



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://waikato.researchgateway.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

Plagiarism and Cheating:
A Mixed Methods Study
of Student Academic Dishonesty

by

CLAIRE GUTHRIE

A thesis submitted in fulfillment
of the requirements for the degree

of

Master of Social Sciences

at

The University of Waikato

The University of Waikato

2009

Abstract

This thesis was undertaken to fulfil the requirements of a Master's degree in Social Science Research and as such its main intention is to develop and demonstrate skill and competency by conducting a mixed methods research study. To demonstrate this I conducted an investigation into the occurrence of student academic dishonesty at the University of Waikato using both quantitative and qualitative methods. The aim of the research was to compare my findings with the data reported by the University's Student Discipline Committee and the findings from a large North American study by Professor Donald McCabe.

The findings show similarities to the Student Discipline Committee Annual Reports in that plagiarism was the most common behaviour reported by all participants. However, the levels reported of minor plagiarism are higher than that reported by the Committee and match the levels reported in international research. When comparing my findings with McCabe's the overall results were very similar despite the difference in the populations studied.

It is hoped that the findings of this research can be used to understand the issues around academic dishonesty and to develop ways of supporting both students and staff in order to reduce its occurrence.

Acknowledgments

I would like to thank the following people for their ongoing support, encouragement, and patience during this project, my partner Louise, my work colleagues, my family and my car pool buddy Anne. I am also very grateful for the time, teaching and support provided by my supervisor Dr Jo Barnes.

Most of all I wish to thank all the staff and students who responded to the online survey and to the staff who gave their time and shared their experiences for the focus groups and interviews. This project would not have been possible without your contributions.

This thesis is dedicated to my father Evan Guthrie
who passed away in December 2007.

Table of Contents

Abstract	ii
Acknowledgments.....	iii
Table of Contents	iv
List of Figures	i
List of Tables	i
Chapter One: Introduction.....	1
1.1 University of Waikato procedures	2
1.2 Research procedures.....	3
1.3 Structure of the thesis.....	6
1.4 Definitions.....	7
Chapter Two: Literature review	9
2.1 Plagiarism.....	11
2.2 Academic dishonesty and deviancy	15
2.3 Staff responses to academic dishonesty	18
2.4 Qualitative research.....	19
2.5 Australia and New Zealand surveys.....	21
2.6 Conclusion	23
Chapter 3: Methodology.....	24
3.1 The online questionnaire	24
3.1.1 Theoretical framework.....	26
3.1.2 Questionnaire format.....	28
3.2 The student survey	29
3.2.1 Pretesting and pilot projects	29
3.2.2 The student survey	32

3.3 Staff research methods	33
3.3.1 The 2008 staff survey.....	33
3.3.2 Focus groups	34
3.3.3 The staff interviews.....	39
Chapter 4: Online surveys - Results.....	46
4.1 Profile of respondents	46
4.1.1 Age and gender	47
4.1.2 School and faculty populations	48
4.2 The University of Waikato’s academic environment.....	51
4.2.1 Sources of information.....	51
4.2.2 Perceptions and observations of dishonest behaviour.....	53
4.2.3 Factors influencing students to be dishonest.....	54
4.2.4 Staff response to academic misconduct	56
4.2.5 Reporting suspected plagiarism/cheating.....	58
4.3 Further issues in the academic environment	59
4.3.1 Comments on the academic integrity environment.....	60
4.3.2 Evaluation of effectiveness of teaching and learning	61
4.3.3 Strategies for reducing cheating in assessment tasks	61
4.3.3 Student time commitments and sources of financial support.....	62
4.4 Dishonest behaviours and seriousness of behaviours	63
4.4.1 Engagement or observation of academically dishonest behaviours.....	64
4.4.2 How serious are these academically dishonest behaviours?	68
4.4.3 Comparison to Student Discipline Committee Annual Reports	69
4.4.4 Comparison with the data from the McCabe North American study.....	70
4.5 Written comments	74

4.6 Conclusion	76
Chapter 5: Qualitative research: Focus groups and individual interviews - Results .	78
5.1 Focus group discussions.....	79
5.1.1 Data collection and analysis.....	80
5.2. Individual staff interviews.....	80
5.2.1 Data collection and analysis.....	82
5.3 Summary of findings.....	83
5.3.1 Experiences of student academic dishonesty	83
a) Plagiarism.....	84
b) Unpermitted collaboration	86
c) Cheating in tests and examinations	87
d) Falsifying and fabrication	89
5.3.2 Beliefs about student dishonesty	89
a) Uncommitted students.....	90
b) Incompetence	91
c) International students	93
d) Opportunistic	94
e) Desperate.....	95
f) Deliberate	96
5.4 Actions to prevent dishonesty	97
5.5 Tensions and contradictions.....	99
5.6 Focus Group – Conclusion.....	101
5.7 Individual Interviews - Conclusion.....	102
Chapter 6: Conclusion and Further Research	104
6.1 Recommendations for Change	105

6.2 Reflections.....	107
6.2.1 Changes to the survey	107
6.2.2 Further research.....	108
Appendix 1: The University of Waikato student survey 2008.....	119
Appendix 2: The University of Waikato staff survey	124
Appendix 3: Emails to staff for survey	133
Appendix 4: Student email invitation and participation incentive	134
Appendix 5: Focus group information and consent form	135
Appendix 6: Staff interview consent form	137
Appendix 7: Staff interview question guides, first and last versions.....	138
Appendix 8: Table of staff and students reports of academic dishonesty behaviours	140
Appendix 9: Students' and staff reports of academic dishonesty behaviours from not cheating to serious cheating	141

List of Figures

Figure 1: Student respondents (percentage) compared with staff employed and students enrolled (percentage) in Schools or Faculties of study.	49
Figure 2: Respondents' engagement in plagiarism by enrolment in school or faculty of study.	50
Figure 3: Students level of engagement in types of plagiarism (once or more than once).	65
Figure 4: Students' engagement in falsifying and fabricating behaviours	67

List of Tables

Table 1: Factors influencing engagement in academic dishonesty.....	55
Table 2: Staff actions when a student cheated on an assessment task.....	57
Table 3: Strategies staff employed to prevent students cheating.....	62
Table 4: Statistics for plagiarism in the Student Discipline Committee Annual Reports from 2005 - 2008	69
Table 5: Statistics for examination and test cheating in Student Discipline Committee Annual Reports for 2005-2008.....	70
Table 6: Comparison of student engagement in types of plagiarism between University of Waikato students and North American university students	71
Table 7: Comparison of engagement in test or examination cheating between University of Waikato students and North American university students	72
Table 8: Comparison of levels of moderate to serious cheating between staff and students from the University of Waikato and North American universities	73

Chapter One: Introduction

Personal integrity is not a quality we're born to naturally. It's a quality of character we need to nurture, and this requires practice in both meanings of that word (as in practice the piano and practice a profession). We can only be a person of integrity if we practice it every day.(Taylor, Undated)

The University of Waikato received approximately 300 complaints of student misconduct each year in the years 2005 – 2008 (less than 3 percent of the student population). The international literature on student academic dishonesty reported that “9% to 95% of students, with a mean of 70.4%” engaged in some form of academic dishonesty in their assessments at least once during their degree (Whitley, 1998, p. 238). These research studies report that student academic dishonesty is prevalent in most western tertiary environments, that it is often under-reported by teaching staff and that high numbers of students admit to at least one instance of academic dishonesty when studying at the tertiary level (Crown & Spiller, 1998; de Lambert, Ellen, & Taylor, 2003; Franklyn-Stokes & Newstead, 1995; McCabe & Trevino, 1993a; McCabe, Trevino, & Butterfield, 2001; Whitley, 1998).

The concept of student academic dishonesty as explored in this thesis exists within a particular social and cultural context, founded in Western values of individualism, intellectual ownership and personal responsibility. When student academic dishonesty is identified as a 'problem' or 'deviant' behaviour reflects the values and ethics of a specific cultural environment which is not necessarily shared by all members of that community. This socially constructed nature of academic dishonesty contributes to the confusion experienced by members of the academic community over exactly what constitutes 'dishonest' behaviour. There are multiple perspectives and a confusion of variables within research studies on this subject

which range from deductive, post-positivist hypotheses to subjective, postcolonial analyses.

1.1 University of Waikato procedures

The University of Waikato has a centralised student discipline system to detect and deter academic dishonesty. This system functions under the University's Student Discipline Regulations¹ and student academic dishonesty includes breaches of the Assessments Regulations (particularly sections 8, 9, and 11), the Computer Systems Regulations and the Student Research Regulations.

At the University of Waikato the data for student misconduct² are published annually in the Annual Report of the Student Discipline Committee. From 2005 - 2008 these reports stated there have been up to 300 separate complaints of student misconduct each year, the majority of these are for academic dishonesty (plagiarism, assisting plagiarism and cheating in tests and examinations) with plagiarism making up over half the complaints received (Swain, 2005). The figures for cheating in tests and examinations vary but are usually up to 10 percent of complaints.

Although up to 300 complaints sounds substantial, in reality this is a very small percentage of the 10-12 thousand students enrolled at this University each year and is considerably below that reported in North American research (McCabe, 2005; McCabe & Trevino, 1997); research studies conducted in United Kingdom (Newstead, Franklyn-Stokes, & Armstead, 1996); in Australia (Marsden, Carroll, & Neill, 2005); and in New Zealand (de Lambert, Ellen, & Taylor, 2006; Taylor, Nicky, & de Lambert, 2002).

¹ <http://calendar.waikato.ac.nz/policies/discipline.html>

² This includes all breaches of University Regulations not just academic dishonesty.

The only previous research in this area undertaken at the University of Waikato is a “First Year Satisfaction” survey conducted in 2008 (n = 483)³. The study reported that one percent of the domestic students and four percent of the international students frequently submitted material that was not their own work (Weir, 2008).

On average, 75 percent of the complaints considered by the Student Discipline Committee were for plagiarism⁴ or for assisting plagiarism which occurs when students provide an assessment item which was then copied (Swain, 2008). Forty percent of these complaints were made in relation to students submitting work by another student (Swain, 2008).

The other form of student academic dishonesty reported in the Student Discipline Committee Annual Reports was for students found with unauthorised materials in tests and examinations. These were usually notes or pieces of paper, but have included notes written on hands, clothing, rulers, and other objects. Students also have unintentionally taken in their own study notes into an examination room.

1.2 Research procedures

This research study was conducted as a Masters in the Social Science Research Programme and has been structured as an explanatory mixed methods study where “...qualitative data helps explain or build upon initial quantitative results” (Creswell, 2003; Creswell & Plano Clark, 2007, p. 71). As a Social Science Research Masters the research methods were the foci of the thesis and this has been reflected in the detailed material in the Methodology chapter. The issue of student academic

³ This study had a response of 87 percent domestic students.

⁴ It is defined in the Assessment Regulations, 2005 as “presenting as one’s own work the work of another, and includes the copying or paraphrasing of another person’s work in an assessment item without acknowledging it as the other person’s work through full and accurate referencing; it applies to assessment presented through a written, spoken, electronic, broadcasting, visual, performance or other medium.” (University of Waikato Calendar p, 221, 2008)

dishonesty was of considerable professional and personal interest arising from my experiences as the Secretary for the Student Discipline Committee. In this role I had been involved in over one thousand individual complaints of student misconduct, the majority of which involved plagiarism and cheating in tests and examinations. In meetings with these students I noted a recurring pattern of behaviours and consistent explanations for their 'dishonesty'. My training and background in education led to an interest in the factors behind these behaviours.

At that point I attended the second International Conference for the Australasian – Pacific Educational Integrity Forum held in Newcastle, Australia in 2005. At this conference, attended by academic and general staff from universities from many countries, including Australia, Britain, Scotland, Israel, and Canada, I consistently heard reports of similar experiences with student academic dishonesty, both in the papers presented and in the informal discussions with other conference participants. I discovered a research based international perspective on the issue of student academic integrity. This further highlighted the disjunction between the University of Waikato's annually reported data of complaints of student misconduct on campus⁵ and the international research findings on student academic misconduct.

The initial intention of this project was to examine whether the level of student academic dishonesty at the University of Waikato, as reported in Student Discipline Committee Annual Reports, accurately reflected the actual experiences of students and staff. If students were asked in an anonymous survey about dishonest behaviours, would they reveal a higher level of engagement than that reported by the Student Discipline Committee annual reports? What was the experience of teaching

⁵ 98% of these complaints involve incidents of academic dishonesty, principally plagiarism.

staff? If staff and students reported that were experiences different to those reported through the student discipline process could the reasons for this be identified?

A further stimulus to the project arose with the access to an online survey used extensively to research student academic dishonesty in North America (McCabe, 2005). The use of this survey allowed comparison with a study with data collected over three years from institutions in Canada and the United States of America mostly generated as part of the Academic Integrity Assessment Project. The survey was used across “83 different campuses in the US (67 campuses) and Canada (16 campuses)” and included over 80, 000 students and 12,000 staff (McCabe, 2005, p. 1).

Conducting the survey then became the goal of this project and the online self report survey was used with both staff and students to collect data on their experiences of academic dishonesty, their beliefs about the seriousness of such behaviour and their perceptions of factors related to the academic integrity environment on campus.

While surveys are well suited to investigating attitudes, beliefs, values and experiences (Neuman, 2006), they lack the in-depth understanding and multiple perspectives that can be researched with qualitative research methods. Therefore, as the use of research methods was the goal for this social science research thesis, three focus groups and eleven individual semi-structured interviews were conducted with teaching staff who had been involved in the student discipline process.

Focus groups with students were planned but were not conducted due to time constraints.

1.3 Structure of the thesis

This thesis consists of seven chapters. Chapter One introduces the topic, sets the scene and provides the background for the research project. Chapter Two summarises the published literature on student academic dishonesty and identifies the major themes, particularly in relation to the main findings of the student and staff surveys. In Chapter Three methodologies of the research project are presented in detail, including the planning, preparation, delivery and collation of the three research methods undertaken for this thesis: the staff and student surveys, the staff focus group interviews and the staff individual interviews. This dense description results from the central focus of the thesis on social science research methods which has required in a thorough explanation of the methodologies employed in the study. Chapter Four presents the findings from the staff and student surveys. Chapter Five presents the findings from the staff focus groups and individual interviews. Chapter Six presents a general discussion of the research findings and relates these to the Student Discipline Committee Annual Reports and the research literature. It provides a conclusion to this project and outlines future avenues for research and suggests changes in University practices and procedures.

I wish to acknowledge the support received from the University of Waikato staff who assisted with the design, production, distribution and collation of the surveys. The University also provided the funding for the participants' incentives in the online student survey as well as the SPSS software program used in the analysis of the survey data.

1.4 Definitions

The terms cheating, academic dishonesty, and plagiarism are used interchangeably within the research literature and cheating and plagiarism are used synonymously in many studies. For the purposes of this study the following definitions are used.

Integrity; “the soundness of moral principle and character; uprightness; honesty” (Macquarie Concise Dictionary, p587).

Honest(y) “fair and just in character or behaviour; free of deceit and untruthfulness, sincere” (Oxford Concise Dictionary, p.565).

Academic integrity - behaving with honesty and being trustworthy in relation to one’s academic work and “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility” The Center for Academic Integrity (CAI, 1999, p. 4).

Cheating - actions intended to give the individual an unfair advantage over others completing the same assessment such as:

finding out content of a test from those who have already completed it,

taking material into a test or examination that is intended to help answer the questions,

using technology to access answers in tests or examinations

copying answers from another student,

bribing a staff member to alter the grade or outcome of an assessment item,

altering own or another student’s marks when asked to mark work in a class,

hiding or destroying resources to stop other students getting access to them such as hiding or removing library books or destroying data for assignments.

Fabrication and falsifying - lying to get undeserved credit for a test or examination (special consideration), to obtain an extension on a due date for an assignment or the re-sit of a test and the fabrication or falsification of data for assessments such as

laboratory work, field work, and research projects. It also includes the provision of false documents for admission to University.

Plagiarism includes a range of behaviours as follows:

word-for-word plagiarism - copying phrases or passages without any acknowledgment;

paraphrasing plagiarism - copying passages or phrases but changing a number of words, usually with synonyms, and without any acknowledgment;

plagiarism of secondary sources - gives references to original materials and may quote them correctly, but the student uses a secondary source;

plagiarism in the form of a source - use of structure of the argument without acknowledgment;

plagiarism of ideas – there is no copying of text or structure but the ideas/concepts/thoughts are used; and finally,

plagiarism of authorship – the acquisition of another person's work and submitted as their own (Martin, 1994, p. 38).

Student academic dishonesty - academic behaviours that do not comply with stated assessment requirements and/or institutional policies when a student behaves in a way intended to gain them some benefit in relation to their assessments to which they are not entitled.

Unpermitted help and/or collaboration - when a student asks and/or receives assistance to complete an assignment that was instructed to be completed individually. This help/collaboration can be from other students, family, workmates and so on and refers specifically to assistance that leads directly to successful completion of the assessment item and that would not have been achieved by the student through their own endeavours.

Chapter Two: Literature review

Cheating behaviour is a complex psychological, social and situational phenomenon. (Leming, 1980, p.86)

There is a perception that student academic dishonesty has increased since the 1990's with the availability of accessible computer technology and the creation of the World Wide Web. However, although these technologies have made student academic dishonesty, particularly copy-and-paste plagiarism, easier they have not created a new problem. Significant levels of student academic dishonesty have been reported from as early as 1941 (Davis, Grover, Becker, & McGregor, 1992). The persistent nature of student academic dishonesty has been extensively researched and has been found to include multi-faceted and complex factors. However this complex group of behaviours were often collapsed without differentiation into a single category called 'cheating' which can create difficulties when examining the field of academic dishonesty. In this study the multiplicity of behaviours were collated into three broad groups – plagiarism, test and examination cheating and fabrication and falsification and when viewed holistically can be "...described by sets of practices that encompass illegal, unethical and immoral behaviours, and behaviours that are against generally accepted institutional practices" (Martin, Sheard, & Hasen, 2007 p.2).

Academic dishonesty has been predominantly researched through quantitative studies, principally the self report survey. This method relies on the honesty and accuracy of the respondents which can be problematic along with the likelihood of social desirability bias. However, it is a popular method and there have been a range and variety of topics on academic dishonesty researched by surveys. These include the number of times a student engaged in the dishonest behaviour, the

number and types of cheating behaviours examined (one to more than twenty), the sample size (under fifty to several thousands), the type of research tool (questionnaires, focus groups, interviews, vignettes, examination observation, marking of tests, and experimental studies), the time period over which the behaviours have been engaged in (in high school, one semester, one year, entire degree), and a range of personal and/or situational factors. This complexity made it difficult to directly compare findings between different studies. In addition most studies are based on correlational findings with very few experimental or qualitative studies. There are some studies that use the same methodology over repeated studies making their findings more reliable (Diekhoff & LaBeff, 1996; McCabe & Trevino, 1996b; Vandehay, Diekhoff, & LaBeff, 2007).

A major focus for research has been the influence of individual or personality factors. The most identifiable personal factors are gender (Whitley Jr, Nelson, & Jones, 1999) and age. Others include motivation (Newstead, Franklyn-Stokes, & Armstead, 1996), achievement orientation (Marsden, Carroll, & Neill, 2005), maturity (Haines, Diekhoff, LaBeff, & Clark, 1986), self esteem, self-control (Bolin, 2004), learning orientation, attitude to cheating (Leming, 1980), need for social approval, personality factors (Etter, Cramer, & Finn, 2006; Thorpe, Pittenger, & Reed, 1999), impulsiveness, stage of moral development (Corcoran & Rutter, 1987) and propensity to engage in other deviant behaviours (Zimny, Robertson, & Bartoszek, 2008). These factors (apart from age and gender) are measured by questionnaire scales and rely on the individual providing truthful and/or accurate responses, again leaving them open to social desirability bias.

Situational or contextual factors are those that focus on the environment, principally the academic institution but also wider social factors. The institutional factors include

knowledge and understanding of academic integrity policies, the effectiveness of those policies, staff actions in relation to student academic dishonesty, admission policies, size of the campus, students' major, type of assessment, test and examination protocols, severity of sanctions and deterrents, and the existence of honour codes or other ethical frameworks (Kerkvliet & Sigmund, 1999; McCabe, Trevino, & Butterfield, 1999). There are also situational factors more related to the individual student such as students' living arrangements, if they have seen other students cheating, if they are in paid work, and who is paying for their study (Whitley, 1998).

2.1 Plagiarism

Plagiarism is one of the principal areas of research in this field as it is the most commonly reported form of student academic dishonesty after unpermitted collaboration and occurs at much higher levels than other forms of academic dishonesty. The various types of plagiarism are often collapsed into the encompassing term of 'cheating' in different studies and this term carries an interpretation and subtext about the behaviour. It connotes deviancy, dishonesty and a level of deliberation that does not occur when plagiarism is identified in other social environments. Martin (1994) outlined how scholarly plagiarism and social plagiarism are differentiated with plagiarism in texts such as biographies, autobiographies, political speechwriting, and in policies for government, church and trade unions regarded as acceptable with little negative reaction from wider society⁶. Martin states that the misattribution of authorship in these spheres arises from unequal power relationships between junior and senior members of the organisation in question and credit for others' work is regularly taken by those in senior positions

⁶ The recent case of Witi Ihimaera as a case in point when this well known author admitted he had plagiarised material in his latest book (NZ Herald, 6/11/2009).

(Martin, 1994). A similar situation has occurred in academic publishing when senior academics put their name to publications or research when they are not the principal authors reflecting the same power imbalance and misattribution of authorship. However, when students engage in scholarly plagiarism this is generally condemned and punished and can attract strongly negative and emotional reactions from teaching staff (Kulich, 1983; Park, 2004).

In tertiary institutions students and staff are expected to reference all sources used in academic work. This contrasts to common social experiences in society, particularly for young students, where the reproduction and parodying of ideas, images and language in comedy shows, films, blogs, T-shirt slogans and many other social arenas is regarded as acceptable (Bowman, 2004) and maybe even clever and desirable (although it may breach copyright law). As Pennycook states "...it is hard not to feel that language use is marked far more by the circulation and recirculation of words and ideas than by a constant process of creativity" (1996, p.227).

The correct acknowledgment and referencing of sources used in academic writing seems a straightforward and understandable technique, that is, the use of quotation marks and in-text acknowledgments or footnotes for copied text or ideas. However, the ability to reference correctly is a complex skill requiring knowledge and discrimination in the use of language and ideas and takes time and practice to develop. For students new to university they not only have to learn the specific referencing system required for the assessment item subject⁷, they have to differentiate between what they know from their own experience, what they are expected to have learned in the course, and when, how and what parts of this

⁷ I have been told that there are twenty two different types of referencing systems being used in the Faculty of Arts and Social Sciences.

knowledge, information and concepts should be referenced formally. Confusion can also arise from tertiary level specialised writing and research techniques and the differing expectations of academic disciplines and teaching staff (Ashworth & Bannister, 1997; Barrett & Cox, 2005; Burrus, McGoldrick, & Schuhmann, 2007; Pickering & Hornby, 2005; Sutherland-Smith, 2003).

Plagiarism is viewed differently depending on one's perspective on students and learning. Some view it as based in an attitude, a value, not doing the right thing, as being immoral and not abiding by the institutions' rules and conventions. Some, on the other hand, view it as a lack of skills and knowledge of academic writing and language which takes time to learn and practice.

The moral aspects of plagiarism are more understated than the overt lack of academic writing skills but they may be more powerful in provoking reactions from members of the University. These moral aspects can be viewed as based on implicit cultural/societal mores "plagiarism involves unacceptable practices, particularly literary theft" (Park, 2004, p. 291). There were a group of research studies that examined the cultural implications embedded in the term plagiarism and the concept of 'literary theft'. The concept of 'unacceptable' and 'theft' emphasised something other than a lack of knowledge and skill and the use of the word theft presupposes that firstly language is an object of ownership which, secondly, is tangible enough to be stolen. Pickering states "Within academia the notion of ownership of words and ideas is well entrenched" (p.7) and discusses how this sense of ownership is encouraged by the academic rewards and necessity to publish (Pickering, 2002).

Pennycook (1996) argues strongly that the ownership of words/text and plagiarism is based firmly in a Western history of individualism and legal notions of ownership

“...the notion of authorship and ownership of text...the way ownership and creativity are understood within European and U.S. contexts needs to be seen as a very particular cultural and historical development” (Pennycook, 1996, p. 201). The concept that ideas, written or otherwise expressed, may be individually owned by an ‘author’ who has rights over these words emerged in the mid-fifteenth century and was confirmed in United States of America in 1710 with the Statute of Anne, the first legal proclamation that written works belonged to the author (Pennycook, 1996; Sutherland-Smith, 2005a).

