habits, Unfamiliarity with what constitutes academic dishonesty, Lack of understanding about consequences were the main cause of Academic Dishonesty.

4. Discussion

After the completion of the study, the results were analysed and following points emerged of the findings

1) Achievement motivation: Individual motivation for gaining high marks is and comparing themselves with others is the most agreed reason by the students. Owunwanne et al. (2010) in their research emphasized more on an individual point of view to get involved in academic dishonesty where he mentioned reasons like unrealistic expectations, greater emphasis on success, lack of preparedness as vital reasons, which was also supported by the research conducted by Smith et al., in 2012. A student during survey told that “unlike in olden days children now are spending more time in coaching centres and all their focus is concentrated on only one aspect which is excelling in academics as result of which they are not developing skills to face different kinds of situations. When difficulties come they doubt their

capacities and they are going for academic dishonesty". Other reasons include lack of preparation, incapability, low self-esteem and inferiority complex (McCabe citation).

2) Neutralization attitude: An student Revealed that "if it is for helping a friend it is okay". On the other hand, few behaviours were not even perceived as Academic dishonesty like bunking of class, reading from an abridged version (All in one, Guides etc.) of a subject rather than the original textbook. The behaviours are neutralized with reasons like non interest or less informative teaching procedures or availability of more informative lessons in the internet (Naghdipour & Emeagwali, 2013). Another student mentioned that it was not a serious exam so they helped out each other, which is contradictory to research by Genereux and Mcload (1995) where they found that the requirement of the course don't play as an influencing reason.

3) Parental pressure: Parents want their children to get successful and lead a good life because of which they try to provide continuous monitoring on their academic progress of the students. This was mentioned as one of the indirect pressurizing behaviour of parents on students to involve in means which would satisfy their parents. They also mentioned that sometimes due to responsibilities that they have to take up at home, they go for academic dishonesty as they want to have a degree and a good salary. One student mentioned, "no parent would actually teach or support academic dishonesty but their expectations from their child compel the child to choose the path."

Peer influence: Another most prominent point raised in discussion was peer pressure. Almost every individual possess need for affiliation they mentioned reasons like "to avoid alienation", "conformity" and "avoiding sarcasm" (Briggs et al., 2013). Even they want to study their peer group make fun of them leading them to do things that doesn't make them different from others. Not only with study feel alienated. They said that everyone else do so they are allowed to do. A student explained "when we do not understand what faulty are saying we may better bunk the class and can learn from online classes".

Societal influence: Most of the participants in the focus group discussion mentioned the main factor for academic dishonesty is "taking up a course with-out interest due to external pressure" which includes parental decisions, societal inclination or responsibilities. As India is a collective society (Chadda & Deb, 2013), the decision making generally depends on subjective norms (Hossain & Ali, 2014). Unlike in western society children in India are under parental care until they get into perceived people's view of independence. For example, males are considered as independent if they have obtained a job and for female.

5. Recommendations

Academic Dishonesty causes the deterioration of the quality of the education .Based of the study few recommendations are been made which include

- 1) The study can be performed in large sample.
- 2) The study can be performed in different setting.

- 3) The study can be done to find out all other causes of academic dishonesty

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