The western concept of individualism extends to the concept of the ‘authentic voice’ (Matalene, 1985), a way of writing that students are expected to develop within the Western university environment, often called “write in your own words”. This concept has considerable challenges for many students in the academic environment, particularly but not only international students (McGowan, 2005). The conflict between the Western imperative to write academically and the need for the development of writing skills was frequently found in published studies. Those new to the institution and tertiary study have little ‘voice’ to write in. Those students with a different cultural background that does not privilege individual thought and sense of self can find this a foreign concept “Students coming from education systems designed within a totalitarian or communist state may not only be lacking in the skills to express their original thoughts, but also fearful of doing so” (Pickering, 2002, p.8).

Several studies from Australia, with its multicultural society and international educational system, discussed the learning needs of international students and recommended support so that they can take risks and learn from their mistakes. These studies suggested that labelling mistakes too quickly as plagiarism damaged these students’ writing confidence and affected their academic development and

promoted more flexibility when dealing with 'plagiarism' with these students (Leask, 2006; McGowan, 2005; Sutherland-Smith, 2005b).

The impact of different cultural values and perspectives has been reported in a number of studies because international students are over-represented in the statistics for plagiarism. Studies have reported how students' different cultural traditions affect their writing styles (Pennycook, 1996; Pickering & Hornby, 2005) as well their orientation to knowledge and learning which affected the transition to western methods of learning (Sutherland-Smith, 2003). Teachers of English language and university academic writing and research skills argued strongly for the recognition of incomplete referencing such as 'patchwork' or 'mosaic' writing as a developmental stage in learning academic writing and not as plagiarism (de Lambert, Ellen, & Taylor, 2006; Howard, 1995; McGowan, 2005; Pennycook, 1996).

2.2 Academic dishonesty and deviancy

When plagiarism and cheating are viewed as dishonesty they can be related to the continuum of dishonest/deviant behaviours in the wider social environment, particularly counterproductive workplace behaviours (CWB) and anti social deviant behaviours (Blankenship & Whitley, 2000; Hutton, 2006; Martin, Rao, & Sloan, 2009; McCabe & Trevino, 1996a; Nonis & Swift, 2001).

Studies on correlations between academic dishonesty and other forms of dishonesty have found a significant correlation between academic cheating, lying and shoplifting (Beck & Ajzen, 1991) and between cheating in college and unethical behaviour in the workplace (Sims, 1993).

Deviant behaviours are socially unacceptable, anti-social or criminal behaviours and the link between student academic dishonesty and deviancy is based on theories

from the general theory of crime⁸ (Bolin, 2004; Haines, Diekhoff, LaBeff, & Clark, 1986; Tittle, Ward, & Grasmick, 2003). In this theory low self control⁹ and opportunity were suggested as the principal causes for deviant behaviour and studies have found students who were academically dishonesty did not resist temptation, had poor time management, took risks and were not influenced by the need for social approval (Blankenship & Whitley, 2000; Bolin, 2004).

With counterproductive workplace behaviours (CWB)¹⁰ the link to academic dishonesty arises from the premise that dishonest behaviours that are undetected at university predispose the individual to continue unethical practices once they enter the workforce (McCabe & Trevino, 1996a; Nonis & Swift, 2001; Sims, 1993). Lucas and Friedrich (2005) reported the findings from 87 subjects who showed moderate to large correlations between academic dishonesty and the overall integrity test scores that are used in measuring CWB (Lucas & Friedrich, 2005).

Many of those involved with student plagiarism believe it is unintentional or arising from incompetency. However, there was one avenue of research which viewed academic dishonesty as a planned behaviour (Ajzen, 2002). The theory of planned behaviour states that deviant or dishonest behaviour can be a planned response to specific factors. Ajzen theorised that it was a combination of the individual's belief about the specific behaviour (plagiarism or cheating), their belief about the perceived social pressure (need for better grades) and how much control an individual thinks they have over the behaviour (low risk of detection) all of which leads to the intention

⁸ Gottfredson and Hirschi's (1990) general theory of crime states that individuals have varying abilities to exercise self control when faced with temptation and that this accounts for individual differences in criminal/deviant behaviours (Tittle, Ward, & Grasmick, 2003).

⁹ Lack of self control incorporates impulsivity, risk taking, a preference for physical activities and simple tasks, self centredness and a short temper.

¹⁰ These include theft, cheating, property damage, hostility towards co-workers, undependability, absenteeism, and substance use (Lucas & Friedrich, 2005; Martin, Rao, & Sloan, 2009; Nonis & Swift, 2001).

which leads to the implementation of the actual behaviour (opportunity plus intention). This theory is important in relation to student academic dishonesty because if an institution is able to change the conditions leading to the perceived social pressure, (peer pressure or institutional norms) and lessen any opportunity to cheat this should lead to a lower incidence of student academic dishonesty.

Another way to understand student academic dishonesty is through the concept of neutralization strategies or situational ethics (Haines, Diekhoff, LaBeff, & Clark, 1986; LaBeff, Clark, Haines, & Diekhoff, 1990; McCabe, 1992) which described students' justification for socially unacceptable behaviour. This is based on the work by Sykes and Matza (1957) who proposed that

Disapproval ... in the social environment is neutralized, turned back, or deflated in advance. Social controls that serve to check or inhibit deviant motivational patterns are rendered inoperative, and the individual is freed to engage in delinquency without serious damage to his [sic] self image." (pp. 666-667 cited in McCabe, 1992 p.366).

They categorised neutralization strategies into five categories: denial of responsibility, condemnation of condemners, the appeal to higher loyalties, the denial of victim, and denial of injury.

In a study conducted examining students' justifications it was found "students rationalize their cheating behavior and do so without challenging the norm of honesty" (LaBeff, Clark, Haines, & Diekhoff, 1990, p. 196). Analysis of 380 student responses fell into three categories, "denial of responsibility", "appeal to higher loyalties", and "condemnation of condemners" (Sykes & Matza, 1957). This study was replicated by McCabe (1992) and he found students used "denial of responsibility" and "condemnation of condemners" as the most important neutralization techniques. The need for good grades was given as an important

influence in a student's decision to cheat (54.2%) followed by too many assignments (42.0%). "Condemnation of condemners" included statements such as poor teaching, unfair tests, unfair professors or too much pressure from parents. McCabe also found students used "denial of injury" as an excuse which was not found in the study by LaBeff et al (1990). The students using this category stated the cheating was harmless as it did not hurt anyone else or that the assignment was a minor part of the overall grade. Neutralization strategies are important because individuals use them to justify their dishonest actions. These strategies prevent the development of guilt that normally results from immoral or dishonest behaviours and therefore individuals can continue to act as if their behaviour is acceptable. This places a greater burden on the institution to monitor and deter dishonest behaviour.

2.3 Staff responses to academic dishonesty

A number of studies have researched staff experiences and beliefs about student academic dishonesty through self report surveys (Coalter, Lim, & Wanorie, 2007; Jendrek, 1989; McCabe, 2005; Roig & Ballew, 1994). Staff behaviour and beliefs are important because staff are responsible for directly implementing the institution's academic integrity policies. "Students are less likely to cheat if they perceive that their faculty pays attention, responds appropriately, and enforces institutional policy regarding acts of dishonesty" (Coalter, Lim, & Wanorie, 2007, p.3). When staff believed their actions were not important or were unnecessary or the process was simply too difficult, students were likely to believe that cheating was permitted and were therefore more likely to engage in academic dishonesty.

Studies have reported inconsistent findings in relation to staff behaviour. For instance, large numbers of staff reported they have observed instances of student academic dishonesty; they also reported they ignored cheating behaviour; and they

reported they were likely to report academic dishonesty (Coalter, Lim, & Wanorie, 2007; Hard, Conway, & Moran, 2006; McCabe, 2005).

McCabe (2005) conducted studies over three years involving 83 different campuses in the US (67 campuses) and Canada (16 campuses). He reported that teaching staff had ignored incidents of cheating (41%); that one quarter of the teaching staff in the surveys had observed cheating in tests or examinations and that nearly eighty percent reported observing one or more instances of the different types of plagiarism (McCabe, 2005).

Studies have also found inconsistencies between staff beliefs and their behaviour. Staff who reported a belief that academic dishonesty occurred frequently were found to take preventive action and challenge suspected cheating (Hard, Conway, & Moran, 2006). But staff do not always act on their beliefs. A study which compared statements in a self report survey and the staff members' course syllabi for instructions and information in relation to academic honesty reported

There was no correlation between faculty attitudes concerning student cheating and the number of statements included in their syllabi. A belief that the overall student cheating rate was high ... did not affect the number of statements regarding cheating faculty included on their syllabus (Volpe, Davidson, & Bell, 2008, p. 166).

2.4 Qualitative research

As previously stated, the main research on academic dishonesty has been conducted using self report surveys. However, there are a growing number of studies that investigated student perspectives on academic dishonesty through interviews with students. These studies provided a deeper insight into student

motivation and understanding of why they would cheat, the role of the institution and the students' evaluation of the learning environment (Ashworth & Bannister, 1997; Devlin & Gray, 2007; Dick, Sheard, & Hasen, 2007; Gu & Brooks, 2008; Ng, Davies, Bates, & Avellone, 2003).

Ng, Davies, Bates and Avellone used interviews with pharmacy students to investigate reasons for dishonesty. Twelve semi structured interviews were conducted, half with first years and half with fourth year students. They reported

Five principle themes were identified as the motivations for student academic dishonesty: institutional environment, study skills, assessment employed, personal qualities and course specific factors (Ng, Davies, Bates, & Avellone, 2003, p. 261).

They also reported that peer pressure was thought to be a significant factor in cheating as “dishonest behaviour could be a way to increase social acceptance and to fit into a group” (Ng, Davies, Bates, & Avellone, 2003, p. 261).

Devlin and Gray conducted focus groups with fifty six students at an Australian university. They found the students reported “a wide and disparate range of possible contributing reasons for plagiarism” (Devlin & Gray, 2007, p. 181). The eight categories included inadequate admission criteria, poor academic skills, teaching and learning issues, laziness and workload pressures.

Ashworth and Bannister (1997) conducted in-depth interviews with nineteen students “to elicit and make sense of...how cheating and plagiarism appear from the perspective of the student” (Ashworth & Bannister, 1997, p. 3) . They reported students saw cheating and plagiarism as a moral issue while also giving a number of justifications for cheating for better marks.

There were very few studies that reported interviews with teaching staff. Sutherland-Smith conducted a survey and interviews with eleven teachers of English as a second language (Sutherland-Smith, 2005a). She found concerns with unintentional plagiarism, the belief plagiarism reflects on personal teaching ability and that the effort in reporting plagiarism was not considered worthwhile as students frequently 'got off' and therefore teachers would handle the plagiarism themselves.

2.5 Australia and New Zealand surveys

There have been few surveys conducted in New Zealand and Australia but those that have been undertaken reported similar results to international studies. De Lambert, Ellen and Taylor's (2006) two research studies undertaken in New Zealand in 2001 and 2003, reported a significant difference between institutional records of student dishonesty and student self reports. Their 2001 study found that the institutions (n=14) recorded 342 incidents of student academic dishonesty which comprised 0.2 per cent of the student population at that time whereas 6 per cent of the student respondents (n=381) reported they had been caught engaging in dishonest practice. This would indicate that staff deal informally with student academic dishonesty.

In the 2003 study, 92 percent of staff (n=158) reported experiences with all forms of student plagiarism and 68percent of students (n=1,126) reported plagiarism as their own most common serious dishonest behaviour. The findings from students for both 2001 and 2003 differed little, even though participant numbers varied a great deal.

In 2001, 80 percent reported they had engaged in one of the behaviours listed in the survey questionnaire compared to 88 percent in 2003. There was little difference in reports of serious forms of dishonest behaviour (63 per cent in 2001, 65 per cent in 2003). This study found, both in 2001 and 2003, that males were over-represented

in occurrences of serious forms of dishonest behaviour (de Lambert, Ellen, & Taylor, 2006).

Pickering and Hornby (2005) conducted a small study with 31 Chinese and 63 New Zealand students who were asked to rate their perception of the seriousness of six scenarios of plagiarism. It was found Chinese students rated 4 of the 6 as less problematic than the domestic students. However, some of the New Zealand students reported it was “good” to submit work without acknowledging the source of the ideas or the words used (Pickering & Hornby, 2005).

In Australia Marsden, Carroll & Neill (2005) conducted a self report survey of 954 university students in 12 faculties across four universities. This study investigated the relationship between student academic dishonesty and learning-orientation, grade-orientation, academic self-efficacy and receipt of information about rules of cheating and plagiarism (Marsden, Carroll, & Neill, 2005). Forty-one percent of the participants reported cheating, 81 percent reported plagiarism and 25 percent reported falsifying records. The data revealed significant associations for cheating and plagiarism with the gender and age of the student and also included the course type, the year of study and whether the student was a full or part time enrolment. That is, male full time students under 25 years reported higher levels of both cheating and plagiarism, engineering students were significantly more likely to cheat than students from all other disciplines while first year students were significantly less likely to cheat than those in other years of study (Marsden, Carroll, & Neill, 2005).

2.6 Conclusion

The complexity of this subject is reflected in the wide range of issues reported in research studies. Much of the published material focuses on specific individual and/or situational factors thought to influence students' decisions to engage in academic dishonesty. These are predominantly researched through quantitative methods, the majority with self report surveys and its concomitant issues with social desirability bias and the under and over reporting of dishonesty. Studies have found that students who have an external locus of control¹¹ with grades, who are male and young and who have cheated on their academic work in the past are more likely to engage in academic dishonesty (Park, 2004; Whitley, 1998). However, the covert and hidden nature of the motivations and opportunities to cheat are difficult to research with accuracy, although qualitative research studies using student participants are now emerging. The prevalence and persistence of student academic dishonesty is well established and the aim of my research project is to contribute further New Zealand data to this subject.

¹¹ Rettinger, Jordan & Peschiera define extrinsic goals as those that are oriented on performance or grades. The student is focussed on being competent, obtaining a good grade, a higher salary or a better career (1998, p.875)

Chapter 3: Methodology

This project focussed on covert, prohibited behaviours not readily investigated by methods such as participant observation or ethnographic research which have been successfully used in researching other sensitive topics. This focus led to the use of a self report survey because such surveys have been used extensively to research student academic dishonesty and I was able to obtain such a survey used regularly in North America over the last fifteen years. Following my attendance at the second Asia Pacific Educational Integrity Conference I found reference to an online survey used in the Academic Integrity Project study by over two hundred institutions (McCabe, 2005). I contacted Professor McCabe and obtained the online questionnaires for students and staff which was a proven, valid and reliable research tool (McCabe & Trevino, 1997).

3.1 The online questionnaire

The online survey was an attractive option because there were significant constraints in using non electronic survey methods. I was a part time student with limited time and money along with some ethical constraints on access to student participants because of my work role. A postal survey would have been more desirable as it has been shown to have a better response rate; it would have been anonymous and could have been conducted using a random sample which could have produced generalizable results. But the costs of postage and printing and the time constraints with collating and transferring the data to electronic format made this method unattractive.

However, there were a number of disadvantages to be considered when choosing an online survey; issues such as “[L]ow response rates, self selectivity of Internet users,

technological issues with the deployment of the research tool, and concerns over Internet security” (Sills & Song, 2002, p. 22). I felt that low response rates and self selectivity were acceptable limitations of this type of research method as this was a preliminary investigation and the ease and affordability of the method outweighed the disadvantages. The employment of the University’s computer services staff was intended to overcome any technological issues but problems were still encountered and affected the results. Concerns with secure Internet access were addressed by requiring respondents to log onto the survey website with their university user name and password¹². Another disadvantage, as discussed by de Vaus (2002), was the lower response rate for Internet based surveys than for surveys conducted by post or in person. Overseas studies reported consistently lower responses from online surveys compared to those from postal surveys or face-to-face interviews (Sheehan & McMillan, 1999; Sills & Song, 2002; Van Selm & Jankowski, 2006). McCabe & Trevino (1993) averaged a five percent response rate in their survey across 31 campuses although they reported individual campus response rates up to 30 percent (McCabe & Trevino, 1993a). Again, this limitation was considered acceptable given the limitations of time and money and given the previous successful implementation of the provided online questionnaire.

Normally, one of the major problems of using an online questionnaire is access to a suitably connected Internet confident population because it is impossible to construct a random sample or to ensure all users have an equal chance of participating as there is no central listing of Internet users (Kay & Johnson, 1999; Van Selm & Jankowski, 2006). Consequently, when respondents self select, there is no way to

¹² The user name was not retained making the responses anonymous.

identify the non-response rate or to generalize the findings to the population. This can lead to sampling bias and coverage errors (de Vaus, 2002).

In this research project it was hoped to “avoid or limit the effects of sampling error” (Sills & Song, 2002, p. 24) by including the total population of students and staff. It was possible to do this because all students are provided with computer accounts and an email address when they enrol and all staff are provided with a user name and internet access when they are employed. Therefore these two populations were contactable by email, had access to the University website, and could be expected to be comfortable using online technology. These advantages plus the “cost, ease, speed of delivery and response, ease of data cleaning and analysis weigh in favour of the Internet as a delivery method...” (Sills & Song, 2002, p. 28).

3.1.1 Theoretical framework

The survey method comes from a theoretical framework, a worldview, known as postpositivism which is derived from the scientific perspective where research is based on “the prediction and explanation of the behaviour of phenomena and the pursuit of objectivity” (May, 2001, p. 10). When data is collected in this objective way, using deductive hypothesizing, the findings are believed to be more valid and reliable and therefore can be generalized to the population as a whole. This framework analyses social phenomena “on the basis of a range of attributes and properties (variables)” (Corbetta, 2003, p. 18) and is believed to lead to theories and laws of human behaviour.

Qualitative research methods, on the other hand, are based in an interpretivist or constructivist theoretical framework where “the knowable world is that of meanings attributed by individuals” (Corbetta, 2003, p. 14) and there are “multiple realities...

different perspectives” (Creswell & Plano Clark, 2007, p. 24). This framework theorises that ‘reality’ is a socially constructed phenomenon and can only be ‘known’ by researching individuals’ and groups’ understandings of their experiences.

It has become much more common for social science researchers to employ more than one research method in a study, even when these methods come from different perspectives and this has led to a “mixed methods research” perspective which has been used in this particular project and “it involves collecting, analyzing, and mixing qualitative and quantitative approaches at many phases in the research process...” ((Creswell & Plano Clark, 2007, p. 18). (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003). Mixed methods research offers a number of strengths as it provides better understandings than if only one approach was used (Creswell & Plano Clark, 2007). In addition, mixed methods research promotes a pragmatic theoretical framework which employs different frameworks as needed which offers flexibility and a broader perspective on the topic under investigation (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003).

The conflict of interest between my work role as student discipline administrator and my researcher role threatened to be problematic. Participants were asked to disclose information that I would normally process for the Student Discipline Committee. Lee (1993) states this ethical conflict can be managed by ensuring that the researcher’s intention is unambiguous, by ensuring participants are anonymous (or responses are confidential) and by protecting respondents from the normal consequences of disclosing unpermitted behaviour (Lee, 1993). In my study the intention was clearly outlined in the introductory statement in the questionnaire specifically acknowledging my work and researcher roles and providing contact details for any participant to ask questions about this matter.

Anonymity was guaranteed through the distribution, collection and collation of data by staff who were not involved in the research project. User names (from the participants' log-on to the survey link) were linked to the initial data collected by ITS but these were removed before the data was given to me ensuring it was anonymous¹³.

There were not the same ethical concerns with staff data as they were not reporting personal dishonesty. Staff did provide identifying information such as academic title and discipline and were therefore guaranteed confidentiality in the questionnaire's ethics statement. The final data was aggregated and therefore it was not possible to identify any individual.

3.1.2 Questionnaire format

The questionnaires were divided into three parts: the first part consisted of questions relating to the University's academic integrity environment and personal responses to observing acts of dishonesty; the second part included questions regarding engagement in or observation of academic dishonesty behaviours; and the third part requested information on participants' gender, age, ethnicity and school of study. Students were asked how long they had attended the university, their level of study, school of study and programme/degree, their grade achievement, information regarding sources of financial support, and how many hours they spent on weekly activities. Staff were asked how long they had been teaching, their academic rank, their qualifications and their involvement on University committees. Text comments were requested on how the university could improve policies and what role they thought staff should play in promoting academic integrity.

¹³ The 2008 student survey contained a participation incentive (a draw for grocery vouchers) and this was managed by staff in Student and Academic Services Division (SASD) who kept the students' identities confidential and all contact details were destroyed after the draw was successfully concluded.

3.2 The student survey

3.2.1 Pretesting and pilot projects

As the questionnaire for my project (see Appendix 1) was based on one designed for North American students (McCabe, 2005) a number of changes were made in language and terminology. A small, pre-testing study was undertaken with twelve students to check the format and to identify problems with the responses before finalising the online version. The changes included a section for text comments; a 'don't know' choice where appropriate; and the rewording of some questions. The staff survey was not piloted but those changes made to the student survey were also made to the staff survey.

The invitation to participate in the initial survey was in the University's fortnightly student e-newsletter which was an established method of contacting students, with a proven high hit-rate, and an anonymous delivery method. Confidentiality was a major concern and this method ensured no direct contact with students.

Three factors were identified as relevant to the low participation. Firstly, because insufficient time had been allocated to formatting the questionnaire and the wording for the introduction, ethics statement and informed consent, the survey was ready later than had been originally planned. This not only meant that students were on their mid-term break (and were less likely to be checking their university email accounts) but it also meant that a test run of the online questionnaire with a graduate class had to be cancelled which led to the second factor.

Secondly, the questionnaire was initially linked, in error, to the test site rather than the live site and many students were unable to submit the questionnaire once it was

completed. This was corrected within a short time but this must have been a disincentive to participants.

Thirdly, the survey was released at the same time as another student's questionnaire in the same student e-newsletter which used a popup screen inviting students, in large writing, to complete the questionnaire on depression and included an incentive for participation. My survey was included as an article in the newsletter, it was not obvious, it was on a sensitive topic and it did not have an incentive to participate.

This student survey went online in August 2007 but the response was insufficient for the purposes of this project (n=88). This was taken as an unexpected opportunity to evaluate the online version as a pilot which led to a number of changes. This opportunity to analyse responses and evaluate the questionnaire was a positive outcome in the face of such a disappointing response. The data collected from this questionnaire were analysed and following de Vaus' instructions that when conducting a pilot "at least four things should be carefully checked, flow, question skips, timing and respondent interest and attention" (de Vaus 2002, p 116), these factors were carefully evaluated. This led to a number of format and wording changes in the questionnaire, principally in the number and type of response choices for three questions and the addition of two further questions.

The responses for two questions were changed from a choice between very low/low and very high/high for one question to low, medium, high as analysis found little usable data without collapsing the higher and lower categories. In another question the responses "never", "little", "often", "sometimes", "a lot" were changed to 'don't know', 'never', 'a little' or 'a lot'.

The question asking respondents what was important to them in relation to their study contained twelve responses all of which could be chosen. The resulting mass of data was complex and difficult to analyse. Therefore this question was simplified by asking respondents to choose the three most important reasons.

The major section of Part B, which asked respondents if they had ever engaged in any of the twenty nine academically dishonest behaviours, was reformatted. The behaviours were collated into three sections; plagiarism, cheating on tests and examinations and falsifying and fraudulent behaviours. De Vaus (2002) states flow and smooth transitions are important considerations in a questionnaire and this reformatting created smaller and related groups of questions, giving respondents the opportunity to be more focussed on each specific type of behaviours. It was also a more readable and attractive format when viewed online.

Two further questions were added to the second version of the questionnaire from issues identified in the research literature. The first question asked participants to prioritise the reasons they thought students might be academically dishonest. Research studies identify a division between situational factors (workload, family pressure, disinterested lecturer, others cheat) and individual factors (cheating is okay, achievement oriented, time pressures, lack of ability). Therefore both these categories were included in this question.

The second question asked respondents to indicate their main sources of financial support, as research findings have indicated that students who are financially dependent are more likely to be involved in academic dishonesty (Diekhoff & LaBeff, 1996).

3.2.2 The student survey

Due to the low response rate in the initial survey it was decided that students would be contacted directly by email and offered an incentive to complete the questionnaire (see Appendix 4). Approval for both changes was obtained from the Faculty of Arts and Social Sciences Ethics Committee and the Director of Student and Academic Services Division and the second survey went online in April 2008.

Emails were sent to all enrolled students on their individual emails through the University's student database. This was managed by the SAS-e administrative staff within the University as access to student details is restricted and therefore the precise number sent out was not recorded. The student population for 2008 was 12,041 and this would have been the maximum distributed. This questionnaire was live for ten days and 603 responses were received.

Once the survey was online I was contacted directly by several students asking how I had obtained their email addresses. When I responded to these requests it became apparent the email list was live so that these email exchanges were circulated to all students. This resultant flurry of emails elicited a small number of irate responses from students who did not like receiving unsolicited emails from unknown persons. It is likely this error affected the response rate and certainly supports Sills & Song's (2002) reference to the technological problems that may occur with Internet surveys.

Once the data had been collated five incomplete questionnaires were deleted leaving 598 valid responses. A response was considered incomplete if the participant did not answer most of the Part B questions or provide demographic information.

A preferred method for selecting participants would have been a random selection from the total student cohort as this would have given results that were generalizable to the student population (de Vaus, 2002; Sills & Song, 2002; Van Selm & Jankowski, 2006). This method was not considered suitable at the time because of the potential contact with students who had been involved in the student discipline process. Regrettably, the response rate was particularly low when the total population was just over 12,000 students. But the 598 valid responses were accepted as sufficient for the purposes of this exploratory and descriptive research study given the limitations previously outlined.

3.3 Staff research methods

The initial intention had been for the online survey to be the only method for gathering data from teaching staff. However, when my literature review found that teaching staff reported contradictory behaviour and beliefs while also having a key role in maintaining an environment of academic integrity, it was decided to undertake further research with staff because “Interpretive research assumes that the human, social world can only be understood through getting to know the way those involved have given meaning to events” (Shipman, 1997, p. 12). Two qualitative research methods were employed to gather further data through focus group discussions (n=3) and individual interviews (n=11).

3.3.1 The 2008 staff survey

The staff survey (see Appendix 2) was directed at teaching staff and it was conducted using a personal email invitation (see Appendix 3) with an online link to a separately managed website.

Permission was sought and received from the Human Resources Division to access and use academic staff email addresses. There were not the same ethical concerns in conducting the survey with staff as there had been with students as staff were being asked to report on the observed behaviour of others and their own behaviour in relation to students' actions. Data was collated and analysed statistically and although quotes are used to illustrate specific points these are not attributed to any individual staff member and all data reported is therefore anonymous.

When the staff email list was finalised an introductory email was sent from my thesis supervisor, a senior staff member in the Faculty of Arts and Social Sciences, advising that my survey would be sent shortly asking their support in answering this survey. This email appeared to be effective as a number of staff emailed an apology regarding their inability to respond.

Emails with the hyperlink to the questionnaire were sent to all teaching staff in the University (n=753), including staff in the student learning support groups¹⁴ (n= 10). After duplicate responses were removed by ITS staff, 236 valid questionnaires (31.3%) were available for analysis. The raw data were collated into a spreadsheet and entered into the SPSS software program which was used for all subsequent analysis.

3.3.2 Focus groups

As discussed earlier, the quantitative, self report survey was intended to be the principal source of data for this study but the desire to gather more in-depth data led to the use of focus groups and individual interviews resulting in a mixed methods research project.

¹⁴ In 2007 student learning support was provided by Teaching and Learning Development Unit and Waikato Management School's Language and Learning Development.

Focus groups are used extensively by researchers as either a principal or supplementary source of data (Morgan, 1997). My use of focus groups was supplementary to the online questionnaire. The goal was to follow up on topics from the questionnaire but without the constraints of closed ended questions. Preliminary analysis of the questionnaire showed that staff took academic integrity seriously but the majority of staff had not seen students cheat. The focus groups were intended to explore issues around academic integrity in more depth and find out what issues participants considered important. The dynamics in a focus group can encourage participants to share information that might not be shared in the more personal environment of the one on one interview (Morgan, 1997) or in the limited responses of a structured questionnaire.

Participants for the focus group were recruited via an invitation placed at the end of the questionnaire. This self selection was a deliberate strategy, even though Shipman (1997) states use of volunteers can be problematic as they are not likely to be representative. But focus groups do not lend themselves to random sampling as the numbers are too small for generalization and members of the group need to have meaningful knowledge to contribute to the topic under discussion (Morgan, 1997). I felt self selection indicated that the respondents felt strongly about this matter and could be expected to contribute worthwhile data for the research project and that these factors would balance out. The convenience sampling method that was used is acknowledged to be the most common method for recruiting participants for focus groups (Stewart, Shamdasani, & Rook, 2007).

Twenty two staff originally contacted me but once times and dates had been confirmed, nineteen (seven males and twelve females) were available to participate and came from a range of academic disciplines - computer science, science and

engineering, arts and social sciences, management and education. Of the nineteen, there was one associate professor, six senior lecturers, two lecturers, five senior tutors and five tutors or sessional assistants providing a wide range of experience and knowledge.

There are concerns that social dynamics can affect the contributions of individual group members and the cohesiveness of the focus group (Stewart, et al, 2007).

Research has shown that perceived differences between group members can inhibit or distort the sharing of experiences and that race, age and social class, in particular, need to be matched where possible and that authority and status can be of particular importance (Morgan 1997). Research findings also indicate that men and women behave differently in groups (Deaux & LaFrance 1998 cited in Stewart et al 2007) and rapport and depth of discussion is affected by the gender composition of the group (Stewart, Shamdasani, & Rook, 2007). The focus group was only meeting once for one hour and forming a group that would participate freely and productively was a high priority. This led to the careful allocation of participants to a group through the use of segmentation which is the manipulation of a focus group's composition to create homogenous categories of participants (Morgan, 1997).

The groups were based on gender, teaching experience and status, teaching area/discipline (along with the practical constraint of the times and dates participants could attend). As there was an imbalance of gender in the volunteer sample with nearly twice as many females as males, the seven male participants were allocated into one group, which created a group of experienced and senior academic male staff.

The female participants were not a homogenous group (other than their gender) with a wide range of teaching experience and academic status. Two groups were formed and the first group (n=7) included the more junior and casual staff while the second group (n=5) included more senior and experienced staff. The choice of participants was based on research that shows status and social power have the ability to influence others in a group setting (Stewart, et al, 2007). However, participants were limited with the times and dates that they could attend and this resulted in some senior staff being part of the first group. The second group was somewhat smaller as two participants were unable to attend at the last minute and my thesis supervisor volunteered to be a participant in this group. The differences in experiences between teaching assistants and senior staff in the first group did affect the discussion flow with the more junior staff not contributing as much to the discussion. However, this could also have been a reflection of their lack of experience with student academic dishonesty or a lack of experience with teaching.

Once the groups were finalised and staff had confirmed attendance I emailed a copy of the information sheet and a consent form (see Appendix 5). A hard copy of the consent form was signed and collected before the discussion began.

In order to create a safe environment for discussing sensitive matters, and to manage the privacy of any disclosures, the participants were requested to keep the specifics discussed in each group confidential and participants did not introduce themselves although some members were previously acquainted. Further, in consideration of the personal nature of the material shared, participants were given the choice to contact me within three weeks to have material removed if they so wished. This offer was not taken up by any participant.

Each group discussion was tape recorded, transcribed and analysed. During transcription it was discovered static had damaged the recording from the first two focus groups and this prevented the transcription of some discussion but this did not affect the overall quality of the data collected. Notes had been taken during the discussion and these were used to complement the recorded material.

These focus groups were my first face to face contact with participants for my research project and it was an exciting opportunity to hear directly from them about their experiences and beliefs. My goals were to encourage participants to discuss matters they considered relevant to this topic and to give them the opportunity to explore those freely in the group. My role was to guide the discussion, ask for clarification and elaboration of points brought up by participants and to follow up ideas relevant to the research topic. There was no pre-determined set of questions, although issues from the questionnaire were taken to be discussed as appropriate. Each focus group opened with “please share your experiences about this topic and what you believe is important in relation to student academic integrity” which was informally summarised as “so, do students cheat?”

I was asked, on occasion, to contribute information either in relation to specific cases that had come to the Student Discipline Committee from a particular group member or about incidents that had happened in their departments or for clarification about what happens in the University. In these cases I openly answered the inquiry (without naming any students or other staff involved) as reciprocity in sharing information was an important aspect to the discussion¹⁵.

¹⁵ All student discipline cases are confidential to the parties concerned and staff would not be aware of cases that had occurred unless they had been directly involved. This lack of information influenced my choice to discuss, in anonymous terms, cases of academic dishonesty.

The meetings were held in the administration building. This venue was chosen to make participants feel comfortable. It also provided confidentiality (colleagues could not see them participating) and was removed from their workplaces. Refreshments were provided for each focus group.

Each focus group recording was transcribed and analysed identifying individual topics raised by participants which were then collated into themes. The discussions ranged from specific instances of student academic dishonesty to aspects of their teaching practices and included the ethics and practice of teaching, types of academic dishonesty, reasons for this behaviour, difficulties in dealing with students, the need for vigilance, types of assessments, comparisons of procedures in different departments and schools, experiences with the student discipline process and emotional reactions to students' behaviour.

There were a number of issues raised that were not directly related to the research topic and were not used for the purposes of this thesis. The factors chosen for analysis and reported in the next chapter include staff experiences with types of dishonesty, staff beliefs about why students cheat, what actions are taken to prevent and deal with academic dishonesty and the impact of student dishonesty on the group members.

3.3.3 The staff interviews

In addition to the focus group discussions, eleven semi-structured individual interviews were conducted with staff who had reported students to the Student Discipline Committee for academic dishonesty. The focus of the interviews was to gather in depth data on this complex topic.

Qualitative research is not looking for principles that are true all the time and in all conditions, like laws of physics; rather, the goal is the understanding of specific circumstances, how and why things actually happen in a complex world. (Rubin & Rubin, 1995), pp. 38–39)

As Shipman (1997) states, informants who are participants in the topic under discussion are likely to provide relevant data.

To focus the semi-structured interview, I used an interview guide based on topics that had come out of the staff questionnaire, the focus groups and the core focus of the research. This part of the research project was centred on participants' personal experiences with student academic dishonesty. Most participants raised the topics on the interview guide without any prompting, confirming these were core issues. As the interviews progressed and new topics were raised they were included for subsequent participants (see Appendix 6).

Interviews were chosen as a research method because "Interviews yield rich insights into people's biographies, experiences, opinions, values, aspirations, attitudes and feelings" (May, 2001, p. 120). Human knowledge, actions, beliefs are all created within a social and cultural context, which, while consisting of shared understandings, also consists of particular and personal interpretations and relationships. As this was an exploratory project, face to face interviews were an appropriate method to gather data on a topic involving multiple perspectives, covert/prohibited behaviours, specific social and cultural values and institutional policies.

Alternative qualitative approaches concentrate on understanding the thinking and behaviours of individuals and groups in specific situations. This approach directs attention to the differences and particularities in human affairs and prompts the social scientist to discover what people think, what happens and why. Such social research should give authentic accounts of human thought, feeling

and actions, recognizing that those accounts do not apply to all people and that they do not allow predictions to be made in the way that they are made in the positivist natural sciences. (Arksey & Knight, 1999, p. 10)

As this is a small exploratory study, judgment or purposive sampling (Shipman, 1997) was used to select participants who had consistently reported cases of student academic dishonesty. This group was identified from the list of current teaching staff (n= 558) in the 2008 University of Waikato Calendar. Prospective participants who had been consistently involved in the student discipline process were then identified (n=88)¹⁶. Consistent involvement was defined as making a complaint of student academic dishonesty at least once a semester for more than one year.

In total, eleven academic teaching staff, six female and five male, were interviewed. Eight of the interviewees had been teaching at the University of Waikato for more than ten years. Three staff had been at Waikato University for less than five years; of these one was new to teaching and two were experienced lecturers from other tertiary institutions. Three of the participants were trained teachers. The interviewees represented all academic positions from Senior Tutor to Professor and they held a range of positions in their schools, faculties or departments including Associate Dean, Chairperson of Department and Programme Convenor. Their teaching areas included Computer Science, Education, Humanities, Business Management, Law and Social Sciences. Participants taught a range of levels from first year to graduate and class size varied considerably.

The staff were chosen to match the stated criteria; gender balance, a range of disciplines, teaching levels and responsibilities. These main criteria were balanced with attributes relevant to the emerging issues. For example, the first two staff

¹⁶ Members of the Student Discipline Committee were excluded

interviewed reported that most of their student academic dishonesty involved international students. Therefore, the next two staff were selected because they had predominantly made discipline complaints about domestic students.

The entire interview process was guided by this balancing process for equal representation of gender/discipline/status with the need to interview individuals who were likely to provide the most relevant information for the concepts and issues currently being clarified. The identification of these specific variables occurred through personal knowledge of the interviewees and through the staff profiles on the University website. The desire to maintain this balance came from the need to provide as representative a sample as possible within the confines of the sampling pool I had identified. The emerging concepts were continuously identified as two interviews were conducted within a short period of time and transcribed and analysed. At this point any gaps or new concepts were identified and the most relevant participants for the next two interviews were selected.

One example of a gap was identified after the first six interviews were completed when it was found that all interviewees were senior, long serving, experienced staff members¹⁷. I then deliberately selected two younger lecturers. This was difficult as few new or junior staff had been involved in making complaints about student dishonesty. I was able to interview two staff who met this criterion.

All interviewees knew me from my role as Secretary for the Student Discipline Committee which provided a level of access and trust making interviewing a smooth and comfortable process. At the beginning of each interview informed consent was obtained and each interviewee was given the opportunity to choose whether or not to

¹⁷ It is university policy that student discipline complaints are preferably made through Chairs of Departments and therefore a number of the interviewees had been or were Chairs of their departments and senior members of staff.

remain anonymous once the interview was concluded. Although some immediately chose to remain anonymous others waited until the end of the interview to decide. A small number of the interviewees chose to be identified. I confirmed that if any material was to be used that would identify them I would provide them with a copy of the text for their information. As some could be readily identified by their professional status, discipline or level of responsibility I undertook to alter these as necessary if they chose to remain anonymous.

The interview began with general questions about their background in teaching, time teaching at the tertiary level and the number and size of classes they taught. They were then invited to share their experiences of student dishonesty and I used prompts where necessary to explore their comments and observations. The earliest interviews were based on an open ended invitation to describe their experiences and beliefs as these first interviews provided the initial concepts for my project. Three questions were asked around topics identified by the focus groups discussions: the concept of vigilance; behavioural change over the years and whether the nature of students had changed. As interviews were transcribed and emerging themes were identified further questions were added. The discussion was led by the participants' interests and usually revealed common topics covered by previous interviewees. When topics on the interview guide were not directly addressed by the interviewee, I would ask appropriate or necessary questions at the end of the interview (see Appendix 6 for final list of topics).

Participants needed little prompting to share their experiences and beliefs about teaching and student behaviour. Several interviewees revealed personal and reflective information about their experiences and some commented that it was a

positive, and for one, a cathartic experience to discuss these issues with an interested but non-involved person.

All participants freely discussed how they recognised and managed instances of academic misconduct and for some this included the feelings evoked by the process. The first two participants, with whom I have had consistent contact over my years in my work role, did not address the types of misconduct directly, accepting that I was familiar with their experiences. In further interviews I asked specifically about types and amount of student academic misconduct.

The participants identified a range of issues related to teaching in the tertiary environment. They were given the opportunity to discuss the issues they thought important to the topic and they generally did not restrict themselves to just issues of student cheating but covered many issues that can be collectively considered as teaching issues. Not all participants raised the same issues but the following were consistently raised: collegial relationships, the role of the discipline process, vigilance, the changing nature of students over years, the impact of international students, grade inflation, conflict between research and teaching, personal philosophies on their role as teachers, beliefs about students, and lack of support within the institution.

The issue of student academic dishonesty was discussed in the context of teaching problems such as difficult and uncooperative students, non attendance of students at class, students not reading set texts or completing other class preparation and so on. They reported they found student academic dishonesty part of the tedious, necessary, sometimes unpleasant tasks of teaching and dealing with students.

The confidential nature of the interviews provided participants with the opportunity to discuss, explore, and reflect on issues relevant to their teaching lives and for some it brought up topics with a strong emotional and personal content. These were not necessarily related directly to the research question but were issues related to the demanding process of teaching at a university.

The themes are reported in depth in the next chapter and include the types of academic dishonesty, beliefs and personal responses to students' behaviours and some issues identified as causing personal conflict and tension.

Chapter 4: Online surveys - Results

As previously outlined, the questionnaire used for the survey was adapted from McCabe's "Academic Integrity Rutgers University Survey" (McCabe, not dated). The survey contained three sections. One section asked both staff and students for demographic data such as gender, age and ethnicity. In addition, staff were asked about their teaching experience, academic status and involvement in University committees and students were asked about their length of time at University, their level of enrolment, discipline and programme of study, information about their time commitments and their sources of financial support. The other two sections asked about the academic environment at the University of Waikato, and the specific experiences with, and seriousness of, twenty-nine dishonest academic behaviours. The staff questionnaire had qualitative questions asking them how they thought the University might improve its academic integrity policies and what role teaching staff play in promoting academic integrity. Students were asked for any comments or information they wished to make.

4.1 Profile of respondents

The survey was emailed to 753 staff late in 2007 with 236 valid responses returned (31%). In my sample female academics were over-represented in terms of the academic staff at University of Waikato. Just over half my sample were female (52%) but females were less than half (44%) of the total academic staff population (Annual Report 2007).

The majority reported they were lecturers or senior lecturers (46%), aged between forty and sixty years (50%) and had been teaching for over fifteen years (33%).

Younger staff, aged between twenty to forty years old, made up 30% of the

respondents while a smaller proportion was over sixty years of age (19%). Of the 233 staff who responded to the question on years of teaching one third reported they had been teaching for five years or less; 35 percent reported they had been teaching between five and fifteen years and 33 percent reported they had been teaching for more than fifteen years in the tertiary sector.

Emails were sent to all enrolled students in 2008 (n=12014) and 598 valid responses were received. Again females were over-represented with a predominantly female sample in my study (70%) while just over half (59%) of the student population at the University of Waikato was female (Annual Report 2008).

Analysis showed the majority of student respondents were domestic (74%), fulltime (85%), undergraduate (75%) students who attended the Hamilton campus (95%) and between 18- 24 years old (66%). Of the 596 student respondents one fifth were more than forty years old. The majority (73%) of students reported they had been at university for three years or less.

4.1.1 Age and gender

The age and gender of students in the survey who reported engagement in academic dishonesty supported previous research findings in this field. An analysis showed females reported higher levels of engagement in the majority of the dishonest academic behaviours. This was expected given they were 70 percent of the respondents in the survey. However, there were six behaviours where males and females reported similar levels which indicated a higher percentage of males engaging in that specific behaviour. These behaviours were, copied another's assignment with permission (female n=31, male n=24); copied from someone in test or exam without their knowledge (female n=31, male n=24); copied another's

computer code when not permitted (female n=181, male n=17); wrote an assignment for another student (female n=18, male n=16); plagiarised large amounts from books (female n=16, male n=12); helped someone cheat in test or exam (female n=13, male n=10). The majority of both student (65% – 87%) and staff respondents (88% – 95%) reported these behaviours as serious cheating.

Equal numbers of male and female students reported that they had submitted another student's assignment (n=5); wrote an assignment for money for another student (n=1); and used technology, text messages etc to cheat in a test or examination (n=1).

There were two behaviours where males reported higher levels of engagement. They were copied another student's assignment without permission (female n=2, male n=7); and used an unauthorized electronic device for assistance in a test or examination (female n=1, male n=3). This data supported findings from previous research studies that males engaged in more academic dishonesty than females.

But the predominance of female respondents in this study may have affected the findings as research has shown females are less likely to report or engage in student academic dishonesty (Whitley Jr, Nelson, & Jones, 1999).

4.1.2 School and faculty populations

Respondents were asked to report which school or faculty they were enrolled in or employed by. As shown in Figure 1, substantially higher proportions of staff (38%) and students (30%) from the Faculty of Arts and Social Sciences (FASS) participated in the surveys than are employed by or attend the University. This was most likely an influence of the survey originating from that Faculty.

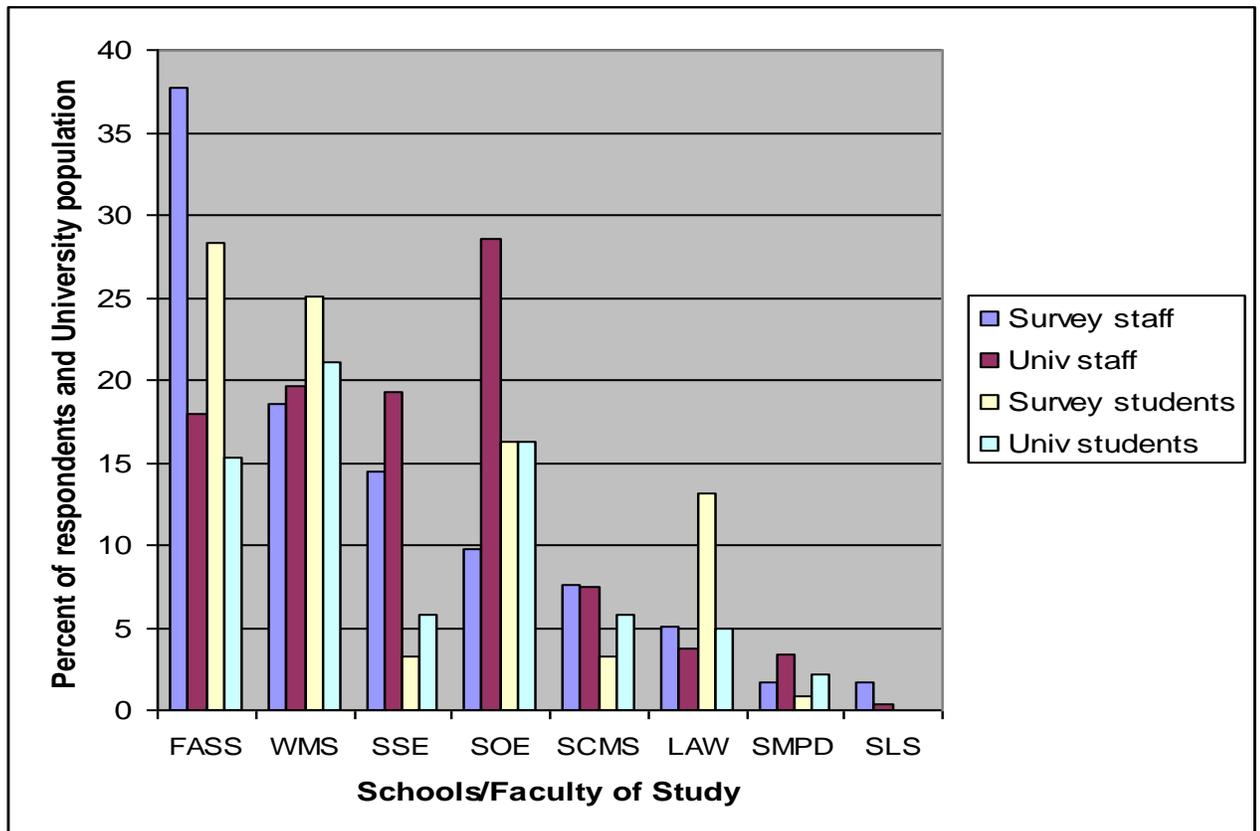


Figure 1: Student respondents (percentage) compared with staff employed and students enrolled (percentage) in Schools or Faculties of study. Source: The University of Waikato Annual Report, 2008.

The next highest group of respondents were from the Waikato Management School (students 25%, staff 19%), followed by School of Education (students 16%, staff 10%) and School of Science and Engineering (students 13%, staff 14%) with small numbers for the remaining schools. It is likely this distribution reflects the higher use of text based assessment in Faculty of Arts and Social Sciences, Waikato Management School and School of Education and subsequent higher awareness of plagiarism.

When the types of plagiarism were analysed the level of engagement corresponded to the participation rate in the survey except for students from the School of Science and Engineering (see Figure 2 below). Approximately 30 percent of students who

reported engaging in minor levels of plagiarism were enrolled in the School of Science and Engineering although they were only 13 percent of the survey respondents. This supported research findings that engineering students were significantly more likely to cheat than students from all other disciplines (Marsden, Carroll, & Neill, 2005).

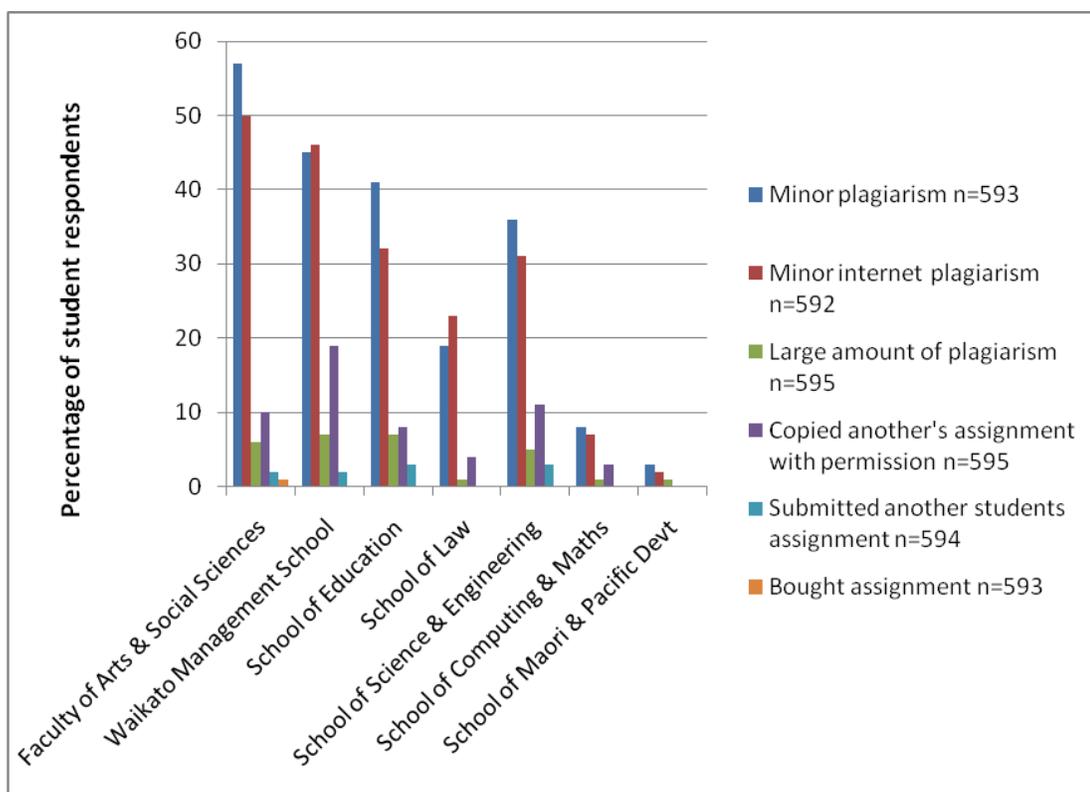


Figure 2: Respondents' engagement in plagiarism by enrolment in school or faculty of study.

The only student who admitted buying an assignment was enrolled in the Faculty of Arts and Social Sciences, which had the highest response rate in the survey (n=168). The levels of engagement in major plagiarism was reported by similar levels of students from Faculty of Arts and Social Sciences (n=6), Waikato Management School (n=7) and School of Education (n=7) which was not unexpected as they are the disciplines most reliant on text based assessments. However, students from School of Science and Engineering reported higher than expected

levels of major plagiarism (n=5) and as the Student Discipline Committee received negligible numbers of complaints from that School in 2007 (n=14) it appeared this type of dishonesty was either not being detected or it was not being reported.

4.2 The University of Waikato's academic environment

Decisions about academic integrity are made within the social and cultural context of the academic environment of the University and the survey investigated the respondents' knowledge and understanding of academic integrity policies, communication of these policies, and about their beliefs about levels of student cheating and their response to such behaviour.

4.2.1 Sources of information

Staff and students were asked how they had been informed about policies around academic integrity and could choose from a number of responses. Staff respondents reported they learned about academic integrity policies from colleagues (66%) and the University website (41%). A small number (12%) reported they had never been informed about academic integrity policies. Of the 596 student respondents the majority (94%) reported they had been informed of those policies. The main sources of information were their lecturers (50%) and course outlines (48%). Out of 528 respondents 28 percent reported learning a lot from the Department handbook while 32 percent learned a lot from tutors (n=531). One hundred and ninety-nine (17%) respondents reported learning about policies from other sources such as involvement in the student discipline process, from family, through being staff members, or from attending other universities.

Both staff and students were asked about specific academic integrity policies including plagiarism, group work/collaboration, correct citation practices for printed

sources, correct citation practices for electronic sources, falsifying data from laboratory and research work, and cheating in tests and formal examinations. They were asked when and how often the discussions about these policies took place.

Of the 236 staff respondents, only 118 responded to this question and 50 per cent of those reported that the most frequent time policies were discussed was in relation to individual assignments. One hundred and fifty respondents (69%) reported they discussed the policies in their paper outlines or at the beginning of the semester (64%). Very few staff reported discussing policies about honesty in research or laboratory data. Staff reported the most frequently discussed policies were in relation to correct citation and unpermitted collaboration. Few staff reported discussing test or examination behaviour with their students as only ninety one respondents answered this question (39%) and they reported they discussed this in relation to individual assignments. Of the 236 respondents only 29 percent reported they provided information on test or examination policies in their paper outlines.

Student participants were asked to report which policies on academic integrity were discussed by lecturers and how often. There was one additional category – the necessity for assessments to be the student's own work. Respondents reported the policies most often discussed by lecturers included correct citation of print sources (74%), assessments being one's own work (71%), correct citation of Internet sources (60%) and plagiarism (54%). Test/examination cheating was discussed less often (45%) which may reflect the lower level of use of this type of assessment. The students reported similar responses to the staff in relation to policies for falsifying research (22%) or laboratory data (14%).

4.2.2 Perceptions and observations of dishonest behaviour

When asked about academic dishonesty on campus 97 percent of students reported that they thought the most common academic dishonesty was unpermitted collaboration and 45 percent reported they thought it happened 'a lot'. Ninety-six percent of students reported they believed plagiarism occurred with 24 percent reporting it happened 'a lot'. When asked about cheating in class tests, 77 percent of student respondents reported they believed this happened and 81 percent reported they believed others completed work for students. It is possible the lack of a 'don't know' option affected these results as some text comments were made that academic dishonesty was likely to happen but the individual student had no personal experience nor knew of anyone who had.

Perceptions of dishonesty are important because they influence social norms. If community members believe certain behaviours occur more frequently then social learning theory (Bandura, 1986) states they are more likely to engage in these behaviours themselves and this perception about academic dishonesty can influence students to engage in such behaviours. McCabe and Trevino state "...social learning theory may be particularly useful for understanding academic dishonesty behavior among college students...that peers' behavior provides a kind of normative support for cheating" (McCabe & Trevino, 1993a). In addition, research studies report that staff and students consistently over-estimate students' actual engagement in academically dishonest behaviours (Engler, Landau, & Epstein, 2008; McCabe & Trevino, 1996b; Whitley, 1998).

When asked to report actual incidents they had seen, 82 percent of student participants (n=596) reported they had never seen any students cheating in a test or examination while 9 percent had seen this once and 9 percent more than once. Of

these 108 students, only 12 (2%) stated that they had reported another student for cheating. The considerable difference between the 18 percent who reported having seen a student cheating in a test and the 77 percent who reported they believed students cheated on tests, and the less than 10 percent of respondents who reported engaging in any form of test or examination cheating supports earlier research findings that cheating is often over-estimated by students.

When staff were asked how often they had observed students cheating in a test nearly half had observed cheating in a test or examination (9 percent had seen cheating in a test once, 38 percent had seen cheating more than once). When asked if they had reported cheating 36 percent of respondents stated they had made a formal complaint against a student for cheating. The higher figures reported by staff was likely to arise from the average length of teaching (more than ten years) while students were predominantly undergraduates on campus (less than three years). It may also reflect the student respondents' under-reporting of their behaviour or that they were self selected honest students.

4.2.3 Factors influencing students to be dishonest

Students were asked why they believed students engaged in academic dishonesty and to report these in order of importance. Nine responses were provided as shown below in Table 1 and situational factors were clearly the most important. Cheating for better marks was the most important factor for the majority of respondents (84%). This was followed by too many assignments (66%), the subject is too hard (59%), not having enough time (54%), and family pressure (47%). My personal experience in student discipline hearings was that the need for better marks arose because the

student was failing for some reason, often illness, a family crisis or lack of time because of paid employment commitments.

Table 1: Factors influencing engagement in academic dishonesty

	Student Respondents Percentage (n=598)
To get better marks	84
Have too many assignments	66
Subject is too hard	59
Not enough time	54
Family pressure	47
Too hard to learn everything	39
Peer pressure	22
Cheating is okay	13
Cheating is ignored by lecturer	11

Unlike McCabe's studies, these students did not report peer pressure and acceptance of cheating as an important influence on cheating, as peer pressure was reported as a factor by 22 percent of respondents.

Student respondents (n=108) made written comments about this question which included personal, situational, and cultural factors. The most common response category (n=45) related to factors such as workload, incompetency and subject difficulty

I imagine that most students who feel they need to cheat are either struggling with the course because they genuinely don't understand the content, or panic because they are not prepared for assessments and time management along with family pressure to succeed (Female, Social Sciences).

I suspect that some students who are struggling with English as a second language may not be aware of the details of what is acceptable/permitted re referencing and or attributing (Female, Education).

I think the main reason they would cheat, is because they may have found the course hard therefore have not had enough time to learn everything. Sometimes it could be that they have not studied at all (Male, Science & Engineering).

There were also a number of comments about 'laziness' and 'poor time management' such as

They're too lazy; they end up getting behind and then want to pass (Male, Computer Science).

They just haven't bothered to learn the information, hence why it's called cheating. They're taking short cuts! (Female, Management).

Not so much better mark, people that I talk to normally say to pass because they leave it too late (Male, Management).

I think some students do not have good time management skills so leave them to the last minute [can't do it and have to cheat] (Female, social Sciences).

Student respondents made comments about situational opportunities as a factor in cheating

Sometimes I think people just cheat when there is a window of opportunity like they didn't plan to cheat but they just noticed another person's test paper accidentally and then decided to change their answer (Female, Arts).

4.2.4 Staff response to academic misconduct

Staff were asked what would be their most likely reaction if they were convinced a student had cheated on a test or assignment in their course. There were ten responses available and they could choose as many as applied to them.

As shown in the table below (Table 2) the majority of respondents would report the behaviour to an appropriate staff member - the paper convenor (45%) or Chair of

Department (40%) and 41 percent of respondents reported they would reprimand the student. These actions were consistent with University policy.

Some respondents reported actions not permitted under University policy, including failing the student on that assessment item (33%); requiring the student to re-do the assessment task (13%), lowering the student’s grade (20%) or failing the student for the course (5%). University policy allows staff to make a judgment as to whether or not the behaviour arose from a lack of skill and to deduct marks if appropriately allowed for in the marking criteria. Staff are not authorised to give a failing grade to the assessment or course for academic dishonesty.

Table 2: Staff actions when a student cheated on an assessment task

	Staff respondents Percentage (N=236)
Report student to course convenor	45
Report the student to the Chair of Department	40
Reprimand or warn the student	42
Make a formal complaint (to the SDC)	36
Fail the student on that assignment	33
Lower the student’s grade	20
Require student to re-do the assignment	13
Other (unspecified)	10
Fail the student for the course	5
Do nothing	2

Staff were also asked if they had ever ignored an incident of cheating/dishonesty in one of their courses. All respondents answered this question and 64 percent said

no, they had not ignored cheating, while 36 percent reported they had. Of these respondents, the majority reported they did so because of lack of evidence (25%) or because the cheating was trivial (14%).

4.2.5 Reporting suspected plagiarism/cheating

Staff respondents were then asked if they had ever referred a suspected case of plagiarism/cheating to a higher authority and 61 percent (n=235) reported they had and they were asked about their level of satisfaction with the way the cases were handled. Nearly half of the respondents (47%) were satisfied or very satisfied with the handling of the complaint but forty-nine staff (35%) reported they were unsatisfied or very unsatisfied and they were asked for further information as a text comment.

These comments were collated into five categories - dissatisfied with penalties (n=25), dissatisfied with the process (n=7), it was dealt with by the department (n=14), the outcome was satisfactory (n=7) and one respondent who made suggestions for changes. The majority of comments related to insufficient or inconsistent penalties

The variations in penalties for basically the same offence is something I cannot get my head around

Committee is not tough enough

The penalty was not high enough

There were also some comments objecting to students being given an opportunity to re-submit assessment items

The penalty was for me to prepare a new assignment for the students involved. The students had a number of days to complete it and I

then had to mark it. I felt it was me that was being punished over this.

Others commented on the process taking too long or not being informed of outcomes stating

The outcome was good but the process took way too long.

4.3 Further issues in the academic environment

Both staff and student respondents were then asked their beliefs about four further situational factors in the University environment:

- that cheating is a problem,
- that misconduct processes are fair and impartial,
- that students should monitor other students and
- that teaching staff are vigilant about academic dishonesty.

When asked if cheating is a problem the majority of the students (60%) reported they were not sure it was a problem. This may reflect the lack of publicly available information about academic integrity breaches and consequences. Although the data reported in the Student Discipline Committee annual reports are publicly available it is not generally distributed to student networks. In addition, discipline procedures are confidential to the parties involved so only students involved in a misconduct complaint (or family and friends) would know about their breaches of academic integrity. The majority of student respondents (52%) also reported they were 'not sure' for if staff were vigilant in detecting dishonesty. This may reflect the relative newness of many of the student respondents as the majority were in their first three years of study.

However, less than half of the staff participants reported that staff are vigilant in detecting academic dishonesty with one third (32%) 'not sure' and one quarter (24%) who believed that staff are not vigilant in detecting academic dishonesty. This

finding supported those reported in studies in Australasia, Britain and North America (Coalter, Lim, & Wanorie, 2007; McCabe, 2005).

However, when asked if students should monitor the behaviour of other students many of the staff (49%) and the students (46%) reported that students should not monitor the behaviour of other students. This is contrary to McCabe et al's (1993, 1997) findings which suggested peer monitoring and reporting were a major deterrent to student academic dishonesty.

4.3.1 Comments on the academic integrity environment

Students were invited to make add any further comments or information at the end of the questionnaire and 73 chose to do so. Their comments covered a range of issues, some directly related to the topic but also some comments on the University and academic misconduct in general. Eleven percent reported a personal experience of academic dishonesty and 10 percent reported that they had forgotten to reference without any intention to cheat or did not know how to reference.

Of the 73 respondents 15 percent reported that they do not cheat and 7 percent reported they believed cheating is a crime.

When you cheat the person you cheat the most is yourself! (Male, Education)

The majority of the comments (36%) provided an explanation of the students' answers to questions in the survey, for example,

Question 4, part 4 I would like to say that I have marked no but there should have been an option such as most of the time (Female, Education).

A small percentage of these students reported their personal experience of academic dishonesty.

I have cheated in test as I wrote some notes on my hand however it never worked because I was so nervous it smudged (Female, Social Sciences).

They should make you attend a referencing course thing so you know how to do it in your first year. That's why I didn't know how to do it (Female, Social Sciences).

I have used others' assignments in labs but only after I had completed the work and then lost it due to computer failure or the like (Male, Social Sciences).

4.3.2 Evaluation of effectiveness of teaching and learning

Student and staff participants were asked to report on the evaluation of the teaching and learning environment. Difficult assignments and ineffective teaching are often given as factors influencing students to cheat on assessment items. In this survey both groups gave a positive evaluation of teaching and learning. Students stated:

- their course workload was reasonable (83%)
- the degree of difficulty was appropriate (86%).
- the assessments items are effective at teaching core concepts (80%)
- their assessments are effective at evaluating their learning (77%)
- nearly one quarter of the participants reported that their assessments were ineffective at evaluating their learning (23%)

Staff reported

- the assessments items in their courses are effective at teaching course concepts (91%)
- their assessment tasks are effective at evaluating student understanding (87%).

4.3.3 Strategies for reducing cheating in assessment tasks

Only staff respondents were asked to report on strategies used to reduce academic dishonesty selecting from ten options. As shown in the following table (Table 3) the main strategies included changing test and examination questions regularly (64%);

closely monitoring students during tests (60%); and discussing the importance of honesty and academic integrity with students (58%).

Table 3: Strategies staff employed to prevent students cheating

	Staff respondents Percentage (N=236)
Change test and examination questions regularly	64
Closely monitor students during tests	59
Discuss importance of honesty and academic integrity with students	58
Use internet search engines to confirm or detect plagiarism	49
Remind students of their obligations under the University's policies	47
Change assessment items annually	44
Use more than one version of questions in a test or examination	36
Use software detection programs such as Turnitin	17
Other	9
None I haven't found it necessary	6

4.3.3 Student time commitments and sources of financial support

Time and money are valuable commodities for all members of society and students studying under time and financial pressures are commonly thought to be more at risk of cheating although the research findings on this are inconclusive (Whitley, 1998).

Time pressures were reported by both staff and students as factors influencing students to cheat.

Students were asked to report the number of hours spent each week on various activities. The majority of students reported that most of their time was spent

studying, or attending classes / tutorials. Over one third reported they were not in paid employment although almost half (48%) reported paid employment for one to twenty hours a week. The majority reported they spent little time each week (under 10 hours) either with family responsibilities (68%) sport and leisure activities (69%) and socializing and partying (83%).

Some research studies indicate students who are financially dependent, ie living at home, are more likely to be dishonest (Marsden, Carroll, & Neill, 2005). In this study students reported that their principal sources of income were student loans (58%) and wages (49%) and 26 percent reported government support. Scholarships were the principal source of financial support for 18 percent of respondents. Just over one quarter of the respondents were dependent on family support (26%).

4.4 Dishonest behaviours and seriousness of behaviours

This part of the questionnaire contained a table with twenty nine academically dishonest behaviours. Students were asked to indicate their engagement in these behaviours while staff were asked their observations of them. They were also asked to report their beliefs about the seriousness of each of the twenty nine behaviours. Fifteen of the questions related to types of plagiarism; ten related to cheating in tests and examinations and the remaining four questions asked about fabrication and /or falsification behaviours including falsifying research and laboratory data, hiding resources and cheating in any other way.

Fifteen percent of the students reported they had not engaged in any of the behaviours in the questionnaire. This figure was similar to that reported by de Lambert et al (2006) with 80 percent of the students in their study admitting to engaging in one of the surveyed behaviours.

4.4.1 Engagement or observation of academically dishonest behaviours

a) Types of plagiarism

Student participants were asked if they had engaged in any of nine plagiarism behaviours in the last year while staff were asked if they had seen any of the behaviours in their classes in the last three years. The categories were:

- collaboration in person;
- collaboration by email;
- copying small amounts of unreferenced text from printed sources;
- copying small amounts of unreferenced text from Internet sources;
- copying large amounts of unreferenced text from print sources;
- copying large amounts of unreferenced text from Internet sources;
- copying another student's work with permission;
- copying another student's work without permission; and
- copying computer program code.

Student respondents reported engaging in all categories in this section (see Figure 3 on the next page) but only four categories were reported by more than 10 percent of respondents. The most commonly reported behaviour was unpermitted collaboration in person (37%, n=222) followed closely by copying small amount of text from print sources (35%, n=210) and copying small amount of text from the Internet (32%, n=192) with fewer students reporting they engaged in unpermitted collaboration by email (19%, n=115). Very small numbers of student participants reported engaging in the remaining forms of plagiarism with 5 percent reporting copying large amounts of text from print while 6 percent reported copying large amounts of text from Internet sources.

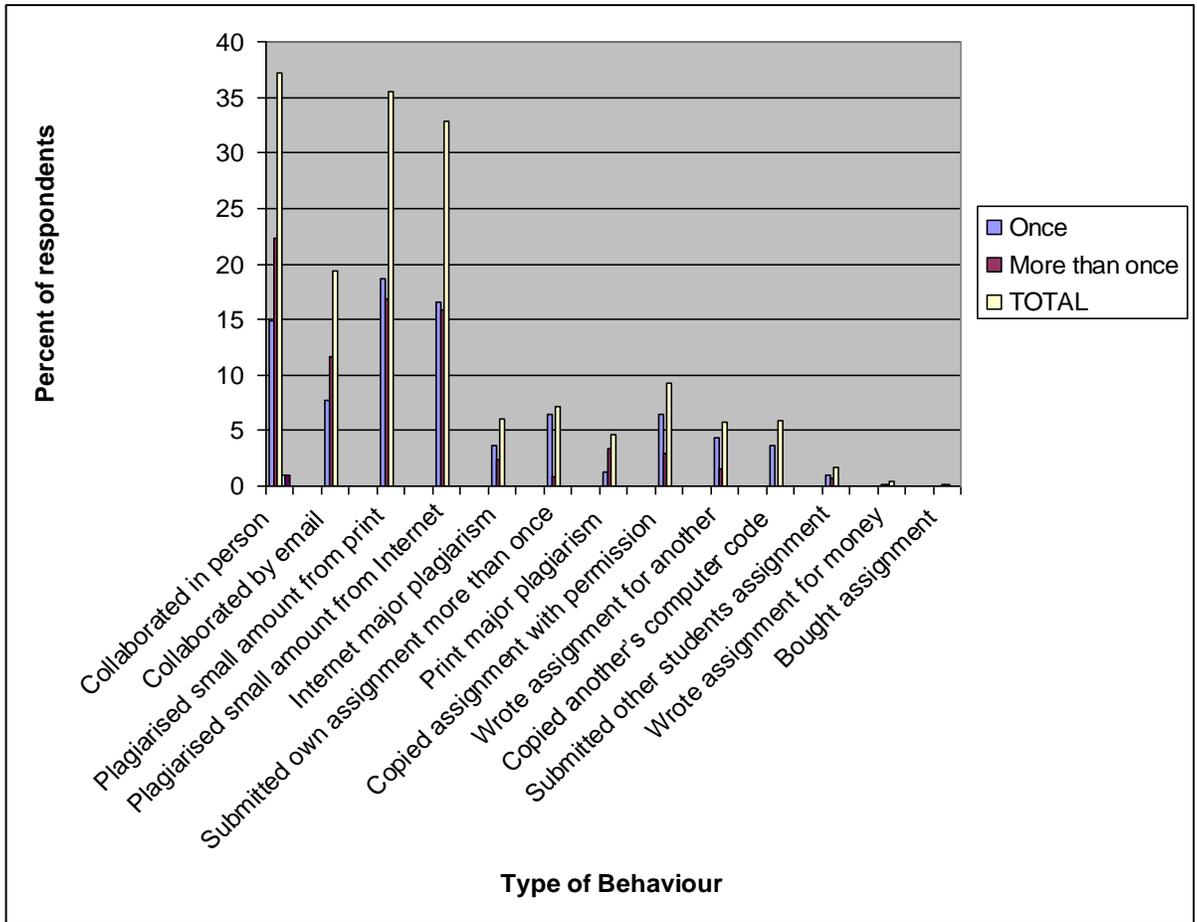


Figure 3: Students level of engagement in types of plagiarism (once or more than once).

Staff respondents also reported that the most common behaviours by students were small amounts of plagiarism both from the Internet (78%) and from print sources (77%). The next most common behaviour was collaboration in person (48%) and receiving unpermitted help (45%). The staff respondents also reported much higher levels of serious plagiarism than student respondents as 65 percent had experience with serious plagiarism from print sources and 70 percent had experienced serious plagiarism from Internet sources.

Thirty four students (6%) reported they had written an assignment for another student, two students (0.4%) reported they had written an assignment for money and

one student (0.2%) reported purchasing an assignment from a website. This is a negligible percentage of the respondents but none of these types of incidents have ever been reported to the Student Discipline Committee.

Small numbers of staff reported observing the very serious types of plagiarism behaviours. Out of the 221 respondents who answered this question ten staff (5%) reported they were aware of students who had written assignments for money. Out of 222 respondents 13 percent (n=29) were aware of students buying assignments and 13 percent (n=28) knew of students writing another student's assignment. Out of 227 respondents 34 percent reported knowledge or awareness of students submitting an assignment completed by someone else but less than two percent (n=10) of the 593 student participants reported engaging in this behaviour.

b) Cheating in tests and examinations

Students reported that the most frequent behaviour for test and examination cheating was obtaining information about a test before sitting it (14%). This has never been reported to the Student Discipline Committee. All other behaviours had low levels of responses. These included copying from another student without their knowledge (6%), copying answers with that student's knowledge (4%), helping another student in a test or examination (4%) and taking cheat notes into a test or examination (3%). The Student Discipline Committee figures report examination and test cheating as less than 8 percent of complaints received which correlates with students reported engagement in such behaviours.

Over 60 percent of staff respondents reported they had 'never' observed or been aware of students in their classes cheating in relation to tests and examinations although a few respondents reported they had seen all of the behaviours, including

impersonation in an examination. The most frequently reported behaviours were lying on an application for special consideration for a test or examination (26%); copying from another student without their knowledge (23%); taking cheat notes into a test or examination (22%) and copying from another student with that student's knowledge (20%). The most commonly reported behaviour by students - obtaining test information – was also reported by the same number of staff participants (14%).

c) Falsifying and fabricating behaviours

Student participants reported the most common behaviours in this category, as shown in Figure 4 below, were falsifying laboratory data (12%), falsifying research data (8%); lying to obtain an extension (8%) and hiding or destroying resources (6%). A further five percent reported they had cheated in another way that was not listed.

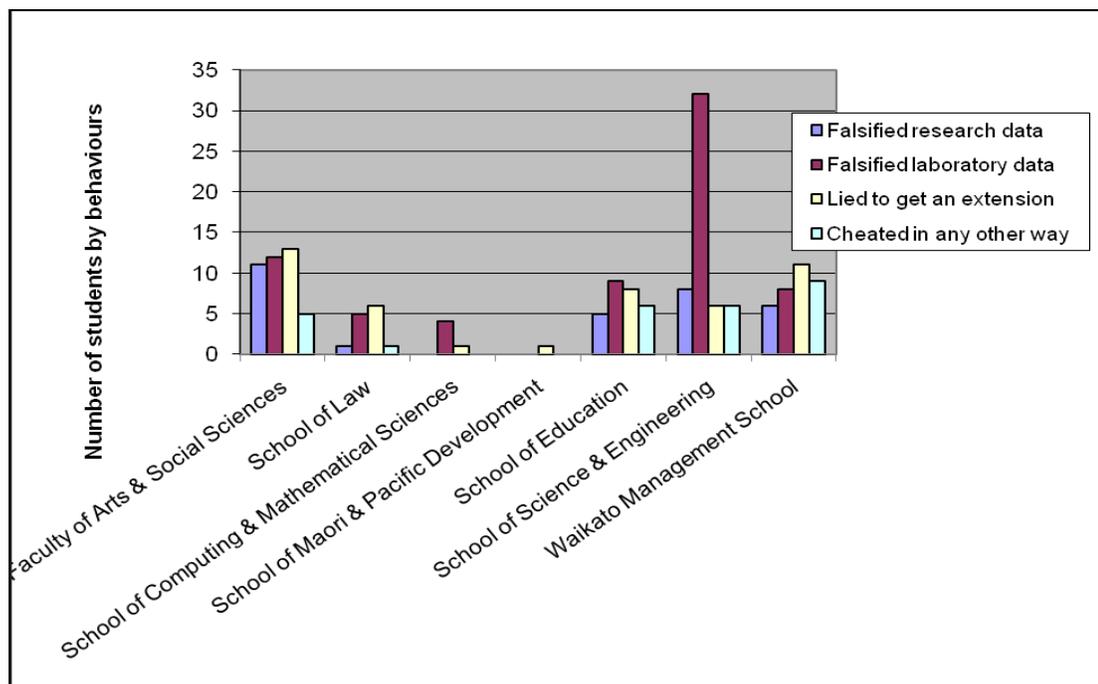


Figure 4: Students' engagement in falsifying and fabricating behaviours

Figure 4 above shows numbers of students reported engaging in these types of behaviours with that the largest group of students reporting falsifying laboratory data from the School of Science and Engineering. This is not unexpected given that all the students in this school would be expected to undertake laboratory work as opposed to text based assessments. However no complaints of this behaviour were received by the Student Discipline Committee in the years 2005 – 2008 and it can be surmised that staff dealt with this cheating themselves or that it was undetected or both.

Staff reported the most frequently observed behaviours in this category were students lying to obtain an extension for submission of assignments (37%), hiding or destroying resources (17%) and falsifying laboratory results or data (5%). The final question asked respondents about other cheating and eight percent of 219 respondents reported they had observed cheating not listed in the survey.

4.4.2 How serious are these academically dishonest behaviours?

Both staff and student respondents were asked to report their opinions about the seriousness of the cheating for the twenty nine behaviours listed in Part B of the questionnaire and are shown in Appendix 9.

The students consistently reported behaviours as less serious than the staff except for some plagiarism and cheating in test and examination. They reported they believed the following to be serious cheating - submitting someone else's assessment item, buying an assignment and submitting as your own, copying an assignment without permission and writing assignments for other students for money and for six of the seven cheating in test/examination behaviours.

The one behaviour for test/examination cheating regarded quite differently by both groups was the seriousness of helping someone in a test or examination. Only 65 percent of the student respondents reported it as serious while 90 percent of staff reported this as a serious cheating behaviour. A similar result was found for large amounts of plagiarism as again 65 percent of students reported this as serious cheating in contrast to 82 percent of staff who regarded it as serious.

When staff reported behaviours as less than serious the majority of them regarded such behaviours as moderate cheating while students reported them as trivial.

4.4.3 Comparison to Student Discipline Committee Annual Reports

The Student Discipline Committee reports 200 - 300 complaints each year over the last four years and as shown below (see Table 4), plagiarism is the most common complaint.

Table 4: Statistics for plagiarism in the Student Discipline Committee Annual Reports from 2005 - 2008

Student Discipline Committee Statistics	Number of complaints	Plagiarism Percent of complaints
2005	300	79
2006	303	63
2007	281	58
2008	200	57

Source: Student Discipline Committee annual reports 2005-2008

The Student Discipline Committee reported cheating in examinations or tests ranged from a high of 8 percent in 2005 to a low of 4 percent in 2006 as shown in Table 5

below. In 2008, the year of the student survey, 7 percent of complaints were for test or examination cheating, a similar result to students' responses in the survey.

Table 5: Statistics for examination and test cheating in Student Discipline Committee Annual Reports for 2005-2008

Annual Report Student Discipline Committee	Number of complaints	Examination and test cheating Percent of complaints
2005	300	8
2006	303	4
2007	281	4
2008	200	7

Source: Student Discipline Committee annual reports 2005-2008

However, the survey categories were separated into different behaviours (such as copying from others, using cheat notes) while the Student Discipline Committee reports on a global 'examination/test cheating' category which prevented an accurate comparison of cheating. In addition, neither the Student Discipline Committee reports nor the questionnaire differentiated between cheating in internal tests and cheating in examinations.

4.4.4 Comparison with the data from the McCabe North American study

While in this survey the student respondents reported higher levels of engagement in academic dishonesty than was reported by the Student Discipline Committee they were at lower levels than found in other surveys on academic dishonesty (Lambert et al, 2006, Marsden et al, 2005, McCabe, 2005). When compared to the undergraduate students in McCabe's 2005 study (Table 6) the levels reported in my survey are similar.

Serious plagiarism was reported by 5 percent of University of Waikato students compared to 7 percent undergraduate students and 4 percent graduate students in McCabe's study. Less than two percent of University of Waikato students reported they had submitted another student's assignment but seven percent of the North American undergraduates had done so. The figures for falsifying research data for University of Waikato students and the undergraduate students from North America were the same with a slight difference between the two groups for falsifying laboratory data.

Table 6: Comparison of student engagement in types of plagiarism between University of Waikato students and North American university students

	University of Waikato students (2008) Percentage	North American students Percentage	
	Combined	Undergraduates	Graduates
Collaborated in person	37	42	26
Collaborated by email	19	Not reported	
Plagiarised a few sentences from print	36	38	25
Plagiarised a few sentences from the Internet	33	36	24
Received unpermitted help	Not reported	44	65
Plagiarised a lot of text from printed sources	5	7	4
Plagiarised a lot of text from Internet sources	6	Not reported	
Submitted someone else's assignment	2	7	3
Copied computer code from another student	6	11	7
Falsified research data	8	8	4
Falsified laboratory data	12	17	9

Source: McCabe, 2005

The findings in Table 7 below show higher levels of engagement in all behaviours by the students in the McCabe study (2005) than students from University of Waikato.

Table 7: Comparison of engagement in test or examination cheating between University of Waikato students and North American university students

	University of Waikato students (2008) Percentage	North American students Percentage	
		Undergrad	Graduate
Copied from someone in a test/exam without their knowledge	6	11	4
Copied from someone in a test/exam with their knowledge	4	9	3
Helped someone cheat in a test	4	10	6
Used cheat notes	3	8	4
Learned what was in a test from someone who had already taken it	14	33	17
Used an electronic/digital device as an unauthorised aid during a test/exam	1	5	2
Used a false excuse to delay taking test	8	16	9

Source: McCabe, 2005

This higher level is particularly noticeable for learning what was in a test from someone who had already taken it (33% for the North American undergraduates compared to 14% for Waikato students) and for using a false excuse to delay taking a test (16% for the North American undergraduates compared to 8% for Waikato students). The University of Waikato students show similar levels to those reported for the graduate students in the McCabe study.

Students and staff were also asked their opinions on the level of seriousness for all the behaviours in the questionnaire (see Table 8 below). The University of Waikato students were most closely aligned to that of the North American undergraduate students which would be expected as seventy-five percent of Waikato respondents were undergraduate students. This contrasted the results about engagement in

dishonest behaviours where University of Waikato students reported similar figures to the graduate students.

The most notable difference between the two groups was in collaboration in person which was regarded as moderate to serious cheating by only 21 percent of University of Waikato students but 32 percent of North American undergraduates reported it was moderate to serious cheating. The remaining data are very similar for both studies.

There was a marked difference in levels reported by staff at the University of Waikato and the North American university staff in the seriousness of collaboration in person (NZ 65%; North American 82%) and received unpermitted help (NZ 65%; North American 85%). A smaller difference is noted with minor plagiarism while both groups of staff report similar beliefs of seriousness of cheating for all other behaviours.

Table 8: Comparison of levels of moderate to serious cheating between staff and students from the University of Waikato and North American universities

Seriousness	University of Waikato staff	North American university staff	University of Waikato students	North American university undergrads	North American university graduates
Collaborated in person	65	82	21	32	54
Plagiarised a few sentences from print	71	84	53	56	68
Plagiarised a few sentences from Internet	72	82	50	57	68
Received unpermitted help	65	85	Not reported	44	65
Copied with permission	94	98	85	88	92
Plagiarised a lot of text from printed sources	97	99	89	91	94
Submitted someone else's assignment	98	99	93	86	93

Bought assignment from a website	99	98	93	89	92
Copied someone else's computer code	90	97	83	83	89
Falsified research data	98	98	80	80	91
Falsified laboratory data	94	97	74	68	86

Source: McCabe, 2005

4.5 Written comments

The final section of the questionnaire gave staff the opportunity to make comments in relation to two questions. The first related to improvements of policies while the second was related to the promotion of academic integrity.

a) Improvement of policies

The first question was “Do you have any suggestions on how the University might improve its policies concerning issues of academic integrity or any additional comments you care to make?” Many who made comments in relation to this question offered more than one suggestion (n=114).

The majority of responses included suggestions on educating students on writing and referencing skills and university policies, educating staff on issues of academic integrity and how to make a complaint, having Turnitin (plagiarism detection software) available campus wide, increasing penalties for proven dishonesty and making them consistent, publicising academic integrity policies and penalties for students, changing assessment practices particularly in relation to test protocols, and a range of individual comments on issues such as supporting staff more, and enforcing a clear policy on cheating.

b) Staff role in promoting academic integrity

The second question asked “What role do you think teaching staff should play in promoting academic integrity and/or controlling cheating in their courses?” 149 staff participants commented on this stating that teaching staff play a crucial/central role in promoting academic integrity.

I think that they play a critical part in reminding students of the need for integrity and the course/university expectations and penalties in this regard.

Respondents’ suggestions included communicating the rules clearly to students, maintaining ongoing communication with students, ensuring assessments minimised opportunities for cheating or plagiarism, and ongoing vigilance.

Discuss and remind students of the relevant policies and their respective rationale at the start of each paper, and be vigilant without going overboard, plus remember to give students the ‘benefit of the doubt’.

Prevention is better than cure – staff should make it very clear just what cheating is, provide clear guidelines about what is required, and expect students to work according to those guidelines...

It is our job to teach, and this includes academic integrity.

There were also a range of individual comments covering issues such as the need for time and support for staff when marking assignments to allow for detection of cheating. They felt that the time taken for this detracted from their ability to focus on teaching and the provision of support for struggling students. Comments also included the importance of teaching ethics and integrity and of being a good role model. Some expressed the view that if staff expected students to cheat they should minimise the opportunities for them to do so, while others felt that most students are honest and that staff should remind students that they will be vigilant in detecting cheating.

4.6 Conclusion

The online questionnaires provided the principal data for this research project and the very low response rate from students prevents these findings being generalized to the student population. The students who participated represented categories of students previously found in other studies on academic dishonesty to be less likely to report engagement in dishonest behaviours that is female, domestic, full time students and the generally low levels of engagement in plagiarism and cheating supported this view.

The response for the staff questionnaire was much higher and analysis shows an over representation of female staff. Staff respondents reported considerably higher levels of students' cheating and plagiarism than students reported engaging in. This may reflect the longer time period staff had to draw on as they were asked about experiences over the last three years while students were asked to report on their behaviour in the last year. On the other hand it may reflect under-reporting by these students or that it was honest students who chose to participate.

Analysis of the data from the online surveys identified the following issues:

Students reported that:

- They were informed about academic integrity policies mostly from lecturers and course outlines, particularly about referencing from print sources and doing your own work (70%+).
- The most common behaviour engaged in was unpermitted collaboration followed by plagiarism.
- They had seen another student cheat on test or exam (18%) but only 2 percent reported this cheating to authorities.
- They would report cheating (41%) but 25 percent believed the average student would not report cheating.
- They believed cheating occurred to get better marks, because of too many assignments, because the work is too hard, that there is not enough time, and because of family pressure.

- Very few of them engaged in cheating in tests and examinations by taking in cheat notes (3%); copying without other student's knowledge (6%); copying with the other student's knowledge (4%); and getting information about tests from others who had already sat the test. (14%).
- One third were not in paid employment and the majority spent most of their time studying; most spent less than 10 hours a week on other activities.

Staff reported that:

- Nearly half (48%) had seen students cheating in test or exam.
- One third had reported students to the Student Discipline Committee for cheating on tests (36%).
- Over 40 percent stated they would report any dishonesty they found.
- They had reported student dishonesty to the Student Discipline Committee (61%) and that 34 percent were unsatisfied with either the process or the outcome.
- They had ignored cheating principally because of a lack of evidence or that the cheating was trivial (36%).
- Only 7 percent did not have enough time to report students' academic dishonesty.
- They knew students copied from other students without permission (23%); took cheat notes into tests and examinations (22%); and copied from other students with permission (20%).
- They had experienced students lying or knew that students lied to get an extension to an assessment due date (37%).
- They were ambivalent about the level of staff vigilance as 56 percent of staff reported they were not sure about staff vigilance or believed it was insufficient.
- They changed test and exam questions regularly; they monitored students in tests, and discussed the importance of integrity with their students in order to overcome cheating/academic dishonesty.

Both students and staff both reported they believed that:

- Students should not monitor other students.
- Students' assessments are effective at teaching course content.

Students' assessments are effective at evaluating learning and understanding

Chapter 5: Qualitative research: Focus groups and individual interviews - Results

If I wasn't careful I think half the students would cheat and I think once that it was discovered [they] could do it, more would be tempted to do it (Female, Computer Science).

As discussed previously, the online questionnaire was the main focus for this project and gathered data on the respondents' experiences and beliefs about the institution's environment and student behaviour. However, as this was a project using the explanatory style of a mixed methods research study (Creswell & Plano Clark, 2007), the function of this phase was to gather qualitative data from teaching staff that could further explain the findings from the questionnaire as well as discovering issues not revealed by the close-ended nature of the questionnaire. The perspectives and understandings of academic teaching staff are important as they are the first line of defence against academic dishonesty and are responsible for preventing, identifying and reporting it when it occurs thus implementing the institution's academic integrity policies.

Three focus groups and eleven individual interviews contributed valuable data about staff experiences and opinions about student academic dishonesty. Only one research study was reviewed that used face-to-face interviews with staff (Sutherland-Smith, 2005a). Self report surveys were the principal method used in other research studies along with comments within those surveys.

The questionnaire used in the online survey collected data on situational factors which are more under the control of the institution and the students' questionnaires asked respondents about some personal factors they believed influenced academic dishonesty.

5.1 Focus group discussions

When focus groups were chosen as a research method it was recognised that they

...cannot substitute for research already done well by either individual interviews or participant observation... focus groups can provide access to forms of data that are not obtained easily with either of the other two methods (Morgan, 1997, p. 7).

For this project, focus groups were an appropriate method to identify factors that were not reported in the questionnaire before moving to the more intimate environment of individual interviews. The group dynamics can encourage participants to share information that might not be shared in the more personal environment of the one on one interview (Morgan, 1997). Group members can also challenge each other to understand issues in different ways through discussion of individual and collective experiences and beliefs which can reveal factors not previously discussed in the group (Krueger, 1998).

As outlined in Chapter 3 participants volunteered from the staff survey and nineteen staff participated in three focus groups. The groups based principally on gender, teaching experience and status, teaching area/discipline. Informed consent was obtained in writing at the beginning of each group and each focus group was tape recorded and transcribed.

The discussion focused on the statement "please share your experiences about this topic and what you believe is important in relation to student academic integrity" which stimulated considerable discussion. When issues that had been identified from the staff questionnaire came up in the discussion I would ask for further information about these points.

5.1.1 Data collection and analysis

The discussions were transcribed and each statement was first annotated and then coded (Blaxter, Hughes, & Tight, 1996). Once categories had been identified these were then collated and results were written up. Analysis revealed many issues directly related in the practicalities of teaching and learning which had not been included in the questionnaire. Participants had been asked to discuss issues that were important to them and they focussed much of the discussion on the teaching relationship which was seen as the key to preventing, discovering and managing academic dishonesty.

The issues raised were collated into two categories, academic dishonesty matters and teaching and workplace issues. The first category included academically dishonest behaviours, quality and standards of integrity, reasons for this dishonesty and emotional reactions to students' behaviour, the need for vigilance and prevention, and experiences with the student discipline process. The second category included the comparison of procedures in different Departments and Schools, the ethics and practice of teaching, types of assessments, marking techniques, lower standards in marking, difficulties in dealing with students, workload, conflict between teaching and research, employment issues, and colleagues who ignored student academic dishonesty.

5.2. Individual staff interviews

Interviews place an emphasis on how the interviewee frames and understands events and issues allowing a deeper exploration of issues than with other methods.

These types of interviews [semi-structured] are said to allow people to answer more on their own terms than the standardized interview permits, but still provide a greater structure for comparability over that

of the focused interview. If a researcher has a specific focus for their interviews within a range of other methods employed in their study, the semi structured interview may be useful (May, 2001, p. 123).

The current student discipline process does not ask staff to contribute their views on students cheating or how this affects them. These interviews were an opportunity for staff with experiences of academic dishonesty to contribute their knowledge and understanding.

A list of questions was taken into the interview with topics from the surveys and these were introduced into the discussion as appropriate.

The list of teaching staff from the University Calendar was used to identify staff who had been involved in the University's student discipline process creating a sampling pool of 88 staff¹⁸. Specific criteria of gender, teaching discipline, academic status and age were then used to select interviewees except for the first two interviewees who were volunteers from a staff focus group. The subsequent interviewees were chosen 2 at a time to get a balanced range of participants within the above specified criteria.

As outlined in Chapter 3, 11 academic teaching staff were interviewed with the majority having taught at the University of Waikato for ten to twenty years. Their teaching areas included Computer Science, Education, Humanities, Business Management, Law and Social Sciences. The participants held a range of positions, seven with additional responsibilities in their schools, faculties or departments such as Associate Dean, Chairperson of Department and Programme Convenor. All had consistently made complaints to the Student Discipline Committee.

¹⁸ Current and previous members of the Student Discipline Committee were excluded from this list as were honorary teaching staff and staff in research centres.

5.2.1 Data collection and analysis

Informed consent was obtained at the beginning of the interview (see Appendix 6) and participants could choose whether or not to remain anonymous once the interview was concluded. A small number chose not to be anonymous.

The interview began with standardized questions about their teaching background and the number and size of classes they taught. They were then invited to share their experiences of student dishonesty and I used prompts where necessary to explore their comments and observations. The checklist taken into the interviews contained questions developed from the questionnaire plus three issues identified by the focus group discussions: the concept of vigilance; their behaviour changes regarding student academic dishonesty during their tenure of teaching and changes in the nature of students. Questions were reviewed after each set of interviews. When participants introduced further relevant topics these were added to the list (see Appendix 7).

Participants identified a number of issues similar to those raised in the focus group discussions which included the frequency and levels of misconduct, differentiation between incompetence and misconduct, vigilance, the changing nature of students over years, intentionality of misconduct, design and management of assessment items, grade inflation, relationships with students and the behaviour of colleagues.

The additional issues raised were more personal and in-depth than had been raised in the focus groups and covered wide ranging concerns. There were personal matters such as their personal philosophy on their role as teachers, concern about potential student violence and concerns about ethical behaviour and honesty in the wider New Zealand society. They also discussed issues directly related to teaching such as the

lack of recognition for the importance of teaching, conflict between research and teaching, the impact of international students, a lack of support to teach classes with large numbers of international students, a decrease in contact hours with students.

Issues directly related to academic dishonesty included the lack of consistency within departments on ways to manage academic dishonesty, the role of the discipline process and most interviewees discussed specific cases they had referred to the Student Discipline Committee.

5.3 Summary of findings

Once all these issues were analysed the themes most relevant for this study were collated and have been reported below. Both the focus groups and the interviews are reported concurrently. The issues include experiences of academic dishonesty, beliefs about academic dishonesty, and actions taken to prevent or manage such behaviours.

5.3.1 Experiences of student academic dishonesty

Participants from both the focus groups and the interviews had experienced the same forms of student academic dishonesty: plagiarism, unpermitted collaboration, and cheating in tests along with lying for extensions. Members of the focus groups also reported students copying assessment items and buying coursework from other students. Two focus groups voiced hearsay concerns and suspicions of students buying and selling essays but had not personal experience of this. Individual interviewees also reported students hiding or destroying resources to disadvantage other students.

Of the eleven interviewees, seven stated that student misconduct was discovered 'consistently' but with small numbers, "not many, only 5-10%", "not a lot, 1-2 each paper". Three participants stated they found "very few" and this definition appeared to mean only one or two instances a year. One participant stated although she did not find it very often she did expect students to plagiarise. The focus group members did not discuss specifically how often they discovered instances of academic dishonesty only the types of academic dishonesty they discovered.

a) Plagiarism

Plagiarism was identified as the predominant form of dishonesty by the focus group participants and there was little discussion about the specifics moving directly to discussions on how, who and why. It was accepted that they all understood what it meant. One group in particular discussed the issue of large numbers of students plagiarising within one assessment item. One participant summed up the issue:

Sometimes I've got twenty essays and nearly all of them are plagiarised. So what do I do? Do I pursue everybody? Do I say something on all of them? Lots of them don't read the feedback and they just do it several times (Female, Social Sciences).

The participants reported they had difficulty with the time commitment required to process the plagiarised assignments

I have over 100 students, here's 20 with recognisable plagiarism, it takes half an hour per paper to document, I have to spend 10 hours in total (Female, Science and Engineering).

One participant, who encountered plagiarism regularly, reported concerns with the recycling of assignments saying "I'm pretty sure I have seen the same essays over the years but I can't prove it" (Female, Social Sciences) while another participant,

reported “they are taking chunks off the website, they are plagiarising and rarely do they think to quote” (Female, Science and Engineering).

The interviewees also reported consistent experience with plagiarism and that they could readily identify it ‘it jumps out at you’ or ‘I have read this before’. They also identified plagiarism when the writing style would change “What sets my alarm bells ringing is just the feel of a sentence being too good, a phrase that is simply too neat” (Male, Social Sciences).

All interviewees expected to find plagiarism or unpermitted collaboration at least some of the time stating it was a tedious but necessary part of the job. One said she was always astounded that the students would risk plagiarising as she believed there was a high chance of being caught, at least in her course. Another interviewee was matter of fact about the regular occurrence of plagiarism and endeavoured to “plagiarism-proof” her assignments as best she could given her subject had significant internet resources for students to access.

A number of interviewees were concerned with the time it took to identify the sources when cases of plagiarism were suspected. This affected their willingness to report instances to the Student Discipline Committee. One stated that, although it was ethically difficult, she had to prioritise in that situation, saying

One assignment, I had eight cases of plagiarism, it takes easily six hours [per student] to identify all the sources, I said which are the top three? (Female, Education).

Several interviewees also reported differentiating between a lack of skill or incompetence and plagiarism and they discussed prioritising the action they take.

...we could clog up your disciplinary procedures forever and a day but that's not what we're here for, we catch the bad ones" (Male, Management).

I think we all do that [make a judgment]. I get that every time I go in the lab, [and] see someone doing something. Do I just need to warn them off? Do I need to tell them off? Do I need to take them aside? Do I need to send them off [to discipline]? I think we all do that...It's just a judgment call" (Male, Computer Science).

Sloppy referencing and misleading referencing and plagiarism, there are graduations there (Female, Social Sciences).

One participant who teaches a large first year course said he expected 75 percent of his students to plagiarise but that 70 percent would be unintentional because of incompetence.

One interviewee stated her school had a policy of treating all plagiarism by first year students as a learning deficit and problems with referencing were referred to the University's Student Learning Support group.

b) Unpermitted collaboration

The focus group participants felt that unpermitted collaboration was a common experience but there was little discussion about the specifics of this behaviour as it was viewed as such a common issue. It was acknowledged it was difficult for students to understand because collaboration was permitted for some assessment items but not others. "Most borrow assignments off others and don't perceive this as dishonesty" (Male, Computer Science).

For three interviewees unpermitted collaboration with class mates or other people was their predominant experience of student misconduct. They reported they often recognise material which has been submitted by two students in the same class.

I have a good memory, I remember what I have read, chances are I can find it...people hand in the same work...I can't understand why since I pick it up (Female, Law).

Often assignments are submitted at the same time and read one after the other and are readily identified.

They work together; walk in together; hand in together. Get this feeling of déjà vu (Male, Computer Science).

Interviewees reported that students, when asked why they had done this, said they “forgot” they should not work together on this assignment. There was also a “misplaced sense of loyalty” where friends, flatmates, classmates would help another student complete their assignment. There was also the issue of too much ‘hands-on’ assistance from more experienced students, especially from someone in the same cultural group. One participant also identified issues with international students paying for ‘editing’ and ‘proof reading’ sometimes with added content. She said that students with English as a second language would commonly ask more experienced students or home-stay families for help with assignments, including writing content, but she found this difficult to prove.

c) Cheating in tests and examinations

Only three focus group members discussed experiences with students cheating in tests by taking in notes or looking at other students’ answers. One participant reported changing to using tests because of the amount of dishonesty with other types of assessment.

Three interviewees also said they had had experiences with cheating in tests with one having had a recent case of four students separately cheating in the same test. This

interviewee stated she believed more students would cheat if they thought they would not be detected,

I do quite strongly say no cheating in this class, yeah, I say that. I think I have a reputation that I am quite hard about it actually. I think it probably does mean that students don't try it on, I think some will try it and see if they can get away with it anyway...others might have tried I suppose if you are a bit lax about it, if they can see it's easy to do (Female, Social Science).

Two other interviewees had suspected cheating in tests but had not taken any formal action. All three were now "alert" to problems of cheating in tests and took specific precautions to prevent it "I move around the desks rather than sit up the front. I give instruction rules clearly, do it all formally" (Male, Social Sciences).

In relation to dishonesty in examinations, only one focus group participant and two interviewees knew about their students cheating in an examination. It is not surprising that few participants were aware of students cheating in University examinations as they are organised and administered by a separate University division. Although students are discovered with cheat notes in every examination period the numbers are not high¹⁹.

Two interviewees reported examinations were used deliberately to prevent plagiarism,

The reason we go on having formal exams, [is] because it is very difficult to cheat in a formal exam, [students] can't take in things on little pieces of paper and swallow them (Female, Arts).

We use exams as we need to prove 50% is the student's own work (Male, Computer Science).

¹⁹ Student Discipline Committee Annual Report statistics for cheating in tests and examinations are 2005 24 complaints; 2006 12 complaints; 2007 11 complaints; 2008 20 complaints.

d) Falsifying and fabrication

Misconduct in this category included lying in order to gain an extension or in an application for special consideration. It also included students who fabricated or falsified data for research assignments. This was not a common issue for either focus groups or interviewees although one focus group participant had experienced it saying "... we encounter dishonesty in lots of things, copying of results [in laboratory experiments] for instance" (Male, Science and Engineering).

Other participants reported suspicions about the genuineness of medical certificates "Students are getting their degree via special consideration" but felt unable to challenge these saying "they have a medical certificate...what can you do?" (Male, Social Sciences)

5.3.2 Beliefs about student dishonesty

Interviewer: Do you think there is a dishonest mindset?

Interviewee: Oh, I don't think so, I don't think [students] turn up thinking I'm a B student and I want A+ and that they whip an A+ essay off the Internet. I think they succumb to plagiarism in a weak moment (Female, Arts).

When participants in both focus groups and interviews were asked if they believed students were deliberately dishonest, most immediately stated that most students were honest

Think that's the norm,[I] think honesty is the norm (Male, Computer Science).

But, there was also an immediate acknowledgement that some students were dishonest.

"I assume most are sound but a percentage do resort to dishonesty"
(Male, Social Sciences).

“Most behave themselves, just one or two [who don’t]” (Male, Science and Engineering).

Basically can say students are trustworthy (Male, Education).

I do have reaction to the word dishonesty, I don’t like it; it has level of intent I wouldn’t impute to the students. That’s mostly not my experience (Female, Law).

Members of the focus groups and the interviewees provided a number of reasons for student dishonesty. These have been collated in the following headings: uncommitted, incompetent, opportunist, desperate or deliberate.

a) Uncommitted students

The focus group participants identified a lack of commitment and motivation with some students describing them as “mediocre”, “disrespectful”, “full of themselves”.

The focus group members stated “they want it easy” or “they have very lazy writing, taking chunks off websites”. Both the focus group participants and the interviewees discussed a belief that students’ motivation for attending University could affect academic honesty.

There are two cultures, those who come for education and those who come for the degree (Male, Social Sciences).

One focus group participant stated

... they are not out to cheat but here to get a degree and if they’re not cutting the grade then they’re going to look at how can I get a degree? (Male, Social Sciences)

A student may have an external locus-of-control orientation to their study which makes them focussed on goals such as completing assignments or gaining their degree. They do not value learning course content or getting an education and

therefore resorting to plagiarism or cheating to achieve their goals is a rational choice (Ajzen, 2002).

Three interviewees had an issue with students who they believed had a lack of engagement in their study “they don’t come to class, they don’t do their readings, they don’t see me during office hours.” (Female, Law) These interviewees reported this lack of interest was what led to the students having difficulties with assessments. It also led to a lack of engagement with academic support systems which resulted in a lack of information about University requirements, specifically academic integrity requirements because these students do not read course outlines, do not know to ask for extensions, do not attend to requirements such as not collaborating or referencing correctly, and are therefore more likely to breach academic integrity policies.

b) Incompetence

The focus group members’ beliefs about why students cheat could be summarised by the comment “they can’t do it [the assessment] so they cheat” (Male, Social Sciences). All participants agreed that the major factor with students who cheat was the individual student’s lack of academic skills and/or ability. This particular topic promoted considerable discussion in the focus groups and participants identified international students and NCEA²⁰ students in particular. One participant said

Very few attempt to deceive, they genuinely tried to do something but they don’t understand why what they did is unacceptable (Female, Science and Engineering).

What I have observed is not a sense of meaning to cheat; it’s a combination of things. I get the feeling they don’t know what they are doing, there’s a lack of confidence, (Female, Law).

²⁰ National Certificate in Educational Achievement – the high school qualification needed for entry into University when under twenty one years of age.

Interviewees offered a number of reasons they thought contributed to students' engagement in plagiarism. These reasons included a lack of knowledge about academic practices, poor English language skills, poor time management, a lack of interest and a lack of intellectual ability to understand the subject concepts and materials covered in class.

Some focus group members expressed their belief that the University is enrolling students who are not suited to University level study. This belief was echoed by several interviewees with one stating

There are a bunch who arrive here who probably shouldn't be here (Male, Management)

... it's good that we identify those who are struggling and they can be assisted or they can be failed. And that's fine, the sooner we send some people out of this university the better. If we could do it in the first semester of the first year it would be for everybody's benefit, theirs included. They struggle through the first year and get into second year. It's just a waste of their time and money. (Male, Social Sciences)

However, another interviewee, who experienced consistent levels of plagiarism and cheating in tests, reported that she had had 'good' students plagiarise and cheat, often mature, domestic female students and she did not know why as they had seemed quite capable of doing their own work. She surmised that students may suffer from performance anxiety and therefore cheat "they put pressure on themselves to do a good job and if they are not going to, will start looking for short cuts" (Female, Social Sciences).

Five interviewees specifically identified international students as lacking adequate English language skills while two more identified domestic students' lack of academic

writing and research skills. One interviewee stated she was sure that all the academic dishonesty she encountered came from poor academic skills saying

Plagiarised work is poorly written, poorly structured, not coherent. It does not respond to the question, it's often a failing piece of work, very poor quality of work, that's my experience. (Female, Law)

c) International students

All participants discussed issues with international students particularly their English language competency. One focus group member said "their English is appalling" while another one reported that international graduate students in their department required English language tutors. Participants thought that the students' poor language skills led to reliance on 'copy and paste' of material from the Internet and other sources.

Another area is students who have English as a second language and they will over quote, over use sources to compensate for English literacy, its not really their own work, obviously not theirs, I think it's a competence issue. (Female Law)

So often the ones we get for plagiarism don't have the confidence in English to change the sentences and so often are just off topic (Male, Social Sciences).

Participants surmised that poor language ability led to students asking them for considerable help with drafts and one reported "it gets to the point I feel like a co-author" (Male, Social Sciences). Seven interviewees identified their experiences with plagiarism as directly related to international students.

I have always had some plagiarism but the increase experienced in the last few years is directly related to the increase in international students. (Male, Social Sciences)

Plagiarism is from international students “cos it’s so obvious with them, but there’s no doubt about it, its international students (Female, Education).

Have to be honest...lots are international students, that’s got everything to do with language, trying to do it fast and easy (Male, Management School).

Participants often added an explanation “...ESOL students... [they are] not familiar with discovery research based academic work” (Female, Computer Science).

d) Opportunistic

Opportunistic dishonesty describes students as those who would cheat if there was the opportunity and little risk of consequences. “If given the opportunity to cheat they will” (Education) “I think half the students would cheat” (Computer Science) “I don’t trust them” (Computer Science). This behaviour has been investigated in research studies that focus on the influence of self control and a positive attitude to cheating (Ajzen, 2002; Bolin, 2004; Buckley, Wiese, & Harvey, 1998; Whitley, 1998) and the effect of contextual factors (Kerkvliet & Sigmund, 1999; McCabe & Trevino, 1993b). In a context where the opportunity exists and detection is unlikely some students, who would otherwise not plan to cheat, will do so.

Three interviewees discussed their belief that students are at a certain developmental stage of life which affects their understanding and ability to make decisions and leads to poor decision making. One staff member said

First year university is hugely exciting and demanding. They are learning how to manage time, life/work balance. I think it [plagiarism] comes down to pressure, a certain naivety and comes down to a stage in life having to think out and decide on their own values. A lot haven’t done that before. (Female, Computer Science)

It's well documented; have to be 25 years old to have the decision making parts of the brain well settled. Repeated plagiarism could be a symptom of non-settled down decision making. (Male, Management).

e) Desperate

All participants made statements about how students experience pressure from a variety of directions which leads to behaviours which can be categorised as desperation. The triggers for such behaviour can come from the high cost of fees (particularly for international students), family pressure to achieve, paid work commitments which prevent them from attending classes and/or having enough time to complete assessment items and having several internal assessment items due at the same time.

The trouble is time pressure, they get themselves bogged down, [have] too much work, [so they] get help from someone else. (Male, Computer Science)

Participants stated students would not have set out to be dishonest but felt driven to it by their circumstances leading to a fear of failure. This fear can come from family or cultural pressures - often because the family are paying the costs of study or have high expectations of success (both domestic and international students) or because they want to keep up with their peer group who are getting good grades.

I think with experienced students it is more likely to be intentional, family pressures, cultural reasons, the bright ones who cheat they do it generally because there are other pressures; it's a time thing, just got to get it done (Female, Law).

Some are under stress, especially the kiwi ones, financial, emotional, family stress, careless, like one who said he didn't realise it was such a big deal, just wanted to get it done (Female, Computer Science).

...those who are not well organised, less committed. I think that the change in student population has had an effect on this ...when they

are confident with what they doing and not feeling under pressures [don't cheat], but with holding down x number of jobs they have pressures and tend to look for short cuts at times. That seems to me where it is (Male, Education).

f) Deliberate

The deliberate aspect of choosing to cheat rather than to fail has been described in the research literature under the theory of a cost-benefit analysis and this was expressed by participants in the following way:

With most students I'm surprised that they think the risk is worth it really. That's what surprises me; astounds me really. That they have done that cost benefit analysis and decided to go with the risk because I don't think the risk is worth it (Female, Law).

I suspect another factor why they cheat; they want to keep their loan down (Male, Computer Science).

If...you have come to university in order to get some grades and finally get a degree then a bit of efficient plagiarism is only to be expected" (Female, Humanities).

Plagiarism turns up because the learning if they don't do it doesn't affect them; but if they fail then it does affect them. (Male, Social Sciences)

The students pay money for their education. They think it [the degree] is an entitlement (Female, Humanities).

This behaviour is linked in research studies to an extrinsic motivation or goal orientation when the goal is a good grade or a pass and not developing knowledge and skills (Jordan, 2001; Marsden, Carroll, & Neill, 2005). Several interviewees estimated that this 'deliberate' group was about one per cent of the student population.

Interviewer: Do you think there are a group that are dishonest?

Interviewee: I do, I really do. I think they are a small group, very small group of students who probably just have been doing it for very long

time, probably through their school careers... I mean I grew up with kids at school who were cheating in class tests way back then, so I think there are students who... don't have a strong conscience about it perhaps and of course if you get away with it a few times you think well why not, why bother doing all that work.

But I would say they would be in the minority of students.

There are others who are in those situations of high stress, who are just frantically looking for some way of getting it done and will look for a short cut but not necessarily inherently immoral or deficient. I think they often know what they are doing is wrong. Probably in back of their minds know, feel bad about it but don't see any other way of dealing with getting the job done. I would say that would be the much larger group, I don't think we are talking about large numbers of people who are just completely immoral and don't really care.
(Female, Social Sciences)

5.4 Actions to prevent dishonesty

The focus group members and the interviewees all discussed ways to prevent or discourage plagiarism and cheating. These actions fit within the concept of vigilance which was originally raised in the survey.

Firstly, they discussed the academic skills used to encourage more competent writing and therefore decrease the need to plagiarise or otherwise be dishonest.

I get them to practice referencing, give information about plagiarism
(Female, Computer Science).

They set tasks that encourage thinking rather than copying and pasting,

I also create situations where the learning exercises and assignments are more tailored anyhow [to the research subject] making it hard to copy anything (Male, Management).

They used textbooks that are at an appropriate level for students to understand (and forbade the use of Wikipedia), told students they can only use a specific amount of

quoted material and taught them how to do that; and taught students how to write research based opinions.

They then discussed specific techniques used to prevent student academic dishonesty. They changed questions or essay topics each year,

I am always conscious of plagiarism when setting assignments. I try to think up something no one else has or slightly odd angles (Female, Humanities)

[I use] research based assessment, critical thinking stuff, can't plagiarise that, I try not to design around regurgitation. (Female, Law)

I never give the same topic twice (Female, Computer Science).

They used tests and examinations instead of other types of assessment,

I always make sure there's an exam and if there is a huge discrepancy [between exam mark and essay] I can always call the student in and have a chat to them. (Female, Science and Engineering)

Other techniques included careful monitoring of tests, a unique course design with no Internet resources, a cover sheet acknowledging that the assignment is their own work, and showing students in class how easy it is to find the source material with Google hoping to discourage such copying.

In addition, they used a range of actions to monitor potential risks including personal contact and knowledge of the student's progress.

I keep an eye on them; I know when they are not keeping up (Female Computer Science).

They learnt the names of students who had been identified with poor writing skills in their first year of study and referred to Student Learning Support, they kept copies of previous year's essays to compare to any that caused suspicion this year "I keep

copies of last year's essays" (Female, Management); spent time showing students in their first year of study that academic integrity was important as "it is hard to change [poor practices] by third year" (Female, Science and Engineering) and they kept evidence of the development of students' writing skills so any sudden (and suspicious) improvement could be investigated.

The two female focus groups were very interested in the use of Turnitin.com, which is a software program used for plagiarism detection. The lecturers in the groups who were experienced in the use of the software were so inundated with questions and comments that transcription was impossible.

Interviewees also identified personalising interactions with students including verbally instructing students not to plagiarise.

It is important to set expectations, [I] tell them on first day what I expect (Male, Management).

I tell them in my class; don't plagiarise, I have read every article out there (Male, Management).

I talk about enjoyment and passion for the course; this reduces plagiarism (Male, Management).

5.5 Tensions and contradictions

A number of the interviewees detailed how encountering, managing and being vigilant about academic dishonesty caused levels of emotional stress.

I am very uncomfortable at checking their behaviour in tests, I want to have an adult to adult relationship but cheating changes that" (Male, Humanities).

They stated that it was depressing that it arose so constantly saying,

You feel academic integrity slipping; you get exhausted by it (Female, Education).

I find it irritating ... my heart sinks when I find plagiarism...it's all going to be time consuming...it's just a pest. I used to be rather shocked...but now it's a bit depressing" (Female, Humanities).

Participants also identified levels of stress from the necessity (and desire) to prevent, detect and deal with academic dishonesty in their courses and the need to maintain levels of research and publishing. These two issues created conflict for several participants. They expressed concern at having to ignore instances of less serious plagiarism because they did not have the time to follow it up or have time to provide the extra support needed by some students. Some focus group members also expressed frustration with a lack of recognition within the University of the skills and time commitment required for good teaching. There were comments from some participants about senior colleagues' advice that their research and publishing endeavours were more important than spending time developing their teaching resources and methods. This pressure conflicted with the participants' desire to be good teachers providing a high quality learning environment for their students which they believed would also reduce cheating.

Another underlying concern expressed by participants was a general level of concern about students summed up as "I worry about them cheating" (Male, Science and Engineering) and included comments such as "I assume most are sound but a percentage do resort to dishonesty" (Male, Social Sciences) and it seemed this potential for dishonesty created a level of tension and stress.

The need for vigilance led to discussion in the focus groups about the boundaries for reporting academic dishonesty such as "it is a problem if you falsely accuse students of dishonesty" (Male, Social Sciences). There was a tension expressed by

participants “I feel a bit powerless” (Male, Social Sciences) which appeared to be related to responsibility for the quality of the assessment in the course they are teaching and knowing what is the right course of action when dishonesty might have occurred. One participant questioned the group,

When a student is found to have plagiarised the second essay does that mean they have plagiarised their first one? It has been handed back and cannot be checked (Male, Social Sciences).

5.6 Focus Group – Conclusion

The issues raised by the focus group members highlighted the complexity and wide ranging nature of the issues involved in being aware of, trying to prevent, identifying and reacting to student academic dishonesty. The nineteen teaching staff in these three focus groups openly discussed their experiences and beliefs identifying common experiences with the most common forms of academic dishonesty, unpermitted collaboration, and plagiarism and cheating in tests. This supported data from the online questionnaire. There was minimal discussion of actual examples of academic dishonesty (except on the level of plagiarism encountered); participants accepted that it occurred and focused their discussion on the factors involved. They reported that they believed students cheat because of personal factors such as time pressure, laziness, low academic ability both in not being suited to the discipline enrolled in as well as related to students who are not necessarily suited to tertiary study with inadequate writing and English language skills. The participants discussed a sense of powerlessness and feeling overwhelmed with the level of plagiarism in particular. They also expressed concerns over a range of students’ behaviours and the conflict between research and teaching needs. This reinforces that this is a complex and multi-faceted issue and staff are not only involved in deterring academic

dishonesty but also managing the interpersonal challenges of the student/lecturer relationship and employment issues.

The factors reported support those from the questionnaire including staff experiences with types of dishonesty, staff beliefs about why students cheat, what preventive actions are taken, how academic dishonesty is dealt with and the impact of student dishonesty on the group members.

5.7 Individual Interviews - Conclusion

The interviews gathered details of a rich complexity of factors that included professional and personal matters. The participants were highly experienced teaching staff and their collective accounts constitute a valuable source of data on this issue. There have been few, if any, studies examining staff experiences through face-to-face methods and the findings from this phase of the project reveal issues that warrant further investigation.

The interviewees confirmed the findings from the questionnaire that students engage principally in unpermitted collaboration and plagiarism with a few instances of other types of dishonesty such as cheating in tests or examinations. Participants also confirmed that most students are honest. However, there was a constant underlying contradiction and tension expressed by all participants, summed up by one participant's comment that "basically students are trustworthy" which was followed shortly after with "... it's a two way thing. If we give an opportunity to cheat they will." (Male, Education).

Another lecturer, who encountered consistent levels of plagiarism, stated that he believed most students are honest and would not cheat. However, he also stated that with his third year class "I tell them not to plagiarise, [that] I have read every article out

there and I will recognise it.” (Male, Management). This need to warn even experienced students highlights the tension felt by participants. Their experience was that few students plagiarise or cheat but at the same time they understood the demands that students have to juggle including multiple assessments due at the same time, paid work, relationship and family pressures, and university social life. They consistently avowed their belief that without continual vigilance and detection more students would resort to dishonest behaviour making vigilance the major factor for these staff. This vigilance was discussed by focus group members but not to the same depth.

Vigilance required staff to design assessments with a view to deterring plagiarism and cheating, to read the assessment items with an awareness that plagiarism was likely, to speak to students about the issue and why it was not permitted, to include tests and examinations to ensure individual work was completed and to conduct tests with precautions against cheating.

There were five issues that interviewees identified as being influential in student academic dishonesty. These were incompetence, lack of commitment, opportunism, desperation/pressure and deliberate intent. All these issues involved students with a lack of academic ability, international students with poor English language skills and domestic students with inadequate writing skills. The interviewees identified a wider and more complex range of factors than those discussed in the focus groups or reported in the online questionnaire. The relationships between data from each research method are discussed in depth in the following chapter.

Chapter 6: Conclusion and Further Research

This thesis was undertaken to develop and demonstrate skill and competency in social science research methods by conducting a mixed methods research study within the Social Science Research Programme. In addition, the goal was to investigate the occurrence of student academic dishonesty and to compare the findings to the statistics reported by the Student Discipline Committee and to the findings from a North American study by Professor Donald McCabe (2005) who provided the online questionnaire with the aim of identifying ways to reduce academic dishonesty at the University. These goals have been achieved through the successful completion of two online surveys, three focus groups and eleven individual interviews which have provided a comprehensive overview of student academic dishonesty on campus. The findings show that more than half the students reported at least one instance of academic dishonesty albeit of minor or trivial dishonesty at slightly lower levels than the only published New Zealand surveys on this topic (Taylor et al, 2003; de Lambert et al, 2006). They reported that 80 percent of students admitted engaging in one of the surveyed behaviours while in my study 66 percent of students reported engaging in one of the surveyed behaviours at least once.

The most commonly engaged in behaviour was unpermitted collaboration and minor plagiarism at levels consistent with international studies (Davis, Grover, Becker, & McGregor, 1992; Hard, Conway, & Moran, 2006; Kidwell, Wozniak, & Laurel, 2003; Lin & Wen, 2007; McCabe & Trevino, 1997; Vandehay, Diekhoff, & LaBeff, 2007). The Student Discipline Committee statistics showed lower levels of plagiarism than was reported by students and staff. The next most common behaviours were hiding or destroying resources (such as library books), lying to get an extension and

fabricating laboratory or research data. These behaviours are rarely reported to the Student Discipline Committee but occurred at similar or lower levels than those reported by McCabe (2005).

This research project was comprehensive and there are two separate areas for future action. The first area recommends some changes in the way that staff and students are informed about academic dishonesty. The second area is the need for further research where findings are inconclusive or not fully addressed in this project.

6.1 Recommendations for Change

There are several issues identified from the research including the provision of more information to staff on dealing with academic dishonesty, developing students' academic skills to lessen their dependence on such actions as copying and pasting, promoting the values of academic integrity and the consequences of breaching it. It would also be useful to be able to distinguish between different levels of academic dishonesty within the Student Discipline Committee Annual Reports.

Staff reported they had mostly learned about policies from colleagues rather than official sources which highlights a gap in the dissemination of academic integrity policy information from the institution. This should be remedied so that a consistent and coherent message is received by all staff. This could be delivered initially through inductions for new staff and followed up with training sessions provided by both the Teaching Development Unit (who run workshops on teaching and learning matters) and through the professional development training workshops within the HR group. Resources outlining relevant policies and how they are to be practically implemented would be a useful tool for all academic staff.

Staff from the focus groups and interviews had strong views on the difficulties they encountered with students' inability to research and reference appropriately. This difficulty was verbalised in comments by students in the questionnaire when they stated they had plagiarised because they did not know how to reference correctly. The issue of 'incompetency' leading to plagiarism is well established in the literature on plagiarism and, although often linked to international students and their lack of skills with writing in English, it was also identified as an issue for domestic students in my research. An academic writing and research skills development programme for beginning students is recommended as a way to prevent unintentional plagiarism and to lessen the stress on lecturers as raised in the previous point.

Staff and students reported a lack of information about processes and outcomes for academic integrity breaches and this has highlighted the need to provide information about the level of engagement in and consequences of student academic dishonesty. It is recommended that the statistics in the Student Discipline Committee Annual Report are publicised more widely, especially through student networks and that the concept of academic integrity is promoted more consistently. By informing students that academic dishonesty is serious and can have far reaching consequences may make students take the issue more seriously.

A clearer understanding of the engagement in plagiarism would be possible if plagiarism were defined more precisely in the Student Discipline Committee Annual Reports. As discussed in Chapter 2, plagiarism and cheating are global terms, indiscriminately used to categorise widely differing behaviours. More precise descriptions of plagiarism such as minor or major plagiarism, copied from print or Internet sources, if arising from collaboration or copied from other students' assignments, would provide more accurate information on student behaviour. In

relation to cheating it would be more precise to categorise cheating as in either tests or examinations, if it was cheat notes, copying from others or use of technology assistance and so on to provide greater clarity on types of behaviours.

6.2 Reflections

There are a number of changes that could be made to the survey to improve both the research as analysis of the findings has highlighted a number of issues. Some of these issues come from hindsight and knowing more about how to conduct research while other issues come out of the fact that some of the findings are inconclusive and some issues were not fully addressed in my project.

6.2.1 Changes to the survey

This study used McCabe's survey with some small changes to language and terminology but it is evident that modifications to the content of the questionnaire are also warranted. For example, there were major differences between student and staff experiences of plagiarism. Staff were asked to report their experiences over a longer period of time than students and it would be more appropriate to make the time period consistent. It also would be useful to ask for further clarification of staff encounters with plagiarism and cheating. The questions regarding frequency of student plagiarism or cheating did not enable staff to report the number of times they encountered it. The majority reported that they had experienced student academic dishonesty 'more than once' but this is not particularly useful given the reporting period of three years.

In addition the number of behaviours could be decreased and cheating in tests and examinations separated into two categories. When students said they had engaged in a specific behaviour they could be asked what factors had influenced them and

what would make students stop engaging in academic dishonesty. A shorter, more targeted questionnaire would be more attractive and easier to answer and would be more likely to get a higher response rate.

There are a number of advantages in conducting research with a survey but it also would be useful to undertake qualitative research with students. Focus groups and/or interviews with students to investigate their beliefs about the seriousness of different behaviours and to identify students' understanding of what is plagiarism and cheating would provide a much stronger foundation for academic integrity policies and procedures.

Finally, I believe a repeat of the online survey is a priority using a random sample of university students in New Zealand. This and the promotion of the project (by advertising and follow up material) should encourage a higher response rate from students and thus allow for the results to be generalised across New Zealand.

6.2.2 Further research

As thirty three percent of staff reported that they took their own disciplinary actions when they encountered academic dishonesty, it is important to understand how staff identify academic dishonesty and why they do or do not refer instances of academic dishonesty to the Student Discipline Committee. This information would be particularly useful for the information booklet as discussed in the previous section. In addition, one third of the staff who had made a complaint to the Student Discipline Committee were dissatisfied with the outcomes and it would be worthwhile to investigate this further.

In my survey staff and students were asked if students should monitor other students and the majority of both groups responded in the negative. Fifty percent of the staff

also reported they were not sure their colleagues were vigilant in detecting and reporting student academic dishonesty. This raises the question of who is to be responsible for monitoring students' behaviour if 50 percent of staff do not think their colleagues are doing this and they do not want students to be responsible either. This question along with the finding that academic integrity policies were not considered effective by one third of both the staff and student respondents makes it important to investigate these issues further.

In addition, 41 percent of students (n=593) said they personally would report cheating although only two percent had done so in the past. However, 75 percent also stated that they thought that it was unlikely that other students would report academic dishonesty if they observed it. This finding confirms the importance, as discussed above, of informing students of the frequency and the consequences of academic dishonesty.

In North America McCabe and his colleagues promote the use of honour codes or a strong culture of academic integrity on campus. An integral part of such a culture is that students must not ignore other students cheating but either talk to that student or report the student to the authorities (McCabe, Trevino, & Butterfield, 2002). The use of honour codes is not part of our New Zealand culture but the promotion of fair play and equity is and the promotion of the values of academic integrity and the benefits of these for each student is an important issue. Further research is needed to identify ways in which an 'honour code' could be developed.

In the focus groups and interviews, the staff also discussed their high levels of stress which was not identified in the survey and do arise just from dealing with frequent cases of academic dishonesty. There was a general sense that some students have

poor academic skills and a lack of commitment or interest in university study and that other students can be hostile, aggressive and demanding. The participants spoke of the anxiety they experienced with these types of students and the pressures on them to provide a satisfactory level of teaching and the need for research and publishing for their careers. The level of stress expressed by staff is concerning and warrants further research²¹.

Student academic dishonesty is a complex issue involving individual values and judgements alongside institutional policies and practices. This study found more than half of the students had engaged in at least one dishonest behaviour but very small numbers reported they had engaged in any serious dishonesty. A number of recommendations have been made such as publicising student discipline outcomes, providing more opportunities for student skill development and informing and supporting staff on the University's academic integrity policies and procedures. It was found that staff experienced high levels of student plagiarism and cheating and that student academic dishonesty was part of the tedious and mundane tasks involved in teaching. A number of staff also stated they found preventing and detecting student academic dishonesty very stressful and that the need for vigilance had to be balanced against the desire to provide a positive learning environment and their career requirements to research and publish. Staff efforts to prevent, detect and report student academic dishonesty are pivotal to the maintenance of academic integrity and quality assurance on campus and it is essential that staff receive the necessary support to enable them to carry out these measures.

²¹ A staff satisfaction survey of University of Waikato staff was undertaken late in 2009 and as questions included job satisfaction and teaching and research balance it is to be hoped that the University will address the problems identified by my research participants.

References

- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology, 32*(4), 665-683.
- Arksey, H., & Knight, P. (1999). *Interviewing for social scientists*. London: Sage.
- Ashworth, P., & Bannister, P. (1997). Guilty in whose eyes? University students' perceptions of cheating and plagiarism in academic work and assessment. *Studies in Higher Education, 22*(2), 187.
- Azjen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology, 32*(4), 665-683.
- Bandura, A. (1986). *Social foundations of thought and action*. Englewood Cliffs, NJ: Prentice-Hall.
- Barrett, R., & Cox, A. L. (2005). 'At least they're learning something': The hazy line between collaboration and collusion. *Assessment & Evaluation in Higher Education, 30*(2), 107-122.
- Beck, L., & Ajzen, I. (1991). Predicting dishonest actions using the theory of planned behaviour. *Journal of Research in Personality, 25*(3), 285-301.
- Blankenship, K. L., & Whitley, B. E. (2000). Relation of general deviance to academic dishonesty. *Ethics & Behavior, 10*(1), 1-12.
- Blaxter, L., Hughes, C., & Tight, M. (1996). *How to research*. Buckingham, UK: Open University Press.
- Bolin, A. (2004). Self-control, perceived opportunity and attitudes as predictors of academic dishonesty. *The Journal of Psychology, 138*(2), 101-114.
- Bowman, V. (2004). Teaching intellectual honesty in a tragically hip world: A pop-culture perspective. In V. Bowman (Ed.), *The plagiarism plague*. New York: Neal-Schuman
- Buckley, M. R., Wiese, D. S., & Harvey, M. G. (1998). An investigation into the dimensions of unethical behavior. *Journal of Education for Business, 73*(5), 284.
- Burrus, R. T., McGoldrick, K., & Schuhmann, P. W. (2007). Self-reports of student cheating: Does a definition of cheating matter? *Journal of Economic Education, 38*(1), 3-16.
- CAI. (1999). The fundamental values of academic integrity: Center for Academic Integrity, Clemson University.

- Coalter, T., Lim, C. L., & Wanorie, T. (2007). Factors that influence faculty actions: A study on faculty responses to academic dishonesty. *International Journal for the Scholarship of Teaching and Learning* 1(1), 1-20.
- Corbetta, P. (2003). Paradigms in social research. In *Social Research: Theory, methods and techniques*. (pp. 9-29). London: Sage.
- Corcoran, K. J., & Rutter, J. B. (1987). Morality-conscience guilt scale as a predictor of ethical behaviour in a cheating situation among college females. *The Journal of General Psychology*, 114(2), 117-123.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Crown, D. F., & Spiller, M. S. (1998). Learning from the literature on collegiate cheating: A review of empirical research. *Journal of Business Ethics*, 17(6), 683-700.
- Davis, S. F., Grover, C. A., Becker, A. H., & McGregor, L. N. (1992). Academic dishonesty: Prevalence, determinants, techniques, and punishments. *Teaching of Psychology*, 19(1), 16-20.
- de Lambert, K., Ellen, N., & Taylor, L. (2003). Cheating - what is it and why do it: A study in New Zealand tertiary institutions of the perceptions and justifications for academic dishonesty. *Journal of American Academy of Business*, 3(1/2), 98.
- de Lambert, K., Ellen, N., & Taylor, L. (2006). Chalkface challenges: A study of academic dishonesty amongst students in New Zealand tertiary institutions. *Assessment & Evaluation in Higher Education*, 31(5), 485-503.
- de Vaus, D. A. (2002). *Surveys in social research* (5th ed.). Crow's Nest, Australia: Allen & Unwin.
- Devlin, M., & Gray, K. (2007). In their own words: A qualitative study of the reasons Australian university students plagiarize. *Higher Education Research & Development*, 26(2), 181-198.
- Dick, M., Sheard, J., & Hasen, M. (2007). Prevention is better than cure: Addressing cheating and plagiarism based on the IT student perspective. (pp. 26): RMIT.
- Diekhoff, G. M., & LaBeff, E. E. (1996). College cheating: Ten years later. *Research in Higher Education*, 37(4), 487.
- Engler, J., Landau, J., & Epstein, M. (2008). Keeping up with the Joneses: Students' perceptions of academically dishonest behavior. *Teaching of Psychology*, 35(2), 99-102.

- Etter, S., Cramer, J. J., & Finn, S. (2006). Origins of academic dishonesty: Ethical orientations and personality factors associated with attitudes about cheating with information technology. *Journal of Research on Technology in Education, 39*(2), 133-155.
- Franklyn-Stokes, A., & Newstead, S. E. (1995). Undergraduate cheating: Who does what and why? *Studies in Higher Education, 20*(2), 159.
- Gu, Q., & Brooks, J. (2008). Beyond the accusation of plagiarism. *Science Direct, 36*, 337-352.
- Haines, V. J., Diekhoff, G. M., LaBeff, E. E., & Clark, R. E. (1986). College cheating: Immaturity, lack of commitment and the neutralizing attitude. *Research in Higher Education, 25*(4), 342-354.
- Hard, S. F., Conway, J. M., & Moran, A. C. (2006). Faculty and college students beliefs about the frequency of student academic misconduct. *The Journal of Higher Education, 77*(6), 1058-1080.
- Howard, R. M. (1995). Plagiarisms, authorships and the academic death penalty. *College English, 57*(7), 788-806.
- Hutton, P. A. (2006). Understanding student cheating and what educators can do about it. *College Teaching, 54*(1), 171-179.
- Jendrek, M. (1989). Faculty reactions to academic dishonesty. *Journal of College Student Development, 30*, 401-406.
- Jordan, A. E. (2001). College student cheating: The role of motivation, perceived norms, attitudes, and knowledge of institutional policy. *Ethics & Behavior, 11*(3), 233-247.
- Kay, B., & Johnson, T. (1999). Research methodology: Taming the cyber frontier. Techniques for improving online surveys. *Social Science Computer Review, 17*(3), 323-337.
- Kerkvliet, J., & Sigmund, C. L. (1999). Can we control cheating in the classroom? *Journal of Economic Education, 30*(4), 331-343.
- Kidwell, L. A., Wozniak, K., & Laurel, J. P. (2003). Student reports and faculty perceptions of academic dishonesty. *Teaching Business Ethics, 7*(3), 205.
- Kolich, A. M. (1983). Plagiarism: The worm of reason. *College English, 45*(2), 141-148.
- Krueger, R. A. (1998). *Analyzing & reporting focus group results*. (Vol. 6). Thousand Oaks, CA: Sage.
- LaBeff, E. E., Clark, R. E., Haines, V. J., & Diekhoff, G. M. (1990). Situational ethics and college student cheating. *Sociological Inquiry, 60*(2), 190-198.

- Leask, B. (2006). Plagiarism, cultural diversity and metaphor - implications for academic staff development. *Assessment & Evaluation in Higher Education*, 31(2), 183-199.
- Lee, R. M. (1993). *Doing research on sensitive topics*. London: Sage.
- Leming, J. S. (1980). Cheating behaviour, subject variables, and components of the internal-external scale under high and low risk conditions. *Journal of Educational Research*, 74(2), 83-87.
- Lin, C.-H. S., & Wen, L.-Y. M. (2007). Academic dishonesty in higher education - a nationwide study in Taiwan. *Higher Education*, 54, 85-97.
- Lucas, G. M., & Friedrich, J. (2005). Individual differences in workplace deviance and integrity as predictors of academic dishonesty. *Ethics & Behavior*, 15(1), 15-35.
- Marsden, H., Carroll, M., & Neill, J. T. (2005). Who cheats at university? A self report study of dishonest academic behaviours in a sample of Australian university students. *Australian Journal of Psychology*, 57(1), 1-10.
- Martin, B. (1994). Plagiarism: A misplaced emphasis. *Journal of Information Ethics*, 3(2), 36 - 46.
- Martin, D., Rao, A., & Sloan, L. (2009). Plagiarism, integrity, and workplace deviance: A criterion study. *Ethics & Behavior*, 19(1), 36-50.
- Matalene, C. (1985). Contrastive rhetoric: An american writing teacher in China. *College English*, 47(8), 789-808.
- May, T. (2001). *Social research: Issues, methods and process* (Third ed.). Berkshire, UK: Open University Press.
- McCabe, D. (1992). The influence of situational ethics on cheating among college students *Sociological Inquiry*, 62(3), 365-374.
- McCabe, D. (2005). Cheating among college and university students: A North American perspective. *International Journal for Educational Integrity*, 1(1).
- McCabe, D. (not dated). Questionnaire; Academic Integrity Rutgers University Faculty Survey
- McCabe, D., & Trevino, L. (1993a). Academic dishonesty: Honor codes and other contextual influences. *The Journal of Higher Education*, 64(5), 522.
- McCabe, D., & Trevino, L. (1996a). The influence of collegiate and corporate codes of conduct on ethics-related behavior in the workplace. *Business Ethics Quarterly*, 6(4), 461-476.
- McCabe, D., & Trevino, L. (1996b). What we know about cheating in college: Longitudinal trends and recent developments. *Change*, 28(1), 29-33.

- McCabe, D., & Trevino, L. (1997). Individual and contextual influences on academic dishonesty: A multicampus investigation. *Research in Higher Education*, 38(3), 379-396.
- McCabe, D., Trevino, L., & Butterfield, K. (1999). Dishonesty in academic environments. *The Journal of Higher Education*, 72(1), 29-45.
- McCabe, D., Trevino, L., & Butterfield, K. (2001). Cheating in academic institutions: A decade of research. *Ethics & Behavior*, 11(3), 219-232.
- McCabe, D., Trevino, L., & Butterfield, K. (2002). Honor codes and other contextual influences on academic integrity: A replication and extension to modified honor code settings. *Research in Higher Education*, 43(3), 357-378.
- McCabe, D. L., & Trevino, L. K. (1993b). Academic dishonesty: Honor codes and other contextual influences. *The Journal of Higher Education*, 64(5), 522.
- McGowan, U. (2005). Does educational integrity mean teaching students NOT to 'use their own words'? *International Journal for Educational Integrity*, 1(1).
- Morgan, D. L. (1997). *Focus groups as qualitative research* (2nd ed. Vol. 16). London: Sage.
- Neuman, W. L. (2006). *Basics of social science research: Qualitative and quantitative approaches* (2nd ed.). Boston: Pearson Education.
- Newstead, S. E., Franklyn-Stokes, A., & Armstead, P. (1996). Individual differences in student cheating. *Journal of Educational Psychology*, 88(2), 229 - 241.
- Ng, H. W., Davies, G., Bates, I., & Avellone, M. (2003). Academic dishonesty among pharmacy students: Investigating academic dishonesty behaviours in undergraduates. *Pharmacy Education*, 3(4), 261-269.
- Nonis, S., & Swift, C. O. (2001). An examination of the relationship between academic dishonesty and workplace dishonesty: A multi campus investigation. *Journal for Education for Business*, 77(2), 69-77.
- Park, C. (2004). Rebels without a cause: Towards an institutional framework for dealing with plagiarism by students. *Journal of Further & Higher Education*, 28(3), 291-306.
- Pennycook, A. (1996). Borrowing others' words: Text, ownership, memory and plagiarism. *TESOL Quarterly*, 30(2), 201-230.
- Pickering. (2002). *The values of plagiarism*. Paper presented at the Conference Name|. Retrieved Access Date|. from URL|.
- Pickering, & Hornby, G. (2005). Plagiarism and international students: A matter of values difference. *Internationalisation - Practical Solutions: A Trans-Tasman Workout, ISANA 16th Annual Conference*

- Roig, M., & Ballew, C. (1994). Attitudes toward cheating of self and others by college students and professors. *Psychological Record*, 44(1), 3.
- Rubin, H. J., & Rubin, I. S. (1995). *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, CA: Sage.
- Sheehan, K. B., & McMillan, S. (1999). Response variation in email surveys: An exploration. *Journal of Advertising Research*, 39(4), 45-54.
- Shipman, M. (1997). *The limitations of social research* (4th ed.). London: Addison Wesley Longman Ltd.
- Sills, S., & Song, C. (2002). Innovations in survey research. *Social Science Computer Review*, 20(1), 22-30.
- Sims, R. L. (1993). The relationship between academic dishonesty and unethical business practices. *Journal of Education for Business*, 68(4), 207.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus Groups: Theory and practice*. (2nd ed.). London: Sage.
- Sutherland-Smith, W. (2003). *Hiding in the shadows: Risks and dilemmas of plagiarism in student academic writing*. Paper presented at the International Education Research Conference, Auckland New Zealand.
- Sutherland-Smith, W. (2005a). Pandora's box: Academic perceptions of student plagiarism in writing. *Journal of English for Academic Purposes*, 4, 83-95.
- Sutherland-Smith, W. (2005b). The tangled web: Internet plagiarism and international students' academic writing. *Journal of Asian Pacific Communication (09576851)*, 15(1), 15-29.
- Swain, D. (2005). *The Student Discipline Committee Annual Report 2004*. Hamilton, New Zealand: The University of Waikato.
- Swain, D. (2008). *Student Discipline Committee Annual Report 2008*. Hamilton, New Zealand: The University of Waikato.
- Tashakkori, A., & Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.
- Taylor, L., Nicky, E., & de Lambert, K. (2002). *Academic dishonesty - realities for New Zealand tertiary education staff and New Zealand tertiary education institutions*. Paper presented at the 2002 ATEM-AAPPA Conference Brisbane, Australia.
- Taylor, W. D. (Undated). Integrity: Academic and Political. A letter to my students. Retrieved 9/11/2008, from http://www.lib.umich.edu/acadintegrity/instructors/preventing/Bill_Talor.pdf

- Thorpe, M., Pittenger, D., & Reed, B. (1999). Cheating the research: A study of the relation between personality measures and self-reported cheating. *College Student Journal*, 33(1), 49.
- Tittle, C. R., Ward, D. A., & Grasmick, H. G. (2003). Self-control and crime/deviance: Cognitive vs behavioral measures. *Journal of Qualitative Criminology*, 19(4), 333 - 365.
- Van Selm, M., & Jankowski, N. (2006). Conducting online surveys. *Quality & Quantity*, 40, 435-456.
- Vandehay, M. A., Diekhoff, G. M., & LaBeff, E. E. (2007). College cheating: A twenty-year follow-up and the addition of an honor code. *Journal of College Student Development*, 48(4), 468-480.
- Volpe, R., Davidson, L., & Bell, M. (2008). Faculty attitudes and behaviors concerning student cheating. *College Student Journal*, 42(1), 164-175.
- Weir, B. (2008). Student Satisfaction Survey 2008: The University of Waikato.
- Whitley, B. E., Jr. (1998). Factors associated with cheating among college students: A Review. *Research in Higher Education*, 39(3), 235-274.
- Whitley Jr, B. E., Nelson, A. B., & Jones, C. J. (1999). Gender differences in cheating attitudes and classroom cheating behavior: A meta-analysis. *Sex Roles*, 41(9/10), 657-680.
- Zimny, S., Robertson, D., & Bartoszek, T. (2008). Academic and personal dishonesty in college students. *North American Journal of Psychology*, 10(2), 291-312.

Appendix 1: The University of Waikato student survey 2008

THE UNIVERSITY OF
WAIKATO
*Te Whare Wānanga o Waikato*Survey

An Investigation into Experiences With, and Beliefs About, Student Academic Integrity

The completion of this questionnaire constitutes your **consent** that the information you supply can be used for my research project. [More info...](#)

Part A

Please tell me about the environment for academic integrity or honesty at University of Waikato as you have experienced it. Academic dishonesty involves all dishonest behaviour related to assessment.

1. How would you rate:

Don't Know	Low	Med.	High	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The severity of penalties for plagiarism and cheating at UoW
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The average student's understanding of university policies concerning student plagiarism and cheating
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The lecturers' understanding of these policies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Student support for these policies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lecturers' support for these policies
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The effectiveness of these policies

Comments?

2. Have you been informed about the academic integrity/cheating policies at University of Waikato, such as Assessment Regulations, plagiarism and exam rules?

Yes No

If yes, where and how much you have learned about these policies

Learned nothing	Learned some	Learned a lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	First year orientation programme
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Friends or classmates
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Department or School handbook

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Course outline
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lecturer (discussed in class)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tutors/sessional assistants/demonstrators
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Other – please specify <input type="text"/>

Comments?

4. How frequently do you think the following occur at Waikato University?

Never	A Little	A Lot	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Plagiarism in written assignments
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Inappropriately sharing work in assignments
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cheating during tests in class
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cheating during exams
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Having someone else do an assessment item and then submitting it as own work
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Buying and selling of assignments

Comments?

5. How often have you seen another student cheat during a test or examination at Waikato University?

Never Once More Than Once

6. Have you ever reported another student for cheating?

Yes No

7. In your experience what factors influence students to cheat/be dishonest? Check as many as apply.

- Want a better mark
- Other students do it
- Too many assignments to do at the same time
- Subject is too hard
- Parents/family pressures to succeed
- Cheating is okay

- Lecturer ignore it
- It is hard to learn everything in the course
- Not enough time

Comments?

Part B

This section asks you some questions about specific behaviours that some people might consider cheating. Please remember that this survey is completely anonymous and there is no way that anyone can connect you with any of your answers.

- In the shaded columns, indicate if you have ever engaged in this **behaviour** while at University. Check the Not Relevant column if a question does not apply to the courses you have taken.
In the second column please mark **how serious** you think each type of behaviour is.

	Behaviour				Seriousness			
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating

Have you, in an assignment, submitted as your own work

Worked with other people (in person) when the instructions asked for individual work	<input type="radio"/>							
Worked with others (via email, MSN, chat room etc) when the instructions asked for individual work	<input type="radio"/>							
Copied another student's assignment with their permission (either in person or by using email, MSN, memory stick or suchlike)	<input type="radio"/>							
Copied another student's assignment without their permission (in person or by using email, external hard drive or suchlike)	<input type="radio"/>							
In a course requiring computer work, copied code (from another student or Internet) rather than writing your own when this is not permitted	<input type="radio"/>							
Paraphrased or copied a few sentences from a book, magazine or journal (not electronic or web-based) without any referencing	<input type="radio"/>							
Paraphrased or copied a few sentences of material from an electronic source - eg the Internet	<input type="radio"/>							

- without footnoting or otherwise referencing them									
Copied a lot of material, mostly word for word, from any printed source such as books, journals, course materials) without referencing	<input type="radio"/>								
Copied a lot of material, mostly word for word, from any electronic source (such as websites, Internet) without referencing	<input type="radio"/>								
Submitted an assignment mostly written and previously submitted by another student and claiming it as your own	<input type="radio"/>								
Submitted an assignment you have already submitted for another paper even with some changes	<input type="radio"/>								
Submitted an assignment you purchased or obtained from a website that sells or provides assignments and claimed it as your own work	<input type="radio"/>								
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	
Have you ever									
Prevented other students using resources for assessments eg. hiding or removing books/data	<input type="radio"/>								
Written an assignment for another student which they submitted as their own work	<input type="radio"/>								
Written an assignment for another student for payment	<input type="radio"/>								
Made up or falsified lab data	<input type="radio"/>								
Made up or falsified research data	<input type="radio"/>								
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating	
In tests and exams, have you ever									
Received questions or answers from someone who has already taken a test	<input type="radio"/>								
Helped someone else cheat on a test or exam	<input type="radio"/>								
Copied from another student during a test or exam with his or her knowledge	<input type="radio"/>								
Copied from another student during									

a test or exam without his or her knowledge	<input type="radio"/>								
Used crib notes (or cheat sheets) during a test or exam that does not allow notes	<input type="radio"/>								
Used an electronic/digital device as an unauthorized aid during a test or an exam	<input type="radio"/>								
Used technology (such as text messaging) to get unpermitted help from someone else during a test or exam	<input type="radio"/>								
Fabricating or falsifying research data	<input type="radio"/>								
Used a false or forged excuse to obtain an extension on a due date or delay taking a test or exam	<input type="radio"/>								
Applied for special consideration for a test or exam using false or forged excuse	<input type="radio"/>								
Pretended to be another student and sitting their test or exam	<input type="radio"/>								
Cheated on a test in any other way	<input type="radio"/>								

7. In relation to your study - what is important to you?
Choose the top 3

- Getting good grades
- Pleasing my parents / family
- Learning about subjects that interest me
- Getting a degree so I can get a good job
- Being Challenged
- Learning more about the world
- Having a good time/socializing
- Getting high marks
- Other – please specify

Sex – Male Female

Year born – 19

Ethnicity –

I am a

I am enrolled

On Campus
 Online

I attend –

Hamilton
 Tauranga
 Other

1. What year of study are you in?

Undergraduate Graduate Postgraduate

2. How many years have you been studying at Waikato University?

1 2 3 4 5 More than 5 years

3. What school of studies are you enrolled in?

Faculty of Arts and Social Sciences
 School of Computing and Mathematical Sciences
 School of Education
 School of Law
 Waikato Management School
 Te Pua Wānanga ki te Ao, School of Māori and Pacific Development
 School of Science and Engineering

4. What is your degree programme and major?

Degree – Major –

5. What is the most common grade/s for your papers you have completed?

A B C D E IC WD

6. What are your most important sources of financial support?

Government benefit (NZ)
 Scholarship
 Own wages or partners
 Family
 Student loan
 Other

7. Please tell me how many hours you spend on each activity in an average week?

None	1-9 hrs	10-19 hrs	20-29 hrs	30+ hrs	
<input type="radio"/>	Studying/working on assignments				

<input type="radio"/>	Attending classes/labs				
<input type="radio"/>	Paid employment				
<input type="radio"/>	Socializing/partying				
<input type="radio"/>	Sport and leisure				
<input type="radio"/>	Family responsibilities				
<input type="radio"/>	Using a computer				

If you would be willing to be part of a one hour focus group discussion, **contact me**.

Thank you for your participation!

Appendix 2: The University of Waikato staff survey

The University of Waikato - 1

Survey

An Investigation into Experiences With, and Beliefs About, Student Academic Integrity – Staff Survey

Student academic integrity is a major topic on many campuses around the world as advances in technology change the face of tertiary education and students experience increased pressures to achieve and perform. There is a lack of data about the actual experiences of students and staff in New Zealand which can be addressed by your participation in this survey. All University of Waikato teaching staff and students are being invited to take part in this survey.

This survey is being funded by SASD and the outcomes may be used to inform University policy and procedures. The website and survey collation is being managed by a separate group and no-one at the University can identify your participation in this survey.

The completion of this questionnaire constitutes your **consent** that the information you supply can be used for my research project. [More info...](#)

Demographics

Sex
 Male Female

Year born

Ethnicity

How long have you been teaching at the Tertiary level?
 1-2 years
 3-5 years
 6-10 years
 11-15 years
 16-20 years
 21-25 years
 26+ years

Are you currently

What is your academic rank?
 Professor
 Associate Professor
 Doctor
 Senior Lecturer
 Lecturer
 Senior Tutor
 Tutor
 Teaching Assistant
 Other

Please indicate all your academic qualifications.

- Undergraduate degree
- Graduate/Post Graduate diploma
- Master's degree
- Doctorate
- Other

In which discipline and subjects are your primary teaching responsibilities?

Which University Committees or planning groups are you a member of?

If there is a potential to be identified through this information it will be altered in my analysis to ensure this does not occur

Part A

Please tell me about the student academic integrity environment at University of Waikato as you have experienced it. Student academic dishonesty involves all dishonest behaviour related to assessment.

1. How would you rate:

Don't Know	Very Low	Low	MED	High	Very High	
<input type="radio"/>	The severity of penalties for plagiarism and cheating at UoW					
<input type="radio"/>	The average student's understanding of university policies concerning student plagiarism and cheating					
<input type="radio"/>	The lecturers' understanding of these policies					
<input type="radio"/>	Student support for these policies					
<input type="radio"/>	Lecturers' support for these policies					
<input type="radio"/>	The effectiveness of these policies					

2. When do you discuss policies on the following subjects with your students? *Check all that apply*

Syllabus						
Do Not Discuss	On Individual Assignments	or Paper Outline	Start of Semester	Other	Not Relevant	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plagiarism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Permitted or prohibited group work or collaboration
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The proper citation of written sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Proper citation/referencing of Internet or online sources
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Falsifying/fabricating research data
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Falsifying/fabricating lab data
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Permitted or prohibited behaviour for tests or examinations

3. Please note the primary sources from which you have learned about the student academic integrity policies at University of Waikato *Check all that apply*
- Staff induction programme
 - Staff handbook
 - Chair/Head of Department
 - Dean
 - Fellow staff members
 - University handbook
 - I have never really been informed about University policies on academic integrity/student misconduct
 - Other (please specify)
4. How often have you observed a student cheating during a test?
- Never
 - Once
 - A few times
 - Several times
 - Many times
5. If you were convinced, even after discussion with the student, that a student had cheated on a test or assignment in your course, what would be your likely reaction? *Check all that apply*
- Reprimand or warn the student
 - Fail the student on the test/assignment
 - Lower the student's grade
 - Report the student to the course convenor
 - Require the student to re-take or re-do the test/assignment
 - Report the student to the Chair of your Department
 - Fail the student for the course
 - Make a complaint of misconduct
 - Do nothing
 - Other
6. Have you ever ignored a suspected incident of cheating in one of your courses for any reason?
- Yes No
- If yes, did any of the following factors influence your decision? *Check all that apply*
- Lack of evidence/proof
 - Knew it wouldn't be supported by University administration
 - Cheating was trivial/not serious
 - Didn't want to deal with the system, it is so bureaucratic
 - The student is the one who ultimately suffers
 - Not enough time
 - The penalties are usually inappropriate so it isn't worth reporting
 - Feel that it reflects on my ability as a teacher and don't want colleagues to know students cheat in my class
 - My job is research not worrying about student cheating
 - Felt sorry for the student
 - Takes too much time to collate evidence
 - Other
7. Have you ever referred a suspected case of plagiarism/cheating to your Chair, a Dean, or the Student Discipline Committee?
- Yes No
- If yes, how satisfied were you with the way the case(s) were handled?
- Very Unsatisfied
 - Unsatisfied

- Neutral
- Satisfied
- Very Satisfied

If you answered "unsatisfied" or "very unsatisfied" please explain your response.

Part B

Specific Behaviours

Students have different views on what constitutes cheating and what is acceptable behavior. I would like to ask you some questions about specific behaviors that some students might consider cheating. Please mark one response for each question.

- In the shaded column please mark how often, if ever, you have observed or become aware of a student in your class engaging in any of the following behaviors during the last three years.

Check the 'Not Relevant' column if a question does not apply to any of your courses. For example, if you do not use tests/exams, you would check 'Not Relevant' for questions related to tests/exams.

In the other columns please mark how serious you think each type of behavior is.

	Behaviour				Seriousness			
	Never	Once	More Than Once	Not Relevant	Not Cheating	Trivial Cheating	Moderate Cheating	Serious Cheating
Receiving unpermitted help on an assignment	<input type="radio"/>							
Working on an assignment with other people (in person) when the instructions asked for individual work	<input type="radio"/>							
Working on an assignment with others (via email, MSN, chat room etc) when the instructions asked for individual work	<input type="radio"/>							
Copying another student's assignment with their permission (either by using email, MSN, memory stick or suchlike or in person)	<input type="radio"/>							
Copying another student's assignment without their permission (in person or by using email, external hard drive or suchlike)	<input type="radio"/>							
In a course requiring computer work, copying code (from another student or Internet) rather than writing their own when this is not permitted	<input type="radio"/>							

Paraphrasing or copying a few sentences from a book, magazine or journal (not electronic or web-based) without any referencing in a submitted assignment	<input type="radio"/>							
Paraphrasing or copying a few sentences of material from an electronic source - eg the Internet - without footnoting or otherwise referencing them in a submitted assignment	<input type="radio"/>							
Submitting an assignment mostly written and previously submitted by another student and claiming it as their own	<input type="radio"/>							
Submitting an assignment already submitted for another paper even with some changes	<input type="radio"/>							
Submitting an assignment purchased or obtained from a website that sells or provides assignments and claiming it as their own work	<input type="radio"/>							
Copying material, mostly word for word, from any printed source such as books, journals, course materials) and turning it in as their own work	<input type="radio"/>							
Copying material, mostly word for word, from any electronic source (such as websites, Internet) and turning it in as their own work	<input type="radio"/>							
Preventing other students using resources for assessments e.g. hiding or removing books/data	<input type="radio"/>							
Writing an assignment for another student which they submitted as their own work	<input type="radio"/>							
Writing an assignment for another student for payment	<input type="radio"/>							
Getting questions or answers from someone who has already taken a test	<input type="radio"/>							
Helping someone else cheat on a test or exam	<input type="radio"/>							
Fabricating or falsifying lab data	<input type="radio"/>							

Copying from another student during a test or exam with his or her knowledge	<input type="radio"/>							
Copying from another student during a test or exam without his or her knowledge	<input type="radio"/>							
Using crib notes (or cheat sheets) during a test or exam that does not allow notes	<input type="radio"/>							
Using an electronic/digital device as an unauthorized aid during a test or an exam	<input type="radio"/>							
Using technology (such as text messaging) to get unpermitted help from someone else during a test or exam	<input type="radio"/>							
Fabricating or falsifying research data	<input type="radio"/>							
Using a false or forged excuse to obtain an extension on a due date or delay taking a test or exam	<input type="radio"/>							
Applying for special consideration for a test or exam using false or forged excuse	<input type="radio"/>							
Pretending to be another student and sitting their test or exam	<input type="radio"/>							
Cheating on a test in any other way	<input type="radio"/>							

2. How strongly do you agree or disagree with the following statements?

Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	
<input type="radio"/>	Cheating by students is a serious problem at Waikato University.				
<input type="radio"/>	The process for dealing with student misconduct is fair and impartial.				
<input type="radio"/>	Students should be responsible for monitoring the academic integrity of other students.				
<input type="radio"/>	Lecturers and teaching staff are vigilant in discovering and reporting suspected cases of academic misconduct.				
<input type="radio"/>	The types of assessment used in my courses are effective at evaluating student understanding of course concepts.				
<input type="radio"/>	The types of assessment used in my courses are effective at helping students learn the course content.				

3. What safeguards do you employ to reduce cheating in your courses? *Check all that apply*

invisitors, no cellphones, notes or bags.

Change assessment items annually.

Other (please specify)

4. Do you have any suggestions on how the University might improve its policies concerning issues of integrity or any additional comments you care to make?

5. What role do you think staff should play in promoting student academic integrity and/or controlling cheating in their courses?

If you would be willing to be part of a one hour focus group discussion, [contact me](#).

Thank you for your participation!

The University of Waikato - Te Whare Wananga o Waikato

Last modified: Wed Nov 14 10:13:11 2007

[Validate](#) | [Check Links](#) | [Spell Check](#)

Page Generated: Wed Nov 14 10:13:13 2007

URL: <http://wwwtest.waikato.ac.nz/staff/intsurvey/question.shtml>

This page has been reformatted for printing

Appendix 3: Emails to staff for survey

1) Dear staff member

I am writing to you to seek your help. Claire Guthrie is one of my Master's students and she is researching experiences with and beliefs about student academic integrity. As part of this research project she wishes to survey academic staff to gather information about their views and experiences. The link to her electronic survey is below and I would be very grateful if you would take the time to complete this questionnaire.

This project has University ethical approval and your participation will be anonymous and confidential.

If you have any questions please contact me.

Kind regards

Dr Jo Barnes
Senior Lecturer
Department of Societies and Cultures
University of Waikato
Hamilton, New Zealand
Phone: (+64) 7 838 6826

2) Dear staff member

My supervisor Jo Barnes has contacted you recently about this request to complete an electronic survey for my Master's thesis research project. This project is an investigation into experiences with and beliefs about student academic integrity. This project will replicate earlier research studies to gather New Zealand data on student academic misconduct which will contribute to the international body of knowledge on this subject. This project has University ethical approval and your participation will be anonymous and kept confidential.

If you have any questions please contact me.

The survey takes approximately 10minutes to complete.

With thanks
Claire Guthrie
Social Science Research Programme
Department of Societies and Cultures

Appendix 4: Student email invitation and participation incentive

Dear Student

I am a Masters student at the University of Waikato, conducting a survey into **student academic integrity** or how honest university students are in relation to their assessments. This email invites you to complete this survey and allow your experiences and beliefs about student honesty in assessments to be part of this research project.

This survey will take about 10-15 minutes to complete and **your identity and responses will be completely confidential**. The results of the survey will be collated and completely anonymous.

I am also a staff member at the University but I am undertaking this research for my Master's thesis.

Win a supermarket voucher

Students who participate in this survey can also choose to participate in a **PRIZE DRAW** for one of nine Pak'n Save vouchers, worth \$25. Your details can be submitted separately at the end of your survey and your participation is voluntary and completely confidential.

Focus Group discussion

Once you have completed the survey, or even if you choose not to participate, you also have the opportunity to receive information about discussion groups that I will be hosting. Attending a discussion group will not affect your chances of winning a prize and refreshments will be provided for all attendees. focus.group@waikato.ac.nz

The survey will be open from 4th until the 14th April so please ensure your survey response is submitted before then.

Please click here to go to the survey website:
<http://www.waikato.ac.nz/student/survey/survey.shtml>

My contact details are below and I will be happy to answer any questions that you have.

Thank you, Claire Guthrie

Social Science Research Programme
Department of Societies and Cultures
University of Waikato, claireg@waikato.ac.nz

Appendix 5: Focus group information and consent form

1. I am undertaking a research project investigating the beliefs and experiences of students and staff in relation to academic integrity and misconduct. This project has been given ethical approval by the Human Research Ethics Committee of the University's Faculty of Arts and Social Sciences.
2. The focus group discussion will involve open discussion with other teaching staff on the subject of academic integrity and cheating. The discussion will take about one hour.
3. I would like to tape record the discussion so that I can obtain an accurate record of the views expressed.
4. When I am not using the tapes, it and any transcript of it will be stored in a locked filing cabinet in my office. These will not be available to anyone but me. They will be stored there for five years from collection date after which they will be destroyed. Material linking your identity to the research results will be kept in a separate locked drawer and will be destroyed as soon as analysis of the transcripts is completed. Individual consent forms will also be kept in a locked filing cabinet and destroyed after five years.
5. You will not be identified in this research project and all information relating to your identity will remain confidential to me and my supervisor. No one will know that you have been a member of the focus group and you will not be identifiable in any published information about this research project.
6. The results of this research will be used for my Master's thesis and may be used to inform University policy and procedures. I will also use this research project for conference papers and for academic publication. The results may also be used to inform future research projects.
7. I am currently employed as the student discipline administrator but I am undertaking this research as a Social Science Research student interested in gaining an informed and balanced understanding of this research topic.
8. Any questions about the ethical conduct of this research may be sent to my Supervisor, Dr Jo Barnes (telephone 838 4466 ext 6826, or email jobar@waikato.ac.nz) or to the Secretary of the Human Research Ethics Committee (fass-ethics@waikato.ac.nz), Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

I consent to be a member of the focus group for the research project "An investigation into Student and Staff Experiences with and Beliefs about Academic Integrity and Misconduct" conducted by Claire Guthrie. I am aware that I have the right to refuse to answer any questions.

I understand that the focus group discussion will be recorded and later transcribed into print and that this information will remain confidential to the researcher. I understand that I am able to access the information I contributed at any time and may request that all or part of this information be deleted, and that I am free to withdraw from the project at any time during the interview and up to three weeks after the focus group.

I consent to the use of the focus group discussion information in publications and presentations and future research projects. I understand that this information will remain confidential and I will not be identifiable.

Signed _____ (Participant)

Date _____

Print Name _____

I agree to abide by the above conditions

Signed _____ (Researcher)

Date _____

Print Name _____

Appendix 6: Staff interview consent form

1. I am undertaking a research project investigating the beliefs and experiences of students and staff in relation to academic integrity and misconduct. This project has been given ethical approval by the Human Research Ethics Committee of the University's Faculty of Arts and Social Sciences.
2. I would like to interview you about your experiences with and beliefs about academic integrity and misconduct. The interview will take about one hour.
3. I would like to tape record the interview so that I can obtain an accurate record of your views.
4. When I am not using the tapes, it and any transcript of it will be stored in a locked filing cabinet in my office. These will not be available to anyone but me. They will be stored there for five years from collection date after which they will be destroyed. Material linking your identity to the research results will be kept in a separate locked drawer and will be destroyed as soon as analysis of the transcripts is completed.
5. You may choose to remain anonymous in this research project. No one will know that you have been interviewed and you will not be identifiable in any published information about this research project.
6. The results of this research will be used for my Master's thesis. I will also use this research project for conference papers and for academic publication. The results may also be offered to the University to inform policy or procedure changes.
7. Any questions about the ethical conduct of this research may be sent to the Secretary of the Human Research Ethics Committee, Faculty of Arts and Social Sciences, Te Kura Kete Aronui, University of Waikato, Te Whare Wananga o Waikato, Private Bag 3105, Hamilton 3240.

I consent to be interviewed for the research project "An investigation into Academic Integrity and Misconduct" conducted by Claire Guthrie. I am aware that I have the right to refuse to answer any questions.

I understand that the interview will be recorded and later transcribed into print and that this information will remain confidential to the researcher. I understand that I am able to access this information at any time and may request that all or part of this information be deleted, and that I am free to withdraw from the project at any time during the interview and up to three weeks after the interview.

I consent to the use of the interview information in publications and presentations.

"I wish to remain anonymous" (circle) YES NO - to be confirmed at the end of the interview

Signed _____ (Participant)

Date _____

Appendix 7: Staff interview question guides, first and last versions

a) Initial question guide

- To start could I clarify your role, you're a senior tutor? Get details
- Could you tell me about your teaching commitments – what classes, how many students
- Can you tell me a little about how your experience and how you came to this job?
- We have discussed this already but I would like to hear more about your experiences with s/a/d
- Do you think there are common types of dishonesty?
- Not so common types
- Why do you think they do it?
- Are there other factors / how do you feel about that / could you explain some more?
- Have these experiences changed how you teach – how much, what?
- Has it changed your view of students – how / why
- Do you think the university has an environment of academic integrity – do you think it should?
- Do you find the university policy/procedures give you the support you want?
- Do you think there should be changes to policy/procedures?
- There was a comment about different world views of staff and students – do you have a comment about that
- The concept of vigilance was mentioned – do you think you are more suspicious now, how does this affect your teaching and behaviour with students
- Why do you think they don't all cheat?
- What do you think has an impact on students not cheating or not cheating again – penalties, vigilance, peer pressure???
- Is there is moral question about this?
- Ten minutes to go – summarise main points – is this correct
- What is the most important point – has anything been missed?

6b) Final question guide

JOB EXPERIENCES

- To start could I clarify your role? Get details
- Could you tell me about your teaching commitments – what classes, how many students
- Can you tell me a little about how your experience and how you came to this job?
- Do you think teaching your subject area affects your view of misconduct and student integrity?

STUDENT DISCIPLINE EXPERIENCES

- I would like to hear about your experiences with s/a/d
- **Why** do you think they do it?
- Are there other factors / how do you feel about that / could you explain some more
- Why do you think they **don't all cheat**

TEACHING EXPERIENCES

- Have these experiences **changed how you teach** – how much, what?
- Does the experience of misconduct have **any emotional impact** on you?
- The **concept of vigilance** was mentioned in the survey – do you think you are more suspicious now, how does this affect your teaching and behaviour with students
- Is there an issue of consistency when **team teaching** or working with tutors?
- Have you noticed a change grades, would **grade inflation** be an issue for you
- Have found teaching/students changed in the last few years?

UNIVERSITY ENVIRONMENT

- Do you think the **university has an environment** of academic integrity – do you think it should
- Do you feel **supported** by the university

COLLEAGUES and DEPTS

- how do your **colleagues** handle issues of lack of integrity?
- Do you agree with **policies** in your dept?
- Do you and your colleagues discuss s/a/i

STUDENT RELATIONSHIPS

- do you have a comment about **different world views** of staff and students
- Has issues of student misconduct **changed your view of students** – how / why?
- Has it affected your **relationship** with students, how/why?
- Do you think there is an issue around **the power relationships** of lecturer/students?

- Ten minutes to go – summarise main points – is this correct

What is the most important point – has anything been missed?

Appendix 8: Table of staff and students reports of academic dishonesty behaviours

PLAGIARISM	Staff Percent	Students Percent
Unpermitted collaboration in person	51	37
Unpermitted collaboration by email	21	19
Minor plagiarism from print	84	36
Minor plagiarism from the internet	83	33
Major plagiarism from print	34	5
Major amount from the internet	35	6
Submitted own assignment more than once	34	7
Copied assignment with permission	47	9
Written assignment for another student	13	6
Copied another's computer code	18	6
Submitted other students assignment	34	2
Written assignment for money	5	.4
Bought assignment	12	.2
FABRICATION/FALSIFICATION		
Falsified laboratory results	7	12
Falsified research data	5	8
Lied in special consideration application	45	2
Used a lie to obtain an extension	37	8
EXAMINATION/TEST		
Copied from someone without their knowledge	24	6
Copied from someone in a test/exam with their knowledge	20	4
Helped someone in a test	14	4
Took in cheat notes	22	3
Obtained information about a test before sitting it	14	14
Used electronic device to help	9	0.6
Used technology to help	6	0.3
Impersonated someone in exam/test	4	0.0
Hidden or destroyed resources	17	6
Any other cheating	12	5

Appendix 9: Students' and staff reports of academic dishonesty behaviours from not cheating to serious cheating

Students	N =	Not cheating	Trivial cheating	Moderate cheating	Serious cheating
Falsified research data	459	7	13	31	49
Copied assignment with permission	505	9	7	32	53
Any other cheating	464	9	7	23	61
Helped someone in a test	488	7	5	24	65
Copied large amounts from books unreferenced	503	6	4	24	65
Copied in test with their knowledge	488	5	4	18	73
Used electronic device to help	490	6	3	16	75
Took in cheat notes	492	6	2	13	80
Written assignment for money	489	7	1	10	82
Copied from someone without their knowledge	488	5	2	11	82
Used technology to help	490	6	1	10	82
Copied work with no permission	500	7	2	7	85
Submitted other students assignment	500	6	1	6	8
Impersonated someone in exam/test	489	6	1	5	88
Bought assignment	497	6	.4	3	91

Staff	N=	Not cheating	Trivial cheating	Moderate cheating	Serious cheating
Copied with permission	194	2	4	24	70
Any other cheating	146	2	2	23	73
Falsified laboratory data	125	1	5	18	77
Copied a lot of text from Internet sources, no references	214	0	2	19	79
Copied a lot of text from printed sources, no references	201	.5	3	15	82
Used electronic device to help	167	1	4	11	84
Written assignments for other students	167	2	2	13	84
Falsified research data	145	1	1	11	87
Took in cheat notes	170	2	3	8	88
Copied from someone without their knowledge	177	1	1	10	88
Helped someone in a test	168	2	1	7	90